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REPORTS

FROM

COMMISSIONERS:

TWENTY-NINE VOLUMES.

—*(17.—Part III.)*—

PRIMARY EDUCATION (IRELAND)—*continued.*

Vol. III.

Session

8 *February* —— 10 *August* 1870.

VOL. XXVIII.—Part III.

1870.

REPORTS FROM COMMISSIONERS:

1870.

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ROYAL COMMISSION OF INQUIRY

INTO

PRIMARY EDUCATION (IRELAND).

VOL. III.

CONTAINING

EVIDENCE

TAKEN

BEFORE THE COMMISSIONERS

FROM MARCH 12TH TO OCTOBER 30TH, 1868.

Questions and Answers 1 *to* 17608.

Presented to both Houses of Parliament by Command of Her Majesty.

DUBLIN:
PRINTED BY ALEXANDER THOM, 87 & 88, ABBEY-STREET,
FOR HER MAJESTY'S STATIONERY OFFICE.

1870.

[C.—6. II.] *Price* 8*s*.

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ROYAL COMMISSION OF INQUIRY INTO PRIMARY EDUCATION (IRELAND).

MINUTES OF EVIDENCE.

DUBLIN, THURSDAY, MARCH 12, 1868.

PRESENT:

The Right Hon. The Earl of POWIS, *Chairman.*

The Right Hon. The Earl of DUNRAVEN, K.P.
The Right Hon. and Most Rev. The Lord Bishop of MEATH.
The Right Hon. Lord CLONBROCK.
The Right Hon. Mr. JUSTICE MORRIS.
Sir ROBERT KANE, F.R.S.
WILLIAM BROOKE, Esq., M.C.
Rev. DAVID WILSON, D.D.
Rev. BENJAMIN MORGAN COWIE, B.D.
JAMES ARTHUR DEASE, Esq.
JAMES GIBSON, Esq.
SCOTT NASMYTH STOKES, Esq.
WILLIAM K. SULLIVAN, Esq., PH.D.
LAURENCE WALDRON, Esq.

GEORGE A. C. MAY, Esq., Q.C., D. B. DUNNE, Esq., } *Secretaries.*

The Right Hon. ALEXANDER MACDONNELL, Resident Commissioner of National Education, sworn and examined.

March 12, 1868.

Right Hon. Alexander Macdonnell.

1. The *Chairman.*—When did you first become a member of the Board of National Education?—In the year 1839.

2. You have been a member continuously since that time?—Yes.

3. When did you become Resident Commissioner?—About the month of November, 1839. I had been appointed a short time before that, but holding a situation in Dublin Castle I did not come to reside, till November, 1839.

4. Can you state generally what is the machinery of the National Board in conducting the administration of any department, with reference to their ordinary schools?—Each school has a manager, and then under the manager a teacher or teachers. There are on the whole about 6,500 schools in operation, and each of these schools has a manager over it, and a teacher or teachers under him. The Board have a certain number of Inspectors and Head Inspectors. There are sixty Inspectors, and six Head Inspectors. Their reports are received weekly by the Commissioners in Dublin, and are acted upon in their office, where there is a variety of clerks. There are Chiefs of Inspection, who deal with the reports as they come in, with regard to the schools. There is the Board itself, consisting of twenty members. The managers are, I think, the first body to be considered.

5. Do the Board correspond directly with the managers?—They do.

6. What is the mode in which a school is provided in a new place?—When there is a want of a school in a new place, the local parties apply to the Board of Education, for the purpose of having it placed under the Board. An application comes up, to say there is a school in such a place, and that they wish to place it in connexion with the Board of Education, and our Inspector is sent to examine into the circumstances. That is a case in which the school is already built, and is to be placed under the Board as a non-vested school. If it is a request for a building grant, then the applicant states the circumstances connected with the locality, and requests the Board to give a building grant, and we make inquiries accordingly.

7. You make inquiry by sending an Inspector to the spot?—Yes. Each of the sixty Inspectors has a district of his own, and lives within that district. When he gets notice from us he goes and examines into the circumstances connected with the proposed school.

8. Do you wait for applications from the parties in the first instance?—Yes. We don't originate a school, except when we are building a model school of our own. There are a few model schools in different parts of Ireland. These have been built entirely at the expense of the State, and were instituted by the Board themselves, and not upon the applications of local parties.

9. When the school is established, who becomes the manager of it?—Generally speaking, the person who applies is the person who becomes the manager of the school. We conceive that he, either from being the clergyman of the parish, or the owner of the property, is the person who it is intended should be the manager of the school, and he is the person who always is received by us as manager. He, generally speaking, represents the feelings of a certain portion of the locality.

10. Lord *Clonbrock.*—Is that invariably the case? Is the person applying always appointed manager, or is there a person afterwards appointed manager different from the person who made the application?—It is almost invariably the person who applies. If the gentleman who applies mentions that he is acting only as the agent of the owner of the property, we, of course, know he is not intended to be the patron. But, if his principal wishes——

11. The *Chairman.*—Except in the phraseology of the Board is there any distinction between the word manager and the word patron?—It is very difficult to distinguish between them. There are many cases in which there is both a patron and a manager. Supposing a gentleman of property applies to have a school on his estate placed under the Board, and says he wishes to be patron, we appoint him patron. If he desires that his agent, or any other person, be manager of the school under him, we appoint that person manager.

12. In the case where you have to communicate with the school do you write to the patron or manager?—To the manager always. We consider that the patron

March 12, 1868.

Right Hon. Alexander Macdonnell.

has delegated *pro tempore* his power to the manager. We always consider when the patron does not give us notice to the contrary, he means to act both as manager and patron himself. We make arrangements for that purpose; and if he says at any time that he wishes such another person to be manager instead of the gentleman first named, we carry that into effect.

13. Is the management always in a single person, or have you ever a committee of managers?—There are a few cases of committees of management, in the North of Ireland especially. There were originally a good number, but they are going out of use. There are very few cases of committees of management now. When the original application mentions that they wish the school should be governed by a committee, we take note of that, and always remember the ruling power rests with that committee; that the person who is active upon the committee is merely acting as their delegate for the time, and that if there is any question between them it is the committee has the real power over the school.

14. Mr. *Dease.*—Was the number larger than it is now?—At first there were more. On several occasions at first there were two or three patrons. The people were very anxious that one of the patrons should be a Protestant and the other a Roman Catholic. There is hardly an instance now of the management being exclusively held by two persons, one a Protestant and the other a Roman Catholic.

15. The *Chairman.*—Do you ever communicate with the managers through one of your Inspectors, or always direct from your office?—In both ways. There is no fixed rule on the subject. Sometimes we communicate with the managers themselves, and sometimes we think it more convenient that the Inspectors should wait on the managers and explain matters to them.

16. Do the Inspectors ever write letters to the managers themselves, or do the representations come to the Board?—Sometimes direct from the Inspectors to the managers; very often, in consequence of directions given by the Board, the Inspectors write to them or communicate with them orally.

17. When the Inspector writes to the manager or patron on his own authority, does he send copies to the Board of what he writes, or report to the Board the subject he writes upon?—I don't think there is any imperative rule on the subject. If the matter be of any importance he certainly would be expected to communicate with us about it, but there is no imperative rule that he must do so.

18. Does the Inspector keep any journal in which there would be a record of his having written an official letter to a particular school?—He keeps a regular journal of everything he does, and sends up the journal of his week's work, and in his report with regard to a school, the fact must appear, if he communicated with the manager.

19. Have any complaints or difficulties arisen from Inspectors writing directly to the managers of schools on subjects which either the manager or the Board afterwards thought ought to have come through the Board?—I don't recollect at present any case. There are certainly not many. There is very little complaint of the sort.

20. What are the precise powers or privileges of a patron?—The patron has the power of appointing the teacher or teachers, and of removing them when he thinks they are unfit for the situation. It is not necessary for him to state the reason if he does remove.

21. Lord *Clonbrock.*—Has the Board any *veto* in either the appointment or the dismissal of the master?—The Board have a *veto* on the appointment, that is, they always examine the teacher to see whether he is competent—to see if he is a respectable man, and competent in point of qualification.

22. And as to dismissal?—As to dismissal there is no *veto.* It is a very important circumstance—there is no *veto* on dismissal when made by the patron.

23. The *Chairman.*—What responsibility towards the central Board does the patron incur?—We expect that he will take a great deal of interest in the school—that he will, in appointing a teacher or dismissing him, exercise a sound judgment. It is the duty of the patron, or the manager he appoints, to let us know at the end of each quarter how the school has gone on, how far the teacher is worth the salary we give him. There is a great deal of duty of that sort thrown upon the patron or manager. He also is the person who has to decide what books are to be used in the school, for although the books drawn up by the Board are almost universally used, they are not imperatively required to be used; all we require is that the books employed are of a non-sectarian character, so that both Protestants and Roman Catholics can conscientiously use them. The patron also has to make arrangements with regard to the time-table. It is not the Inspector or ourselves that arrange the time-table. If any injudicious arrangement appeared on the time-table we could interpose, but the general power is left to the patron to say in what manner the school is to be carried on.

24. Has the patron or manager anything to do with the receipt of money from the Board?—When the quarter comes round, and we ascertain the teacher has been at the school during the quarter, and that he has performed his duty properly, we send the amount of the salary to the teacher through the patron or manager; he then gives it to the teacher, he signs the receipt, and the teacher also signs it, and that receipt comes back to us.

25. Does a settlement of accounts take place between the Board and the manager?—The manager pays the salary to the teacher, and after that we get back the receipt in return for the money we sent; showing that the £10, or £15, or whatever sum is due to the teacher, has been actually received by him, and that receipt is sent to the Audit Office.

26. Rev. Dr. *Wilson.*—You have stated, with respect to new schools, that you wait for applications from the different districts?—Yes.

27. That system has spread over the country a very large number of schools?—Yes.

28. Can you account for the success that has so far attended the system, in covering the country with so large a number of schools, your waiting for applications from the different localities?—I think there was a very great demand for education, from love of it, throughout the country; and, as the country was a very poor one, it was very natural that in all directions the people should be anxious to place their schools under the Board of Education, providing they approved of the non-sectarian principles of the Board.

29. Do you find an increase of the number of Inspectors under the Board to help very much an increase in the number of schools, by their coming into contact with the gentry and clergy of different denominations?—I have no doubt that must be the case. The Inspectors are very intelligent men, and they are very anxious to increase the number of schools, where they are required.

30. You state the manager is the party to whom the salary of the teacher goes. Do you find that system has worked well?—I don't know anything to the contrary. I don't see how it could be otherwise. I think it is absolutely necessary we should pay through the manager—that he should report to us the teacher has done his duty. He is the most convenient and proper person, in that respect, to pay the teacher.

31. May I ask have you had complaints under that head?—Very few. I have heard complaints that there had been suspicions that a manager did not pay the money punctually to the teacher. Some vague suspicions have existed, which I was never able to find proved in a single case, that a manager had appropriated the money.

32. I don't refer to suspicions, but simply to delay in the payment of salaries?—I have no doubt there were delays; and where delay has taken place it has been invariably, so far as I know, that the poor manager, who is often a priest or a Presbyterian minister, has advanced money most kindly to the teacher; and the teacher was very anxious to get the whole of the salary when it comes, instead of getting it with the proper deduction for the advance made.

33. Rev. Mr. *Cowie.*—Do you consider the management of schools by a single person is preferable to

management by committee?—I should like, where there was a committee of very intelligent people in the neighbourhood who were anxious to take part in the progress of a school, that they should take it; I think it would be very desirable. In the vast majority of instances the Roman Catholics would be for leaving the management to the parish priest.

34. You said attending daily to the management?—I meant constant attendance.

35. Do you see any objection to any elected committee of parents of children?—I should be very happy to see that done in the place where the people were anxious for it; where the people and their pastor were anxious that the committee should act, and should assist the person who took the principal part, as manager of the school.

36. Do you find generally patrons and managers are attentive to their duties, or that the management is more a name than a fact?—Certainly they are not all so attentive as I wish they were, and as they ought to be. They do a vast deal of good throughout the country; and I am sure we could not carry on the system of National education unless we left a great deal of power over the schools in the hands of the managers; but I am bound to say they might be a great deal more attentive to their duties than they are.

37. Do you recognise any managers *ex officio*, such as Justices of the Peace, for example?—No; not either Justices of the Peace nor even the pastors of the children; we don't recognise them *ex officio*. In the majority of instances the pastor of the children is the manager, but we don't recognise him as such. It is because that he has made the application, or, as it were, inherited the management from his predecessor in his own Church.

38. Master *Brooke*.—Do you exercise any control in the appointment of manager? Do you, as a matter of course, appoint the applicant or the person whom the patron nominates as manager, or have you any veto?—We have a veto. If any person was, from station or character, unfit for the office, we should certainly refuse to acknowledge him as manager.

39. Have such instances occurred?—Very seldom. Whenever a clergyman has been degraded, we always refuse to continue to acknowledge him; and in some cases, where the manager instead of being a clergyman or a gentleman, is nothing more than a small farmer, we have been anxious to put a stop to this as far as we could.

40. Have you ever dismissed managers for neglect or want of attention to the management of schools?—No; not that I am aware of.

41. Have the Board ever dismissed teachers although they were not dismissed by the managers or patrons?—In a great number of instances. Every year a very considerable number of teachers are dismissed for improper conduct or insufficient knowledge—for not attending to their duties properly. There is a very large number of teachers dismissed every year by the Board. If a manager declines on any occasion to remove a teacher whom we consider, from misconduct or incompetency, unfit for the situation, we require him to dismiss him, or we withdraw the salary.

42. In that case who fills the vacancy?—The manager. The manager appoints, we retaining a veto as in the former case, upon the appointment. No schoolteacher is appointed without undergoing an examination as soon as convenient after his appointment.

43. If every teacher passes through an examination before appointment, how comes it there are a great many every year dismissed from incompetency?—They are appointed, in the first instance, by the manager. A considerable interval takes place before our Inspector will be able to go round and examine the school; and then, as soon as he examines and reports to us that a teacher is incompetent, we direct the salary to be withdrawn.

44. That is, in fact, the first examination?—Yes. It also often happens that a man is tolerated at first. Although not fully competent, he is allowed to remain in the school. Then when we find, after a second examination, he continues by no means a really good teacher, we dismiss him.

45. As you spoke of the failure of attentive managers, may I ask what you expect from a good manager?—I should expect, from a good manager, that he would take a great interest in the well-being both of the children and the teacher; that he would take a great deal of pains in ascertaining that the teacher whom he appoints is really competent and really a good man; and what is as important as anything, that when he finds him to be a really deserving man, he should pay him as handsomely as the manager's means will allow him to pay him, and when he finds him unworthy remove him.

46. I think you stated that the great majority of the managers of the Roman Catholic schools are Roman Catholic?—Yes.

47. Does your complaint of insufficient or careless management extend to them?—Certainly.

48. You find they are not sometimes as zealous in the management of schools as you would desire?—They are not more zealous than the generality of other managers are. I think on the whole they are as zealous, and not more zealous than other managers are. I think Presbyterian managers are quite as zealous as Roman Catholic managers.

49. Mr. *Stokes*.—Does the Board ever take the initiative in founding new schools?—Only in the case of model schools, which are very few in number. There are twenty-six model schools.

50. Have the Board any mode of dealing with indifferent or apathetic places?—No; there is very little need of their doing so. There is hardly any part of Ireland, to use that expression, apathetic. There is such an eagerness for education amongst the people that there is hardly a corner of Ireland in which there are not schools and very valuable schools.

51. Do you find that to be the case in the province of Connaught?—The desire for education is spreading more and more in Connaught. Connaught, although backward, is every day improving. There are more schools every day in Connaught. Although it is more backward in point of education than the rest of Ireland, one is to remember it is more backward in point of wealth and general condition. The Roman Catholic clergy of Connaught were not on the whole as favourable to the National system as the Roman Catholics in other parts of Ireland.

52. Is any part of Connaught so far behind the rest of Ireland in wealth as to demand special assistance from the Board, in your opinion?—I have no doubt, if such a thing were possible, that both in Connaught and in a great number of mountainous, insular, and peninsular districts of Ireland, it would be very desirable to give grants more liberally than we do in the richer parts, but that is a thing we have never been able to accomplish. There are difficulties in the way of doing it.

53. When a manager dies or leaves a district, who succeeds?—In the case of a clergyman, his successor; that from the first has been the rule of the Board of Education. Suppose a Presbyterian minister places a school under us and then is removed, we, as a matter of course, always appoint and recognise his successor as manager. So with regard to the parish priest, and so with regard to clergymen of the Established Church, and so with regard to gentlemen of property. If a landlord places a school under the Board and dies, and his heir is anxious to continue the trust, we, as a matter of course, receive him.

54. The Board has no control over the successor?—They don't exercise a control; they have a control, but they never exercise it. If any person was decidedly unfit we should, but such a thing never occurs. The good working of the system has turned very much on that rule being rigorously adopted.

55. In making payments quarterly, what do the Board understand by a quarter?—The quarter of the year. At the end of every quarter of the year the teacher is entitled to receive the quarter's salary. Supposing his salary is £40 a year he gets £10 at the end of each quarter.

56. Do you consider any three months as making a quarter?—There are certain quarter days.

57. Then in case of a school examination in June?—

March 12, 1868.

Right Hon. Alexander Macdonnell.

Then we should give the fractional part. Supposing a school is taken into connexion in the middle of the quarter, then at the close of that quarter the teacher is entitled to the fractional part.

58. What proportion of expense does the manager contribute towards a new school?—If a school is built by aid from the State, the locality contributes one-third of the estimated expense. Supposing it is £300 that the school costs, then the Board contributes £200 towards the building, and the manager, or committee, or locality, contributes £100.

59. Do you expect the £100 to be raised and expended before you pay your £200?—All that is done through the Board of Works. The Board of Works now build the school.

60. Do you require the manager to show you the receipt for his payment?—We require to see that the money is spent on the school—that the school, when built, shows work for at least the £300 in the case I mentioned.

61. And then the maintenance of the school—what proportion of the cost is borne by the manager?—The repairs of the school are always done, in the case of a non-vested school, by the locality or manager; in the case of vested schools, which have been built by aid from the State, the school is vested in the Board of Education, and the repairs are done by the State, through the Board of Works. If it is vested in trustees the duty of keeping the school repaired rests with the trustees of the school.

62. In the case of a vested school, the locality contributes nothing?—If repaired by the Board it contributes nothing.

63. For other purposes, what does the locality contribute?—It has to contribute towards the keeping up of the furniture and the supply of books, and everything of that sort which may be required.

64. Do you require from the locality any fixed proportion?—We don't. The money given by the locality is certainly very small in comparison to what is given by the State. The whole amount is £52,000 a year. That goes to the support of teachers altogether. It is raised by school fees and local endowments.

65. That matter is according to the goodwill of each locality?—Yes.

66. You don't fine a locality for doing nothing for a school by making deductions from the grant?—We do not. We do everything we can through our Inspector to induce localities to contribute, but we certainly don't use any compulsion. It would be impossible, I think.

67. Be kind enough to name the quarter days?—They are the 31st March, 30th June, 30th September, and 31st December.

68. The Bishop of *Meath.*—You stated just now, that in the case of ordinary schools under a manager, the teachers are appointed by him—has he exclusive control over them, or are they responsible to you also?—They are responsible to him and to us.

69. And for incompetency or misconduct you dismiss them, even against the wish of the manager?—We withdraw the salary and dismiss in that way.

70. Whether the manager agrees or not?—Yes.

71. Practically, the manager appoints the books to be used in the school?—Yes.

72. Do you reserve the right of control over these books?—Entirely.

73. Do you refer the censorship of them to any particular person?—When the manager writes to us to say that he does not wish to employ in the school our books, we ask him to send up the books he does wish to employ, and we examine them.

74. Have you a person or persons whose business it is to exercise that censorship?—The Inspector himself does it: or, if there is any doubt, he sends the books to us, and we examine them.

75. Are there many schools in which books selected by the manager, and not yours, are used?—I am not aware of a single instance in the 6,500 where books different from ours are used. Managers are free to propose to us any unsectarian books; but they almost invariably use ours. The reason is, the books are good, and, above all, they are sold much more cheaply than other books.

76. With regard to the time table, the drawing up of it is in the power of the manager, has he uncontrolled power in that respect?—Certainly not. Suppose, for instance, a teacher were to teach nothing but arithmetic or nothing but reading during the day, we should interfere. Our Inspector examines the time table, and if he were to see anything at variance with the usefulness of the school, he would recommend—he would not force, he would not at all direct or require—the manager to alter it, but would report to us regarding the point.

77. What amount of discretion has the Inspector in regard to the time table, as contradistinguished from the general rules of the Board; or have you general rules with regard to the time table?—There are no general rules, there is no time table that must be used.

78. You have no model or standard time table?—There are time tables which the manager may employ if he pleases, but we don't require them, as a matter of necessity, to be used. I think one of the most useful things performed by the Inspector is to give advice to teachers and managers, with regard to the most judicious sort of time table to be used in the school.

79. In reference to the time table, the right of arranging it extends to the time of religious worship as well as to any other part of it?—Certainly, religious worship must be notified; when religious instruction is going on, other business must cease.

80. Has the manager the power of appointing a particular hour for it?—He has the power of appointing the time: there must not be more than one occasion during the school-hours in which he may have religious instruction.

81. Lord *Clonbrock.*—When a vested school is established you contribute two-thirds of the building expenses?—Yes.

82. What proportion of the subsequent expenses of the school do you expect to derive from local contributions? What proportion of the grant do the Board give towards the salaries of the teachers and other expenses connected with the school?—The salary is paid entirely by the Board, and we leave it to the local parties to give what they think right.

83. Practically, what does it come to for the school's entire support from the Board, or what proportion comes from local assistance?—The teachers of National schools in Ireland—there are, in round numbers, 8,100 male and female teachers, first, second and third class, and probationers—receive in round numbers £250,000 a year from the State, and in addition £52,000 a year from the localities—of which £52,000 about £40,000 comes from the school-pence, and the remainder, £12,000, comes from endowments and contributions.

84. Then there are a good many schools where there is no local assistance?—There are several where there is nothing but the school-pence: there are very few schools where the school-pence is not given—there may be some even of them.

85. A non-vested school is built by the patron?—A non-vested school is built entirely by the locality.

86. What proportion of the expenses of non-vested schools do the Board pay—of the salaries of the masters, and the other expenses?—We pay the salaries just as in the case of the vested schools; there is no distinction at all in that respect.

87. Sir *Robert Kane.*—You mentioned that the Board have reason not to be satisfied with the amount of attention given by managers to the supervision of the schools, is there any record kept or report made by the Inspectors of the number of times managers have visited the schools?—I am not aware that there is.

88. Then what you mentioned with regard to the inattention of the managers, or the laxity of supervision on their part, is merely your general impression?—It is merely a general impression. I have no doubt there is not so much zeal in this respect as would be desirable. It would be very desirable that they should attend more closely to their duties. I am quite sure

of that from what I have heard, that it would be desirable that managers should be more zealous.

89. In the Attendance Book which is kept in each school where the attendance of the children is registered, and where there is, at foot, a place in which a visiter has the privilege of making any observations he may wish to make about the school, do the managers, when they visit the schools, make any note of having visited the schools, or express any opinion about them?—I don't think, as a matter of course, that the manager does so; he may, on several occasions, mention it in the Report Book, but I don't think he is called on to do it.

90. There is then no means officially taken to return or record the degree of supervision given to any school by its manager?—There is not.

91. You mentioned that in case of the appointment of a schoolmaster, the first occasion on which his competency was tested was when the Inspector visited the school?—Yes.

92. And that that might not be for some months after?—Yes.

93. Is the Commission to understand that there is no test of his competency applied before he enters on his duties?—There is not; he is appointed by the patron.

94. And that appointment is absolutely arbitary on his part in the first instance?—The patron appoints on his own responsibility. If the teacher is found to be incompetent or unworthy the Commissioners have the power to refuse to pay the salary in the time from appointment to inspection.

95. If the master was appointed on the 1st January, and that it happened, say, that in the course of inspection the school was not visited until April, and that then the Inspector found him incompetent and reported accordingly, would you only dismiss the master from that time, or would you decline to pay him his salary for the past quarter—would you decline to pay him the salary that had accrued from the period of inspection, or from the date of his appointment?—Certainly; it would not be contrary to our rules to refuse to pay him his salary altogether. The patron is bound to appoint a proper person as teacher; we are not bound to pay any person who is not so.

96. What has been your practice in any such cases, have any such occurred?—I don't think there are many cases, but such cases have occurred—I don't remember any at present.

97. Do you think it would be fair to the manager—where you leave the appointment of the teacher absolutely in the power of the patron—that you should take no course to satisfy yourselves as to the competency of the teacher, and leave him in office for three or four months perhaps—do you think would it be fair to the manager to punish him for having made a mistake in the appointment by refusing to pay the salary of the teacher?—We ought to lean very much in favour of paying for the service during that time. It would, no doubt, be desirable to have a machinery to meet the case on appointment; as we have not, it would be better, perhaps, to pay the teacher for that time.

98. Would it not be pleasanter for all parties to have some check in the appointment of the master, so as to be satisfied as to his competency within certain moderate limits, before he was allowed to take up the school?—It would be, if something of that sort would be done.

99. You stated that you had no time-table which is an absolute standard?—We have no imperative time-table.

100. Have your Inspectors suggested the distribution of time in the schools inspected by them?—Yes.

101. The Earl of *Dunraven*.—With reference to Sir Robert Kane's question as to the period that elapses from the appointment of a schoolmaster and the visit of the Inspector, what is the usual number of times that the Inspector is supposed to visit a school?—The Inspector is expected to examine every school in his district three times in the year.

102. Rev. Dr. *Wilson*.—Do you think it would be desirable to have a time-table as an absolute standard for all Ireland?—No, I don't think it would.

103. Have you found the suggestions of the Inspectors to the managers and teachers on this point, attended to?—They have been, I understand, generally. I consider that one of the most important duties the Inspector has to perform is to exercise a kind of partnership, as it were, with the managers in that respect, as to the school—always considering himself as the adviser and not as the colleague of the manager.

104. In fact, part of the duty of the Inspector is to make suggestions to, and to advise with the managers?—Yes: always to advise—he is only to advise, and not to order or direct, or to be a colleague of the manager.

105. The *Chairman*.—Are there many managers who write regularly to the Board, either yearly or quarterly?—Not many. They communicate with us always through the payment of the teachers' salaries every quarter; they must certify that the teacher has been so many days teaching in the school, that he has attended to his duties in all respects, and that his conduct is such as to merit the payment of the salary.

106. Does the manager certify that on paper?—Yes, copies of which have been sent to you.

107. Then unless something special arises, do you expect the manager, or do you desire the manager, to write more frequently than each quarter, to the Commissioners?—No, my lord.

108. Are there many cases of committees elected by subscribers and by managers of schools?—No; I think not. There are very few committees. I don't think there is any case of subscribers who elect a committee.

109. Is the manager allowed by your rules to take part in the actual business of the school—in the working or examining the classes?—That is a point that has never been discussed. It is never done; and it is a thing that, if done much, may be somewhat injurious, and for this reason—because, as we do not allow any teacher to be a clergyman, it may be very doubtful whether it would be very desirable to allow a Patron, he being a clergyman, to take any active part in the teaching of the school.

110. Have you ever had complaints from teachers that the managers stopped the business of the schools by working the classes themselves?—I don't remember any instance of that sort.

111. Do I understand you to say that it is not the habit to do so in Ireland?—So far it is not the case; and I am sure if it were often done I should have heard some complaints of it, for the reason I have stated. The manager being, in many cases, of a different religion from the majority of the children, it may be very questionable whether it would be wise in him to take an active part in the examination of the classes, for one of our rules is that a clergyman is not to be a teacher of a National school.

112. Then I may understand that in that respect the Irish practice is different from that which prevails in England?—Certainly. I don't think our managers often take an active part in the actual teaching of the National schools. The point has never been raised, whether it would be right to allow them to take an active part in the actual teaching of the schools. I think it would be a very wrong thing to say that they are not to take any part at all, for it may be necessary for a manager to test, by examination, the amount of education given in his school. I think there should be a general liberty of that sort; but that it would be a dangerous thing if the liberty were exercised to a great extent.

113. Is it ever the practice for persons of education to take part in the management of a school where there are no managers?—I think, not.

114. Master *Brooke*.—You stated that every school is inspected three times a year?—Yes, when possible.

115. Is that inspection made by the District Inspector, by the Sub-Inspector, or by the Head Inspector?—It is made by the Inspector of the district; we have no longer any Sub-Inspectors; we have three classes of Inspectors, first, second, and third; and every person whether in the one class or the other, who is the

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Inspector of the district, must examine the schools in his district, if possible, three times in the year; but as they have often as many as 130 schools in their districts, it is physically impossible to do it always.

116. There are sixty District Inspectors?—Yes.

117. And they are divided into three classes?—Yes.

118. The Head Inspector is above the first class?—Yes. There are six Head Inspectors, three Protestants and three Catholics. The whole of Ireland is distributed among them; and while each Inspector has on an average a hundred schools under him, each Head Inspector has a thousand, there being only six Head Inspectors for all Ireland.

119. In reference to a question put by Sir Robert Kane as to the dismissal of incompetent teachers appointed by the managers, has the District Inspector the right of examining and dismissing such teachers for incompetency?—It is the District Inspector who does it; it would be impossible for the Head Inspector to do it: it would be impossible for him to go through a thousand schools and examine each teacher; that duty is performed by the Inspector of the district.

120. Then there is an examination of the new teachers every three months?—Yes; each third or fourth month.

121. Whenever there is a new teacher appointed the District Inspector calls him or her up for examination?—Yes.

122. And the District Inspector has the power, without appeal, of dismissing the teacher for incompetency?—He writes to us to say that he has examined the school and found the teacher incompetent; and then the order of the Board is that the salary is to be withdrawn from the school.

123. The *Chairman.*—You stated that the school pence amounted to £40,000 a year?—Yes.

124. Do all the children pay?—They do not; wherever the child belongs to destitute parents, it is competent for the manager to excuse the child from paying; it is his duty to do so, for the salary the teacher receives from the state is given to him on the condition that he shall educate those children whose parents are not able to pay for their education.

125. What is the rate that is paid by those who do pay?—A penny a week; in some schools, especially in the North, two pence or three pence is occasionally paid. The usual sum is a penny a week, except in the model schools where the rate is higher.

126. Are these rates of 2*d.* or 3*d.* paid by parents who have greater ability to pay than others—or are they paid uniformly?—It is according to the ability of the parents to pay.

127. Is the permission of the Board required to enable the manager to charge higher rates than those you have mentioned?—We leave it to the discretion of the manager, but if we found him to charge an excessive sum we should interfere.

128. What proportion of the £52,000 a year is raised from annual subscriptions?—There are £12,000 that are raised from annual subscriptions, from sermons, and every other source except the pence of the children.

129. Do you include in that £12,000 a year the school endowments, as some schools have?—Very few of them have any; but I have no doubt that the £12,000 include everything received for teaching, over and above the pence of the children.

130. Are the school-pence accounted for to the Board, or does any portion of them go to the teacher?—The manager has a liberty with regard to that; he, in almost every instance, allows the money to go to the teacher. I think it is almost invariably the rule that the teacher receives the pence of the children; there may be exceptions. Sometimes there is a contract entered into between the manager and the teacher, that the teacher is to receive a certain sum as salary—let us call it £40 a year—from the manager. Then if the salary of the teacher be £30, say from us, and if the pence of the children amount to more than £10 a year, it is very likely in that case that the teacher may not get all the pence of the children.

131. Is the manager bound to show in his accounts the amount that is got in the way of school-pence?—Yes, my lord—he is to mention everything received in the way of school-pence.

132. Have there ever been complaints of abuses—of teachers exacting school-pence to an exorbitant extent?—Very seldom; there have been some, but such complaints have been very rare indeed.

133. Is the amount of local effort now as large as when the Board was first established?—Local assistance is increasing every year, somewhat slowly, but it is increasing. I believe every year there is an increase in the amount of local aid. I understand that it is constantly though slowly increasing.

134. Is that an increase of school-pence, or an increase in subscriptions or collections?—I am not aware; I believe in both. All I know is, that the sum, now £52,000, has increased from time to time.

135. I see by Rule 2, Part V. that the Commissioners give only a portion as free stock, of what is wanted for the wants of the schools?—The funds of the Commissioners do not enable them to give a free stock sufficiently large for the wants of the schools; they, therefore, require that the local parties shall purchase a stock of books and other requisites proportionate to the grant of free stock.

136. Do the Commissioners require any assurance that the proportion of stock has been found before they make a free grant to a school?—The free grant is given when the school is first taken into connexion with the Board; they then require that the local parties shall purchase a stock of books and other requisites in proportion to the grant of free stock.

137. That purchased proportion is required at first starting?—Yes; and it is kept up afterwards.

138. Do the Commissioners, through their Inspectors, satisfy themselves that that proportion is found before they give the free grant?—The free grant goes down immediately the school is opened.

139. By this rule the free stock is not sufficient for the wants of the schools?—No; it is not.

140. Do the Commissioners require, before the free grant is sent down, that the money or the remainder of the stock should be provided by the local parties at the starting?—I think not; they take it for granted that it will be done, but they don't make it as a condition beforehand; they expect it to be done, and it is generally done to that extent.

141. Do they take no absolute security that it shall be done?—The Inspector is bound to see that, over and above the free stock given by the Commissioners, there is a sufficient amount of stock purchased by the local parties, but it is not very narrowly looked into.

142. In ordinary cases would the remainder of the stock be purchased from the Commissioners' depots by the local parties?—Yes; the teacher of the school generally purchases the quantity of stock required for the school; we give him a per-centage for his own advantage—a change that has taken place within the last three or four years; it is working very slowly. The teacher has a direct interest in supplying the schools with a stock of books; he gets twenty per cent. to himself. That has furnished a useful stimulus for the supplying to schools a sufficient stock over and above the free stock given by the Board at the first starting of the school.

143. Do you expect the Inspector, on the occasion of his first visit to a new school, to examine and report to you as to the sufficiency of the stock existing in the school at the time?—That is always mentioned in the report.

144. Look to Part 5 of Rule I. Is the rule that the titles of books used in ordinary school business are to be notified to the Commissioners usually enforced?—It is almost the invariable rule that they do. If the managers employ any books but ours they are bound to notify what these books are.

145. Do you insist on the observance of that rule?—Yes; strictly.

146. Have there been any cases lately in which the Inspector reported that books had been used in secular instruction without such notification?—There was a case lately in which an Inspector wrote to know, at the request of the parties, whether we should allow certain

books of the Christian Brothers to be used; I think it was at Drogheda. Our Inspector, Mr. MacCreanor, wrote to know whether we would allow such and such books to be used. We directed him to send them up, and we found that they were the Christian Brothers' books. We informed him that we would not allow those books to be used; that the Christian Brothers' books, though excellent, were of a sectarian nature, and that we could not sanction their use.

147. What I want to know is, whether many cases have been reported in which books have been used without the authorization of that rule?—I don't remember any except the case I mentioned, which occurred in Drogheda.

148. In that case there was no desire on the part of the manager of the school to do it surreptitiously?—Not at all; it was done openly; the Inspector saw the thing, and reported it to us.

149. With regard to the stopping of the pay of incompetent teachers, is it your usual practice to stop it retrospectively, or to give notice that in future no salary will be allowed the teachers?—When the proofs of incompetency or misconduct of recognised teachers come to us, we give notice that from such a day the salary will be withdrawn.

150. Is that always a future day?—It is; about the time the official information comes to us. The date when the order is made is generally the time the salary is stopped.

151. Have you any accounts to show what proportion of the £12,000 comes from annual subscriptions?—I don't think we have. Whenever for any particular school a landlord gives £10 or £20 a year, that is always mentioned in the report of the Inspector. Whenever a landlord gives £10 or £20 a year for the support of the teacher, that is always mentioned by the Inspector in his report. No doubt, we could always, in that way, know what portion of the £12,000 comes from that source.

152. Does that sort of annual subscriptions appear on the face of the school accounts?—I don't know whether it does. The Inspector always ascertains it.

153. Are there schools in connexion with the Board taught by ecclesiastical persons?—There is a very important class of schools taught by religious ladies in convents, and a few (four or five) by monks.

154. Do you put any value on the unpaid services of these classes of persons, superseding as they do the paid teachers, in estimating the amount of local contributions given to any particular school?—They are paid directly by ourselves. If the school is taught by the ladies of a convent, they receive a salary from us—a capitation salary of £20 for every 100 children on an average daily attendance; and so with the monks.

155. The value of their services is then estimated by the number of children taught by them?—Yes, by the daily average attendance. It is £20 for every 100 children in daily average attendance.

156. Is that amount calculated in the ordinary books of attendance which are open to the Inspector on his visits?—Just as in any other school. The convent schools are subject to exactly the same rules as other National schools are. The amount of attendance is judged of precisely in the same way as in any common National school.

157. Who ordinarily keeps the accounts of each school?—The teacher.

158. And when transmitted to you, they are certified by the manager?—Yes.

159. Who acknowledges the receipt of the public money to you?—The manager sends back the receipt of the money to us, with a certificate that the money has been received by the person for whom it was intended; we transmit that to the Audit Office.

160. Are the rules in Part VI., as to receipts being signed by the manager and teacher, and the subsequent sections, strictly enforced?—Yes.

161. Have irregularities ever arisen in the transmission or the appropriation of money sent to the manager?—I doubt much whether there has been any loss of money; we have been singularly free from any loss of that kind.

162. Have you ever heard of any kind of dishonesty on the part either of managers or teachers?—Not that I am aware of; I don't remember any on the part of either the managers or teachers.

163. Do you pay to the manager any money besides the simple salary of the teacher?—I don't think anything goes to him except the money payments of the teacher.

164. Then can a case arise in which a dispute will occur between the central Board and the manager as to the appropriation of the Government money?—I don't see how there could.

165. Do differences arise between the local manager and the Board, either with respect to the instruction given by the teacher, or with respect to the control exercised by the manager over the teacher?—The manager is often desirous to save the teacher from dismissal; and when we think it is necessary for the public good that the teacher should be removed, the manager often gives his reasons why he had better be allowed to stay, and says that our sentence is severe. We always listen to such statements with respect, and sometimes yield to them, when we find they are well founded.

166. Are you satisfied with the relations that exist between the local managers and the central authority?—That is a very grave question, my lord. I think myself decidedly that it would be a very unwise thing for the State to alter the relations in the main, that exist at present between the central authority and the managers of National Schools in Ireland: and if any attempt was made on the part of the State to assume the power of nominating the teachers, it would create as great confusion in Ireland as it would do in England, and would utterly fail; the system has worked so well in this respect that it would be very dangerous to attempt an essential alteration of it.

167. Do you consider that the central Board has sufficient power over the managers?—I think it would be a very dangerous thing to assume much more than they have; it would not be desirable.

168. Are there any alterations you desire to suggest as to the duties or power of the patrons or managers?—I think the system is working so well as to the relations that exist, that it would be unwise to make any essential alteration in them at present.

169. The Earl of *Dunraven*.—Is there any return made with respect to the teachers' residences which may have been erected, or be given rent-free to the teachers?—It would be mentioned in the reports of the Inspectors if a house were provided rent free for the teacher: but I don't think we have a special return of the kind among our papers.

170. I think you mentioned that it was through the Inspector you received a return of the school-fees. Does the same rule apply to the local contributions—do you intrust the Inspector or manager to attend to that?—The Inspector and manager—the Inspector inquires, and mentions it in his report, and the manager also makes an annual return.

171. £12,000 a year is all the landlords of Ireland contribute?—So I understand; that is all that is contributed over and above the pence of the children.

172. The Rev. Dr. *Wilson*.—With regard to the school fees and local payments, from the beginning of the National system, was it taken into account that such local payments should be made?—It was.

173. Was it in fact one of your rules that a further income should be secured to the teachers, either by annual subscriptions or school fees, to such amount in each case as the Commissioners may direct?—Yes, that is Lord Stanley's direction.

174. That is one of your rules?—It is taken from Lord Stanley's letter. Lord Stanley intended that there should be considerable local endowment in every case, that the local parties should contribute pretty largely in addition to what is given by the State.

175. Do you think the Commissioners of Education have pushed the matter as far as it was desirable it should be pushed under the circumstances?—We have been always extremely desirous to push it as far as we judiciously could; but I consider that about the wisest thing ever done by the Commissioners of Education was

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in violating, from the very commencement, the rule laid down by Lord Derby; for I am convinced that the circumstance that has enabled us to cover Ireland with National schools instead of leaving the dark parts quite unenlightened, and giving almost the whole of the money to the richer parts, has turned upon the bravery and good sense with which the Board has violated that principle.

176. You regard that as the means of success?—I think it is the main element of success. I consider it was one of the wisest things ever done by the Board.

177. I see by your Report in 1866, the northern province of Ulster contributes the largest share of school fees?—Yes. Ulster has about one-third of all the schools of Ireland, it is far the richest part of Ireland, the only part of Ireland in fact where you could naturally expect that there would be much contributed by the labouring poor, and it is a fact, I believe, that they contributed somewhat more, in proportion to the other provinces, but not very much.

178. Then it is not altogether owing to their greater liberality, but to their larger number of schools?—They have a large number of schools.

179. I see on looking to your return in 1866 that the largest proportion of local fees came from the county Antrim. Is that the county in which your system at first took the deepest hold?—I am not sure that it was. It has always been one of the best educated counties of Ireland. The schools are, I believe, relatively more numerous in the county Antrim than any other county. It is the richest county in Ireland. It is a county which, being three-fourths of it Protestant, had, in the darkest times, always enjoyed much prosperity and much education.

180. Do you think, upon the whole, local effort has increased with the increase of the education system?—That is my impression.

181. You stated with regard to the application of school fees that, in some cases, there was a contract between the manager and teacher, so that the teacher did not get all the fees?—So I understand.

182. Does that exist to any great extent?—I don't think it does.

183. In what part of the country does it exist?—I don't know; but I have heard there were many cases in which the teacher and manager both thought the best course was to secure to the teacher a lump sum, and that that lump sum was to be made up from the fees paid by the children and the salary given by the Board.

184. Have you any means of knowing how the proportion obtained above that amount has been appropriated?—I have not.

185. Rev. Mr. *Cowie*.—With respect to a question put to you of schools taught by nuns, you say you pay for the teaching of the children at a certain proportion?—Yes.

186. Is there any case where those religious ladies give instruction gratuitously in schools in connexion with the Board?—Not that I am aware of.

187. Does connexion with the Board in that sense mean always a payment from the Board?—I believe in every case where the nuns of a convent have given education to the poor of the neighbourhood under the Board of Education they receive the usual capitation sum.

188. Then the only actual contribution in the shape of exertion or means which is not recognised is the attendance of teachers?—I don't think it is estimated.

189. With respect to school accounts, do you furnish any prescribed form to be filled up?—Yes.

190. In that form every kind of receipt ought to be entered, and every kind of disbursement returned?—Yes.

191. If the account is properly made out you would have knowledge of the disposal of any surplus fees from children over and above what is paid to the teacher?—Yes, no doubt that would appear.

192. With respect to the payment made by the Board to the school, it appears it is only for the salary of the teacher?—That is all.

193. In case of books and school apparatus, it is, I believe, in kind, and not in money?—Yes.

194. How do you send your money—by post-office order?—By post-office order, where it can be done.

195. Have the managers any control over the discipline of these schools? If a teacher were in a difficulty in a case of discipline, would he naturally go to the manager?—It would be to the manager he, of course, would go.

196. In case the teacher thought it necessary to expel a child from the school, or punish him in an extraordinary manner, he would naturally seek the counsel of the manager?—Yes. The manager would decide upon the case; and if the teacher had exercised any undue severity, it is the manager that in the first instance would have the right to notice it, and would notice it. But if we heard that in a school in connexion with the Board any cruelty was practised, we should immediately inquire into the matter and punish the teacher.

197. Supposing such a case, would the communication be directed to the manager or the teacher?—As a rule we always communicate through the manager with the teacher, and the teacher has no general right to communicate with us at all except through the manager. We communicate through the manager with the teacher.

198. That might be either verbal through the Inspector, or written from the Board?—Yes.

199. Have such cases occurred frequently—excess of activity on the part of the teacher in the way of discipline?—Not often; I believe the teachers to be extremely humane as a body. The number of cases of anything like cruelty are, I am happy to say, very few. Whenever they occur we interfere very decidedly.

200. Then you have not found any case of great difficulty where there has been difference of opinion between you and the managers?—None whatever.

201. Mr. *Stokes*.—Can you give an estimate of the sum received annually from voluntary contributions towards the erection of vested schools?—The only way I could judge would be in a general way. The building of our schools is carried on now, as I mentioned, through the Board of Works. I believe that about £8,000 or £10,000 a year is the utmost expended by them upon the building of these ordinary National schools, and one-third of that comes from the localities.

202. Only between £3,000 and £4,000?—I should think so; about £4,000.

203. Can you give any information as to the sums annually spent in the erection of non-vested schools?—That I cannot give any idea of. The number of non-vested schools is very considerable. Most of the schools annually added to the list of our schools are non-vested schools. The expense of these must be considerable in the main. Though each of them is probably a very cheap building, yet still on the whole, the country must have contributed from first to last a very large sum in the providing of non-vested schools. When you consider that of the 6,500 schools in operation at the present moment, only 1,805 are vested, you see what a number are non-vested, and all of these, such as they are, often very good, sometimes very indifferent, have been supplied by the several localities.

204. That large contribution from private sources is still kept up; the building of schools goes on?—Yes.

205. You explained that the teacher has an interest in the sale of books under the board?—Yes.

206. Have any complaints been made of masters forcing sales?—Not that I have heard. I hear it has worked advantageously in all respects. There is now a greater demand for our books than heretofore. I have not heard of any dishonesty or misconduct.

207. Do you think masters might be inclined to encourage change of classification of children, to encourage the issue of new books?—I have not heard of anything of that sort. If any system of that kind was going on, the Inspector would hear of it.

208. Is there no danger of masters paying greater attention to pupils who are their best customers?—There is, of course, always a danger of that sort. I have never heard of any complaint of the kind being seriously made in our National Schools. I believe there is a remarkable amount of honesty on the part of our poor teachers in that respect.

209. Is not the money paid to nuns in convent schools spent on pupil teachers and monitors?—I believe every penny the nuns receive—the small sum—a great deal too small a sum—is all spent, not upon themselves, but upon their great work.

210. Upon pupil teachers and monitors?—No: the pupil teachers and monitors get a sum for themselves in addition. The ladies themselves get £20 per 100 for teaching. But I believe, if you take the 140 convent schools throughout Ireland, you will find that far more has been spent by these ladies upon education in these schools and the entire management—far more than they have ever received from the public.

211. Do they regard, in any cases, the contributions of the Board as interest upon money invested by them in the erection of schools?—I am sure the amount they have spent in erecting and carrying on the schools is much more than they have received from us.

212. What restrictions are there upon the employment of religious ladies as teachers under the Board?—Whenever there is a convent school that applies, and we find there is a sufficient number of children attending, that they are well taught, that our rules are to be observed, we don't subject the nuns themselves to any examination for classification; we take it for granted that if the school is well conducted, and the children well taught, that the ladies are sufficiently suited for the purpose of teaching.

213. You don't allow them to go out to teach more than one school?—There is a rule laid down since 1855, which prevents the ladies of any convent from having more than one school connected with a convent taught by them.

214. What is the reason of that rule?—It was thought by a great number of our Commissioners that upon the whole all that was necessary would be to allow the ladies of the convent to have a school within their convent; and that upon the whole it would not be desirable to allow them to divide themselves into detachments. Say that there were twenty ladies in a convent, that ten of them should teach the school within the convent, and that the other ten should divide themselves into detachments, and carry on schools in the immediate neighbourhood; the Commissioners were afraid that such a practice might work very prejudicially to united education. Whether wisely or not, that rule was laid down in 1855.

215. Supposing persons qualified to teach the poor well, and willing to teach them gratuitously under the regulations of the Board, would it not be sound policy to employ them as freely as possible?—There would be great difference of opinion upon that subject. For my own part I think there would be no danger at all in allowing the nuns of any convent to teach female schools in the immediate neighbourhood which preferred to be taught by them to being taught by lay teachers. I myself have been always of that opinion, that it was not necessary to lay down any restriction upon the subject; that if any grievance were to arise from their exercising the privilege in an improper way, we might always interfere and put a stop to it. My own opinion is, that it was not necessary to lay down that restriction.

216. Are school accounts audited?—They are examined closely by the Inspectors.

217. Does anyone not interested in the public contributions overlook them?—The Inspector examines them.

218. Checks them with the vouchers?—He examines them as closely as he can, to see that they are right. I cannot pretend to anything like minute accuracy with regard to the working of our rural schools. As Resident Commissioner I can scarcely be absent for a day from Dublin, and have never inspected any of the ordinary country schools.

219. Are the school accounts required to be kept in a particular form in your information?—I conceive they are.

220. Each manager is not free to keep them as he likes?—No.

221. There is a particular cash-book?—There is a regular account kept I conceive.

222. The *Chairman*.—To which of your inferior officers will you refer us, to get detailed information as regards the accounts?—The Chiefs of Inspection, both of whom have been Inspectors themselves, and Head Inspectors, know all these things as well as possible, and could give full information with regard to these matters, which I am ashamed to say, I do not understand with anything like the accuracy that might be expected.

223. The Bishop of *Meath*.—When a master of a school receives a supply of books at a discount of, say 20 per cent., is he obliged to sell them to the children at the usual selling price?—Yes.

224. He cannot charge more?—He cannot. If we discovered that he charged anything beyond the proper sum, he would be immediately dealt with. I believe the sales are conducted honestly—I have heard no complaints since the charge took place.

225. Mr. *Dease*.—You mentioned a case that occurred, I think you said, at Drogheda of books belonging to the Christian Brothers being referred to the Board for their opinion as to whether or not they should be used. Do I rightly understand you to say these books were in use in the school at the time when the Inspector went in and that he saw them there; or did the manager of the school ask his permission in the first instance to use them?—My impression is he found them. I am not quite sure whether they asked him, but it appeared to me to be on the whole a perfectly honest proceeding. There was not the slightest attempt made at concealment.

226. Lord *Clonbrock*.—You stated, I think, that the payments to the nuns are upon the principle of capitation grants?—Yes.

227. Does that vary according to results—or does it remain fixed no matter how the school proceeds?—There is no variation.

228. You don't pay any by results?—We do not pay any by results. We pay according to the average attendance. They receive £20 for each 100 in average daily attendance.

229. That average attendance being shown on the books prepared, I suppose, by the manager?—Yes; the schools are not classed; one set of schools are of moderate merit, and another set are of indifferent merit.

230. The salaries do not vary accordingly?—They do not.

231. Sir *Robert Kane*.—You mentioned, I think, that if a teacher wished to punish or expel from the school he should communicate only through the manager?—It would be the manager would give him permission to do so.

232. Then, under the system of the National Board, the teacher is considered the officer of the manager?—More directly the officer of the manager, and not of the Board. He is, to some extent, an officer of the Board, inasmuch as his salary comes entirely from it; in strictness, however, he is the officer of the manager and not of the Board.

233. Short of the supreme power of dismissing, he is the officer of the manager?—Yes.

234. In the case of vested schools, I believe the Board grants two-thirds of the cost of building, on condition of one-third being raised in the locality?—Yes.

235. Building materials supplied, and the carriage of materials and things of that sort, will they be counted?—They are taken into consideration; the Board of Works quite carry out that principle. They look to what the school really is worth after being built. If they find the whole when built is amply worth £300, they pay for it.

236. Lord *Clonbrock*.—What is the average cost of vested schools?—I imagine about £150. It used to be much less. Twenty or thirty years ago the average used to be £70 or £80.

237. Have the Commissioners plans and specifications?—Yes.

238. Are these obtainable at the Education Office?—At the Board of Works Office, or we could easily get them for you.

239. Sir *Robert Kane*.—You mentioned an arrangement by which religious bodies having schools attached to convents, are paid by a capitation grant?—Yes.

240. And you considered that practically their teach-

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ing was gratuitous, and that the money given to them was more than covered by their expenses in building?—So I conceive—that they do not realize money by it. That they have spent, I conceive, much more upon the schools altogether, than they have ever received from us.

241. In the case of monks' schools is the system of payment the same?—Yes.

242. The schools are not classed?—They are not.

243. The payment is by capitation?—Yes.

244. Is the amount the same?—The same.

245. The *Chairman.*—Referring to the question asked as to discipline, is corporal punishment extensively resorted to in the National schools?—There is no rule actually prohibiting it. We require that any corporal punishment inflicted shall be very moderately inflicted, in fact it is very seldom inflicted in National schools. It is not allowed at all in model schools.

246. Is there record of coporal punishment inflicted?—I don't think there is.

247. Do your Inspectors report many cases of excessive corporal punishment?—Not many. The cases are very few, and generally speaking, when a case of that sort does occur, it is discovered, not through the Inspector noticing it, but through the parents of the children, who are almost sure to complain of it.

248. Will you look to Part IV. on Teachers—"No members of a religious order will be recognised as teachers of a National school: this does not apply to teachers of convent or monastery schools"—does the latter part of the rule apply to convent and monastery schools that were in connexion with the Board when this rule was made?—No, my lord: it applies to all convent schools that choose to place themselves under the Board, and which are adopted by it. It applies to a few monastery schools that, having been taken into connexion with the Board long before this rule was passed, continue to be under the Board. So long as this rule lasts we cannot give aid to any monastery schools beyond those that were in connexion at the time the rule was passed.

249. Can you take into connexion any new convent school?—Yes, and very frequently do. The number of convent schools is, I think, now 140—it has increased from time to time. There were, I think, eighteen monks' schools about the year '36; there are now only four remaining. At first all monks' schools were taken into connexion just in the same way as the female convent schools were taken—without any objection to the one more than to the other—but a rule was passed in '55, which prevents the multiplication of monks' schools.

250. Do I understand that the words in this rule, the words "members of a religious order," are not held to include nuns?—It was to guard against the possibility of any person supposing that the expression "members of any religious order" may apply to nuns, that the rule went on to say that "this does not apply to teachers of convent schools," that is to say, it is not to prevent nuns having schools under us, but it is to prevent the addition of any monastery schools beyond the few that existed at that time.

251. Then this phrase, "members of any religious order," relates only to males?—Yes.

252. Is there any difference in the functions of the teachers of the first, second, and third class?—None whatever; they are all to perform the sames duties according to their several talents and qualifications.

253. Does the classification then relate to the extent of their acquirements?—Yes; but in classifying a teacher we always look to the excellence of his school, and the merit of his school keeping. His classification is not only calculated on the amount of his knowledge, but he must be also a person who has distinguished himself as a good school keeper and teacher.

254. Do you require that a person, to draw a first-class teacher's salary, should be engaged in teaching a certain number of children?—He cannot get the salary of a first-class teacher unless he can exhibit a daily average attendance of at least thirty-five children; he would be classed in the first class even supposing his school had only a daily average attendance of thirty, but he would not get first-class pay.

255. He would be borne on your books as a first-class teacher, but would only get an inferior rate of pay?—Yes.

256. In the ordinary schools, did I understand you to say that none of the teachers are directly appointed by the Board?—In none of them. It is only in the model schools the Board directly appoints the teachers.

257. What are probationers?—Probationers are persons who have recently entered the service, but have not yet received any class.

258. Are they necessarily persons who have been trained?—No; a great number of probationers are not trained; they are persons appointed as teachers by managers, and are examined as such by our Inspectors. Supposing the Inspector finds such a person to be fit for a probationer's situation, he only receives the pay of a probationer; then he can, after a second examination, become a third-class teacher, and so forth.

259.—Can a probationer be the sole master of a school?—He can.

260. When is he first examined by the Inspector—is it before he takes up the school, or on the Inspector's first subsequent visit?—On the Inspector's first visit of the school afterwards.

261. Then does the Inspector report to you about this probationer?—Yes.

262. How often is the probationer examined by the Inspector?—He is examined when first appointed, and, if found competent, retained in the school. Afterwards, when the time comes round for the Inspector and Head Inspector to classify the different teachers, he has the opportunity of being examined, and, if he be found worthy of being put in the third or higher class, it is done.

263. Is he examined for a higher class, as a matter of course; or only if he offers himself for such examination to the Inspector?—He must undergo examination, the rule being that no one can be allowed to remain in our service longer than a year, if he is only a probationer.

264. Suppose at the end of the first year he does not seek to get into the third class, what becomes of him?—The general rule is—that he is not to remain longer a teacher under the Board of Education. Exceptions are sometimes made, but seldom, and from necessity. As a general rule, the probationer who, on the expiration of the first year, is found to be unfit to be in the third class, has to remove from the service.

265. Could you state what proportion of probationers have failed to pass?—I don't know; it is very large. The number of probationers is very large—1,402 is the number in the last report.

266. Could you furnish us with the number of probationers who have passed, and the number who failed to pass, in the last year?—Yes; I should think it could be done.*

267. When a third-class schoolmaster is appointed to a school, when is he first examined?—When the Inspector goes his rounds he examines him.

268. Have the third-class teachers previously come in as probationers, or do many of them at first get placed as third-class teachers?—As a general rule, they have come in as probationers, and then, when examined, and found to be worthy of first, second, or third class, they get, from the time of appointment, the salary that is annexed to the class into which it is found they ought to be admitted.

269. Have you limits of age within which you require the probationers to be?—We do not allow anyone to enter the service, as a general rule, until he is eighteen.

270. Is there any age above which you refuse to admit?—No; but very few are above thirty; there are very few teachers who entered the service when old; there are a great number of old men in the service, but they have been a long time in it.

271. Is the schoolmaster required to pass from third to second class within any given time?—He is not; he may remain in the third class for ever. So long as we find him to be a competent teacher we encourage him in every way to rise higher, but we do not exclude him from the service in case he sticks in the third class.

* This information will be found among the Returns furnished by the Commissioners of National Education, Section X, Paragraph 4.

272. Do you impose any limits to the size of the school which you allow to be taught by third-class masters?—We do not.

273. In promoting a master from one school to another, do you consider anything but his attainments and proficiency as a schoolmaster?—There are two elements. He must be always a man of good conduct; if we knew anything against his character, we should not only not advance him in classification, but we should not allow him to be continued longer in the school.

274. Supposing the teacher's proficiency to be represented by a certain number of marks, what proportion would be assignable to intellectual attainments, and what proportion to management and discipline?—The teacher's intellectual attainments are measured by marks. The Inspector is bound, in addition, to consider the excellence of the man's school and his talents for school-keeping; but I don't think these elements have been at all nicely settled.

275. Is the second-class master required to pass to the first class within a given time?—No.

276. By what grade of Inspectors are these examinations conducted?—They are conducted by the Inspector and the Head Inspector; they act together; they are associated for the purpose of classifying the teachers in each district.

277. Then does the Head Inspector visit every school within his district conjointly with the inferior Inspector?—No; and therefore, in considering what the classification of the teacher ought to be, the element of good school management is left to the Inspector; it is he who is to ascertain if the teacher has or has not a well-taught school. The Head Inspector, who cannot possibly visit all the thousand schools within his group of districts, cannot perform that duty. That is left to the Inspector, but the Head Inspector with him judges of the intellectual qualifications.

278. Does the Head Inspector go specially to the school when it is reported to him that a master is desirous to be examined for promotion to a superior class?—No, except in the case of teachers recommended for promotion to the first or highest class. He goes his circuit and examines the various teachers that are brought together for the purpose of being examined. He then takes from the Inspector who has examined the schools the Inspector's statement with regard to general condition. The Head Inspector does not examine all the schools himself.

279. I understood, from a previous answer, you to say that the examination of a teacher for promotion was conducted conjointly by the Inspector and the Head Inspector?—A communication takes place between them, but the Inspector is the person who testifies with regard to the merit of the particular teacher as teacher of a school; the Head Inspector and the Inspector both conjointly examine him as regards his intellectual qualifications.

280. Where does the Head Inspector examine the master for promotion?—The Head Inspector and Inspector meet together, and they have a certain group of schools which contribute the different candidates for promotion; these meet together for the purpose of being examined in common by the Head Inspector and the Inspector.

281. The candidates are brought to some central school?—To some central place.

282. Is that done periodically, or only once a year?—Periodically.

283. Have there been any cases of complaint from schoolmasters that they had been unfairly judged on examination for promotion?—There are complaints, but I don't think there have been many; I think, on the whole, they consider themselves justly treated in the examinations.

284. Is there any appeal from the original judgment of both Inspectors?—All the decisions in each case are sent up to our office, and the answers are given. Our Chiefs of Inspection examine these statements, and very often interfere in changing the decisions of the Inspector and Head Inspector; there is thus a great check exercised.

285. Is that done on their own mere motion, or is it on the complaint from the master?—On their own mere motion; the papers come up and they examine them in cases of doubt or difficulty.

286. Does it often occur that the Chief of Inspection places a master higher than the Inspector who examined him?—The cases have chiefly been where the Chiefs of Inspection thought that the classification was too high rather than too low.

287. Who recommends the monitors in the first instance?—The monitors are recommended by the Inspector.

288. Are they taken out of a particular school which they are to serve, or are they brought from elsewhere?—They are almost invariably taken from a particular school. The Inspector, when he examines a school and finds there is a boy who is very promising as a scholar, and that the school is large enough to be entitled to a monitor, recommends the lad to be appointed. The manager of the school has, of course, a *veto* on the appointment, the Board reserving to itself the power of selecting the monitor.

289. Has the teacher much voice in the first instance in the selection of monitors?—I conceive the teacher almost invariably is the person who is consulted by the Inspector as to what boys are fit for the office. Then the Inspector examines any persons recommended by the teacher, and having himself previously examined the school, is sure to discover if there are any boys fit for the situation. The Inspector examines the candidates; but the manager reserves to himself the power of saying whether the successful candidate is to be employed or not.

290. Do you find that the teachers, generally, apply for as many monitors as your scale allows them?—They are very anxious to increase the number of monitors; it is an unmixed advantage to themselves. The tendency would be to get more monitors than they ought to have; we do not allow any person to be appointed monitor in a school which has not an average daily attendance of 35, and we do not allow any teacher who is not of second class to have a senior monitor under him. A person who is first division of third class may have a junior monitor, but if he be only of the second division of third, he is not allowed to have even a junior monitor.

291. What are the limits of age to a junior monitor?—A junior monitor commences at eleven years of age, he remains for three years as junior monitor; at the end of this course, should the circumstances of the school warrant it, he may be chosen as senior monitor. As such he may remain for four years, and may then possibly rise to be a first class monitor, with a much higher salary than he had as senior monitor; it would be £15 for the first year, and £17 for the second. The junior monitor who may be appointed so early as eleven years of age, receives only £2 a year; and we find that the talent of teaching first developes itself at the age of eleven. I conceive that a great improvement was first introduced into primary education by our Board in selecting junior monitors at that particular age when the talent of teaching first shows itself, and shows itself precisely at the time when, naturally, the children of the poor must be removed from school, unless some inducement such as this be presented to them. By giving that £2 to junior monitors we are able to collect the cream of the understandings of millions of our poor people, instead of collecting it from the comparatively small number of the children of the artisan or farming class.

292. Is there any age over which you decline to take junior monitors?—No; but almost invariably the junior monitor is appointed between eleven and twelve. The junior monitors would not remain at the school if they did not get a little more than £2. The sum rises from £2 to £4 during the three years of service. The salary of the senior monitor goes on from £5 to £10.

293. What is the age at which you would select a senior monitor?—Generally at fourteen. He then remains till his seventeenth year.

294. Is there any age over which you decline to take a senior monitor?—There is no strict rule about it; but there are very few cases in which the senior monitor, when appointed, is older than fifteen or sixteen.

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295. Do you require him to be a junior monitor first?—Not necessarily.

296. Do many come in first as senior monitors?—Yes.

297. The *Chairman*.—What is the smallest school which is allowed to have a paid monitor?—It must have an average daily attendance of at least thirty-five. It is mentioned in one of our official forms, but it is not included in the rules. There must be an average daily attendance of thirty-five to justify the appointment of a monitor. It is stated in this document I hold in my hand, that in no school will a monitor be received where the average daily attendance of pupils for the year is less than thirty-five. This is notified to the Inspectors on one of our official forms. No teacher can have a junior paid monitor who is not, at least, in first division of third class; and no teacher can have a senior monitor who is not of the second class.

298. Will you put in copies of the printed forms in which these rules appear?—Yes.*

299. When were monitors first established?—They have been from a very early period: they were in small numbers at first. There were monitors in the model schools from the very first. The present corps of paid monitors, which is about 3,000, has increased very rapidly within the last ten years; before that time the number was small; the system has developed very much within the last ten years.

300. Had the Commissioners any occasion to check the undue multiplication of monitors?—I don't think they had. My impression is that we have not a sufficient number of paid monitors: it would be desirable, I think, to have more than we have. There is a tendency in particular schools to get as many monitors as they can; that tendency is checked by the Inspectors and by the requirements of the Board—that the young men chosen should be fit for the situation. The rule says that "the school for which the candidate is recommended, must exhibit an annual average attendance of not less than thirty-five pupils: that the teacher of the school must rank not lower than the first division of third class."

301. I see in the return which you now put in, that, besides the requisition of the rank of the teacher, as laid down in your general rules, it is required that the school must exhibit an annual average attendance of not less than thirty-five pupils?—Yes.

302. Do you find places for all monitors on becoming teachers?—That depends entirely on the person who has served as a monitor till eighteen years of age, being selected by a manager to be a teacher of his school; if he so is selected, then he enters as a probationer.

303. Can you tell whether there are many monitors desirous of becoming probationers who do not find employment?—I have no doubt there must be a good number; but I find that every day the teachers who come into our service are more and more drawn from the corps of monitors.

304. Mention what class of employment paid monitors betake themselves to afterwards?—A great number of them become teachers; what those turn to who do not become teachers I don't know; I have no doubt they must be extremely intelligent persons in their several callings, for the education they received fits them admirably for being so.

305. Have you any knowledge whether, in case of a person seeking employment, it is considered a qualification by employers that he served as senior or junior monitor?—I have not heard that it is so; I have no doubt it must be so.

306. Have you heard if there is any prejudice against those who seek employment as monitors?—I never heard it.

307. Do a large proportion of the teachers remain as teachers throughout their lives?—There are a great number of persons who seem to me to spend their whole lives in teaching. Great numbers attain a considerable age as teachers, and every year a great number retire from old age.

308. Do you lose many good teachers from their finding other sources of employment more profitable?—The complaint is that a great number of teachers are going off to other occupations.

309. Would that be a point on which the Inspectors would speak?—They have given a great deal of information on this subject.

310. Is the supply of teachers equal to the demand?—In one sense I think it is. I think there are very few instances in which a man who opens a school is not able to get some one who will carry it on as a teacher; but the supply of persons well qualified for the situation is certainly very much below what it should be.

311. Do you think it would be desirable to increase the supply of teachers?—I think it would be extremely desirable.

312. Would that be by increasing the number and size of training institutions?—I think that is the only way in which it could be done; the only way in which you could increase the number of fit persons to be teachers of schools would be by increasing the amount of training in the country.

313. Do the untrained teachers rise to higher classes?—The untrained teachers can rise to first and second class, if they deserve it. Hitherto, the first class has been entirely confined, with few exceptions, to those who have been trained in the Central Model School; but we now no longer insist on that. If a person is found to be amply deserving to be put in the first class, although he has not had the benefit of training, we are willing to allow him to get into first class.

314. Have you any difficulty in procuring a sufficient supply of monitors?—I think not; I think we have sufficient means of getting a large supply of monitors, we have now 3,000, and I believe they are doing their work extremely well. I think it is very desirable that the number should be larger than it is. The chief seed plot of future teachers must always be the monitor corps.

315. What restricts the supply of monitors at present?—In the first place the boy must be a clever lad to deserve being appointed a monitor, the school must have acquired an average attendance of thirty-five pupils; and there may be many cases in which it is a difficult thing to get a lad of talent to accept the small pay given to monitors; for example, in the Belfast district, in parts of the counties of Antrim and Down, it is a very difficult thing to get lads to accept the small pay we give to monitors in the first stages. In the South it is far less difficult, in consequence of the less demand for young persons of talent in other occupations.

316. Then, in the opinion of the Board, are the present rates paid to monitors insufficient?—I think that as the rates paid to monitors are as low as they were several years ago, when everything was less expensive than now, it is natural to suppose that they are somewhat too low at present. It would be very desirable to increase the rate of payment to monitors, and also to our teachers.

317. Are you restricted from increasing the pay of monitors by the limits of the parliamentary grant?—If we had means afforded by Parliament we should give higher salaries than we do.

318. At present the deficiency of monitors has not been sufficient to induce the Board to raise the terms?—No; we have not yet thought it necessary to do so.

319. Which is the more plentiful supply of teachers—male or female?—The supply of females is, I believe, becoming greater every day. The tendency is, for the proportion of female teachers to increase. I believe that of the 8,100 teachers under the Board at present about one-third are females, and I believe that proportion is increasing every day.

320. Is that increase due to the increased number of girls' schools, or to females being employed in schools to teach boys and girls together?—I think the two circumstances operate. The number of female schools is increasing, and there is a strong tendency on the part of patrons of schools to employ females even in cases where in former times males only would have been thought of. Wherever there is a mixed school of boys and girls, we now require, where the head teacher is a

* The printed Forms of Rules on these subjects will be found in the Appendix, No. I.

male and where the school may have a second teacher, that that teacher shall be a female, in order that she may be able to teach the girls who attend the school sewing and so forth, and also because a female is better qualified to teach both boys and girls up to seven or eight years of age.

321. Have you a full supply of female candidates for the training schools?—They are very anxious to be trained; there is a great desire on the part of school teachers to be trained, and if it were not for the interdict laid on Roman Catholic female teachers, great numbers would be anxious to be trained in the Central Model School.

322. Are you able to train in every training school?—We have ample room for all who come there at present.

323. Are there many schools in connexion with the Board, in which children of both sexes are educated together?—Yes, especially in the North of Ireland, in which there are what are called mixed schools, which consist both of boys and girls. It is chiefly in the North that schools of that description are to be found. In the South of Ireland, and in the middle there is a great indisposition to have mixed schools. In the Roman Catholic parts of Ireland the clergy are very anxious to have two schools—one exlusively male and the other exclusively female. That feeling is not nearly so strong in the North of Ireland.

324. Have you any rules with regard to those mixed boys' and girls' schools, as to whether they should be taught by a male or female teacher, or is that left entirely to the discretion of the manager?—That is left entirely to the discretion of the manager. The manager may have in a mixed school a male or female principal. But if he has a male principal, which is generally the case, then we always expect, without making it actually imperative, that the second teacher shall be a female. In a mixed school we think it very desirable, if the school is large enough, to have a head teacher of the one sex and an assistant of the other.

325. Is the question of having the principal teacher male or female generally a question of expense, or decided by other considerations?—It depends chiefly upon the number of pupils in attendance.

326. Can you state whether any of the schoolmistresses continue to act as teachers after they marry?—Very often. I believe, upon the whole, that the female teachers continue longer in their schools than the male. There is less change in that respect amongst the females. I don't think they so often desert the situation of teacher as the males do.

327. In speaking of that continuance do you speak of them both before and after marriage?—Both. They are very apt not to marry till somewhat late in life. I understand that a great number—especially of the first-class teachers—remain unmarried for a long time.

328. Has there been any increase or diminution in your scales of payment for teachers in the last twenty years?—There have been considerable increases. The original sum that was paid to teachers was only £8 a year. It is now £52 a year for the first division of first class, and there has been a constant increase of salary from time to time, and although the salaries are still much below what one would wish to see given to the teachers of Ireland, yet they are far greater than what they originally were.

329. Have you raised the qualification necessary for your teachers to get into your higher classes much during the last twenty years?—Not during the last twenty years. I think the requirements are the same for the last twenty years. There has not been much elevation of qualification required.

330. Have the teachers trained by the Board any difficulty in getting places?—There is a preference, I should think, on the whole, in favour of having trained teachers on the part of Protestant patrons. But inasmuch as the Roman Catholic Church in Ireland, at present, objects to the employment of trained teachers, there is not anything like the same demand now on the part of the Catholic patrons that existed of old.

331. Do you think your present scale of salary keeps the greater part of your good teachers?—I think the scale is much too low. The circumstance that so many of them have fallen off is a proof that the payments as a whole, what between the payments made by the Board and by the localities, are quite too small. I am sure that they do not receive, as a body, anything like so large salaries as it is desirable they should have, from their services to the public, and for the purpose of retaining them in our service.

332. Is there anything you would recommend besides the increase of salary for the purpose of either improving your teachers or keeping them longer in your service?—I think an increase of salary is the main thing that could be done. I am not aware at the present moment of any considerable thing that could be done to hold out an inducement to them to remain in the service except an increase of salary.

333. Mr. *Gibson.*—As to inducements to teachers, what is your opinion as to the proposal to give the teachers residences in connexion with their schools—would that retain them?—I think the cheapest and most effective way in which the teachers' revenue can possibly be increased is by giving a house and garden. There is no doubt that if a gentleman had a school and a teacher in it—if he gave him a good residence, though the cost to the gentleman might be only £10 a year, it would be as good nearly as £20 salary to the teacher. Nothing could be done for the teachers of Ireland that could be more beneficial than giving them residences. That must be done chiefly by the gentry of the country. I don't see how the Board could act in that way.

334. Rev. Dr. *Wilson.*—Have the Board done anything practical in the way of holding out inducements to teachers in this respect?—I don't think they have. It would be exceedingly difficult to point out in what way they could do that.

335. I see by your reports attention was directed to this matter of dwelling-houses for teachers. Nothing practical has been done on the subject?—Nothing. I don't see how the Board could do much.

336. What is the average length of service of trained teachers under the Board?—We know there have been 7,000 trained, and there now remain 3,320.

337. Then they do not remain, generally speaking, very long in the service of the Board. Have the Board learned what became of them?—No. We don't know what becomes of them. We know that so many have died or taken to other employments.

338. I presume the Commission is to understand you attribute this falling off very largely to insufficiency of salary?—An increase of salary is the only thing that could be done, I think, in order to induce them to remain longer in our service. If residences could be given, that is the best form in which additional remuneration could be given.

339. I see by the reports of Inspectors in the Report of 1864, they refer to this subject, and dwell upon the small salaries paid to teachers—may I ask has the attention of the Commissioners of Education been specially directed to the reports of the Inspectors?—We are well aware of that, and are anxious to increase the salaries of our teachers. But the grant has been so liberally made by Parliament, that we don't wish to be constantly calling for increases that may alarm the House of Commons.

340. Can you say about what number of teachers receive a salary of less than £20 per annum?—The probationers—were 1,402.

341. I don't refer to them — I mean principal teachers?—Of the principal teachers, those who are in the third class—3,870 in number rise from £18 to £24 a year. A very large portion of the third class receive only £18 a year from the State.

342. Would you think upwards of 1,000?—There are upwards of 1,300 teachers in the second division of the third class who are receiving only £18 a year. But then I consider that both the probationers and those teachers who are only in the second of third class are merely apprentice-teachers; and that every person who deserves to be continued as a teacher ought to get at least as high as into the first division of third class, in which case his salary would be £24 a year.

343. I see in a very early report of the Commissioners, first volume for the year 1835, this very

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matter of remuneration was specially dealt with?—Yes.

344. Has the attention of the Commissioners been specially directed to that?—No. There is a very strong desire on the part of the Commissioners to treat their teachers as well as possible. You see they have been constantly increasing the pay of the teachers, and that it has risen from £8 a year to £52 a year.

345. Do you say the first class teacher, unless he has an average daily attendance of thirty-five in his school, will be depressed in salary?—Yes.

346. What practical benefit then does this first class teacher enjoy as the result of his superior qualifications, but who may be placed in an unfavourable locality for attendance?—I think if a first class teacher is unfortunately in a part of the country where he cannot get a considerable number of children to receive education from him he must take the consequences; and, I think, it would be most unfair that that person should receive from the country as large a pay as he would if in another part of the country where he was teaching a larger number.

347. Should not his qualifications and rank and surrounding circumstances be taken into consideration to some extent?—Yes, and accordingly it is. If his school presents an attendance of thirty instead of thirty-five pupils, he still gets a comparatively high salary, viz., that which is attached to the first division of second class, which is £38 a year. I think he must take the consequences of being in a part of the country where the attendance is small. We pay partly for the abilities of the man, but what we ought chiefly look to is the amount of service he does to the community, and if he is unfortunately placed where there are few persons to be educated he must take the consequences.

348. Do the monitors remain long in the service of the Board?—I believe they do, especially in the South. In the North, where there is a great deal of manufacturing occupation, they swarm off rapidly.

349. Have there been representations made to the Commissioners upon the departure of monitors from the service?—We have heard that in the North of Ireland it is difficult to get good monitors—that a great number of them swarm off to other occupations.

350. You have stated that you have upwards of 3,000 paid monitors—are they generally scattered over the country or centralized?—I believe they are generally distributed over the country, I don't believe they are centralized.

351. Are there any tables would show it?—We could have a return of the particular place where every paid monitor was employed.

352. Do you think it would be desirable to have those monitors spread widely over the country?—Certainly; they are the chief nursery of the future teachers, especially now that the great body of the Roman Catholic clergy will not allow their teachers to be trained. It is our only hope to have paid monitors, as well paid and and as numerous as possible.

353. I see there are 143 first-class monitors—in what schools or classes of schools are these monitors?—A great number of them are in the convent schools, and there is a certain number of them in ordinary schools.

354. Can you say how many in convent schools, and how many of them are in ordinary schools?—No, but a return of that sort could be easily made.

355. You have referred to the deficiency of training, and stated it would be desirable to increase the number and size of your training institutions—can you say why provisions for the training of teachers was not made by extending the model school system as indicated in the reports of the Commissioners from year to year?—We have twenty-six district model schools throughout Ireland, and it has been long found that the great bulk of the Roman Catholics of Ireland are totally opposed to these model schools. When Mr. Cardwell was here he was so strongly impressed with that——

356. Rev. Dr. *Wilson.*—We will not enter into that at present.

357. Rev. Mr. *Cowie.*—The arrangement of teachers in different classes, as I understood you, depends upon the report of two Inspectors—the District Inspector and the Head Inspector, but the scale on which that is settled was left very much to the impression of the Inspector. Have you laid down no very fixed rules about it, or have you given special instructions to Inspectors about the point of raising the grade of teachers?—A great deal is left, no doubt, to the Head Inspector and to the Inspector who examine them; and the whole body of Inspectors know very well the sort of qualifications that entitle a teacher to first, second, or third class.

358. You have not found that the want of specific instructions have produced any inconvenience?—I don't think it has. I have heard complaints that sometimes the Head Inspector is a little too favourable to raising the teachers; but I don't think there is much complaint of that. Generally speaking, the various Head Inspectors and Inspectors have pretty much in their minds the same standard in different parts of the country.

359. That would be referred to your Chief of Inspection?—Yes.

360. Does it not seem a little inconsistent that your appointment of monitors proceeds in the first instance from the Inspectors, whereas the principal teacher is appointed entirely by the manager?—Of course it does. And when we first began to employ these monitors in large numbers, I was very fearful that the patrons of schools might insist upon taking to themselves the appointment of the monitors altogether. But they have always cheerfully submitted to the selection being made by the Board through their Inspectors, merely reserving to themselves a power of declining to employ the person so selected. I think it is a most fortunate thing it is so. It prevents, I think, anything like favouritism.

361. Has there been any apprehension felt about an increase in the number of monitors analogous to what was felt in England sometime ago about the great number of pupil-teachers?—No; because the number, I think, is still far below the number that would be desirable to make the monitorial system the nursery of the future teachers.

362. It was stated just now that 7,000 persons have been trained, and that of these 3,220 remain?—Yes.

363. Over how many years do the 7,000 extend?—The training has been going on since 1834.

364. Then the waste or diminution is very much less than we have had in England—there it has been about 7 per cent. per annum; so that in about fifteen years a number equal to the whole would have gone off, whereas in thirty-four years you have retained nearly half of your 7,000?—But there were very few trained at first. We had no female training, for example, up to about 1843 or 1844—I am not sure which; but the number increased very considerably long after the training first commenced.

365. You say that to retain teachers the chief thing, of course, would be to increase salaries, and also that the provision of a house and garden would be a material inducement. Do you grant any retiring pensions after length of service?—No. We are allowed by the Treasury to give a small sum, in the following manner—when a teacher, incapacitated by old age or sickness, is unable to remain any longer as a teacher, we give him an amount equal to one year's salary for every ten years he has served, and in that way we are able to enable a great number of persons who are broken in health or by old age to retire. Supposing a person has been thirty years in our service, he would get three years' salary, and supposing he was in a high class, that would be a considerable sum of money.

366. Have you ever considered whether it would be a good plan to adopt what is done in the Indian service, to put by a small per-centage of pay each year to provide a retiring allowance?—That would be very desirable, if the salary enjoyed by the teacher were such as to enable him to live comfortably after the deduction took place.

367. Master *Brooke.*—You spoke of mixed schools being somewhat popular in the North and not popular in the South. What is the opinion of the Commissioners of Education in general as to mixed schools, male and

female?—They have no fixed opinion either in favour of them or the contrary. I think there are particular places where it is desirable to have mixed schools. There are other places especially where the clergy of the people are, on the whole, anxious to have separate male and female schools, where I think it is desirable there should be such separate schools; provided the population is large enough to feed both a good male school and a good female school—much depends upon that. Where the population is small, it is not desirable there should be two small schools, instead of one good mixed school largely attended.

368. Have there been any reasons given why the clergy of the South and West are disinclined to have mixed schools?—No; I have never heard reasons mentioned. I have no doubt they have a notion it is not desirable for persons when they come to sixteen or seventeen years of age to be educated together, that it is better they should be educated separately. And I have no doubt that they also think there is a special secular education and a special religious education desirable for the one and the other.

369. Mr. *Stokes*.—Are you aware that under the Privy Council system established in Great Britain no distinction whatever is made between religious teachers, male and female, and other teachers?—I believe they proceed on the principle that they ought in all cases to pay the same sum for equally good teaching.

370. Would you consider such an arrangement preferable to that which exists under your Board?—If the religious teacher gives at least as good an education as is given by our lay teachers I should like to see them receiving the same remuneration.

371. Upon what ground do you exempt the nuns from examination?—We have always understood they had the greatest objection to it; and so long as believing they have a conscientious objection to it and that we find the convent schools on the whole as good as other schools, we don't think it at all necessary or wise to force them to submit to a classification.

372. Are you aware that in England members of religious communities go through the same examination as lay teachers?—I have understood the nuns in England do not. I have heard it was only the lay teachers.

373. All the nuns in England, with the exception of one or two orders, submit their members to examination without difficulty?—I have always understood that here there would be the greatest possible objection to it.

374. Do the nuns teaching under the Board exclude any class of children from their schools?—They do not, but I need not say that in this country very few Protestants go to them. At present there are seventy Protestants attending nuns' schools.

375. Do you consider the value to the State of the services of a third-class teacher equal to the value of the services of a first-class teacher?—All other things being equal, the third class teacher is certainly not as valuable as the first.

376. You don't consider he teaches as well?—I think that in general it will be found the first-class teacher is a superior teacher to the third-class teacher. There may be exceptions—I know there are. I know it sometimes happens that a man unable to rise beyond the third class, from a certain amount of dulness, has moral qualities that far more than counterbalance the absence of high talent, and that he may be a more useful teacher than a first-class man; but, as a general rule, I conceive that the first-class does more good to the public than a teacher of the third class.

377. That is the principle upon which you vary the salaries?—That is the chief point.

378. Is the Inspector's examination oral or written, or both?—Both; part is oral, and part by written papers.

379. Are the questions identical at the examinations of different Inspectors?—There are certain questions prepared for the written examinations; they are sent simultaneously to the examiners.

380. The persons under examination prepare their answers to these questions before they go in?—They are not aware before they go into examination of the questions that will be put to them.

381. You don't consider there is any room for suspicion of favouritism?—I don't think there is any favouritism.

382. Are moral qualifications taken at all into account in classifying the teacher?—No person would be classed whom we knew to be of an immoral character. I think the chief elements of classification are ability, knowledge, and the usefulness of the man as a teacher. I don't think we pretend to enter with anything like minuteness into the moral character of the man, provided we know that, on the whole, he is a well-conducted person—that there is nothing in his character that unfits him for a teacher.

383. If an Inspector happened to know of a teacher that he was a *mauvais sujet* would he give him first class rank, if otherwise qualified?—I have not known any case of that sort. I take it for granted that if he knew the man was a bad man he would not put him into the first or any other class.

384. Taking a first class school with thirty-five children, what salary would the teacher receive?—£52.

385. Would a monitor be allowed in such a case?—He might be allowed.

386. What would be the pay?—It would vary from £2, payable to a junior monitor, up to £10 the maximum salary of a senior monitor.

387. Then the grant to such a school would average from £50 to £60?—Yes.

388. Does the grant of such an amount to so small a school appear reasonable?—No; I think it is a pity it should be so. It is very difficult to prevent extreme cases of that sort.

389. Are there cases of trained teachers dismissed by managers to make way for probationers, on the ground of economy?—I am not aware that there are.

390. Do you think the salaries of teachers ought to be considerably augmented both from local sources and parliamentary grant?—In Ireland we must still look upon it as very difficult to raise much money by local aid.

391. If you were giving residences to the teachers would it be desirable to add any land, say an acre?—I think it would be very desirable to have land.

392. Upon what terms should teachers occupy such houses and gardens?—If a landlord were to give a house and garden, it would be an extremely good way of showing his liberality. He could not do so much good by the same amount of cost otherwise.

393. Would you allow the manager to dismiss the teacher while his crop was in the ground?—I could not enter into that. That is a thing we cannot contemplate as at all likely. If such a thing were to take place, I take for granted the landlord would, in all cases, allow the teacher to reap the benefit of the little garden, even after he had been removed for misconduct from the school.

394. Do you think it would be desirable for the Board to apply to Parliament for power to take land for teachers' houses and gardens?—I think it would be very desirable there should be a power of that sort, if there was a chance of obtaining it. There might be a great number of cases in which it might not be desirable that particular teachers should have land. I think it would be only a particular sort of teacher would be able to manage a small farm and, at the same time, attend closely to the school. There is an intermediate sort of man—there are a great number of teachers not able to get into first class who are quite able to get into second or third class, and would manage a farm at the same time with a school; but generally speaking, the more intellectual teachers of National schools are not likely to wish for, or to take an interest in managing land. It is an intermediate man, a steady, honest fellow, without much of what you call talent, who might combine the two things.

395. That man is in fact a more valuable person to the State than a more highly classed and highly paid man?—I am not sure of that. I think the good done by a man of great ability is at least equal to that done by the man who being rather dull, is yet a sensible fellow, and able to attend to the cultivation of his own mind and the cultivation of his plot of ground. I think both are good.

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396. In extending the benefits of training, is it not necessary to make liberal allowance for the wishes of teachers and managers?—Yes.

397. You don't consider it possible to force them into institutions to which they have a strong specific objection?—I do not. If you mean to increase the quality of training you must open training-houses that will be attended by the great bulk of teachers. To expend money in establishing a large number of training-houses when you know people will not go to them, would be downright insanity.

398. The Bishop of *Meath*.—You said the manager of a school at first appoints his teacher without any examination; would it be desirable, and if desirable, would it be possible he should be examined by an Inspector before being appointed to the school?—It would be very desirable. I don't mean to say we might not contrive to do the thing, but the number of schools in each district being so very great, it would be very difficult for our Inspector to go immediately to examine.

399. If it could be done it would be desirable?—If it could be done it would be desirable.

400. It is one of your rules now that no clergyman can teach in a school?—No clergyman.

401. Has that been a rule from the beginning?—I believe from the beginning.

402. Were monks included in the rule?—Clergymen were not allowed at any time to be teachers of National schools; but from the first, monks and nuns were. The rule has been always—I believe from the very first—that a clergyman was not to teach, even though that clergyman should have given up the cure of souls, and devoted himself to a life of teaching, and I have always myself thought it was a very unnecessary rule.

403. That is your own opinion?—Yes; I think it is an unnecessary restriction upon liberty.

404. You don't think it at all necessary that such restriction should apply to the secular clergy any more than to the monastic orders—that is, if monks are to have permission to teach, the secular clergy should have it also?—So I think. I think it an unnecessary restriction upon human liberty to prevent me, if a clergyman, and that I give up the cure of souls and wish to take to teaching in schools, to prevent me from doing so.

405. You said that the rule permitting untrained teachers to be admitted as first-class teachers is recent?—Yes.

406. And you also stated the unwillingness of Roman Catholic patrons to employ trained teachers: is there any connexion between these two things?—It has been since the Roman Catholic church objected to receiving into their schools teachers trained at our model schools that we have, for the first time, taken off the restriction that existed of allowing any teachers, except in a few very rare and remarkable instances, to get into first class. It has been done most deliberately, and, I think, most wisely.

407. Lord *Clonbrock*.—I suppose, practically speaking, when a school is opened, though the manager has the appointment of the master, he pretty generally asks the Inspector, or some one connected with the Board, to recommend him a master—is not that generally the way the master is introduced?—I believe so; and I believe that the practice is constantly on the increase; that the managers of National schools find their best course is to apply to Inspectors to recommend teachers to them. Much of an Inspector's usefulness depends upon his being ready, at all times, to give advice on this subject, and, without having any real power over the managers, to act as a kind of adviser.

408. Mr. *Dease*.—With regard to schools mixed as to the sexes, do you think that where such schools exist it is generally in consequence of the population to be educated being small, or is it because of a desire to educate the sexes together?—I think in the North of Ireland both these things operate. At the same time, we very often find there is not a sufficient population to support two schools, one male and the other female. Besides there is, amongst the Northerns, a preference for mixed schools.

409. I think you stated there was a greater number of mixed schools in the North than in the South—where they exist in the South or anywhere except in the North, is it in consequence of the small number of population?—The only reason is the smallness of the population. They very seldom from preference have mixed schools where they could have separate schools.

410. You stated it is easier to find female teachers now than male teachers—can you account for that in any way?—I think there has been a greater relative improvement in the education of women than of men during the last ten or fifteen years. I think females are now for the first time commencing to look to it as an excellent form of employment to take to, and, I think, in addition, it may be accounted for by the fact that the demand is infinitely greater for male labour than for female labour in the other walks of life.

411. Have the Roman Catholic female teachers any facilities of which they can avail themselves for training that males have not?—The females have the same facilities for training as the males under the monitorial system. But, in addition, a large proportion of the females have the advantage of being educated at convent schools, where they get a most admirable training. One of the great advantages of our convent schools is, that a large proportion of the Catholic female teachers are trained, and well trained, in them.

412. The *Chairman*.—Setting aside the question of training a large class of monitors at a nursery for masters, do you want more monitors than you have for simply conducting the work and discipline of the schools?—I think that even quite independently of its being a nursery for the future teachers, the monitors are extremely useful as teachers of schools, and that we ought to have a larger number of paid monitors for that purpose, even supposing they were not to become teachers in after life.

413. Is the reason of your not having monitors in greater numbers than you have at present, that your present number embraces all who offer as monitors?—I cannot exactly answer why it is there are not more than there are; I think we could have for both purposes a larger number if we had the means of paying them well. I have always thought that about 4,000 monitors would be required for our 6,500 schools.

414. As regards residences of masters, have you had information as to whether they principally live as lodgers or rent houses?—I imagine a very great number of them must lodge. I do not think many of them, until they marry and become settled as married men, have houses of their own.

415. Was the rule of the Commissioners that they would not make any grants in aid of the building of residences a condition imposed upon them by the Government, or the Legislature, or is it a rule of their own making?—It was a rule, I conceive, of their own making. At the time it was made there was such a demand for schools that perhaps they thought it unwise to grant any money upon the building of residences when there was such a necessity for establishing schools. I don't think there was any other reason but that. I am quite sure the Board would always have been very happy to assist in building residences, if Government had been anxious they should do so, and had given the money.

416. Has the reduced money pressure upon the Commissioners for the building of schools left more money at their disposal for the maintenance of schools, or do the expenses of repairs now amount to as much as in earlier years the expense of building schools amounted to?—I am not aware, but it is quite plain that there must be now a considerable expense in keeping the existing vested houses in repair, which could not have occurred in earlier years, when there was nothing to do but build.

417. Has the question ever come before the Board as to the policy of giving aid towards the erection of teachers' residences?—No. I am not aware that it has. I think it would be a very desirable policy.

418. Are there any cases in which houses of residence are conveyed to the Commissioners in perpetuity?—Not that I am aware of.

419. I think you stated it would be desirable a teacher should have a house and garden as a residence either rented or free?—Very desirable, especially free.

420. Should you consider it desirable he should have any land in addition to a garden?—It depends entirely upon the nature of the man. If he be a person who is well qualified for teaching school in a useful way, and at the same time to devote his leisure hours to the management of three or four acres of ground, this, I conceive, in an agricultural country like Ireland might be productive of the greatest good, especially when he would be required, as he would be in that case, to teach our Agricultural Manual to the pupils. I think there is no way in which agricultural improvement could be more expedited in Ireland than by means of a considerable number of schools conducted in this manner, where the teacher was able to combine considerable ability in managing both the literary education of the children and a school farm; to exhibit, on that school farm, improved modes of cultivation, and to teach every day our Manual of Agriculture to his advanced pupils.

421. If the teacher had more land than would be comprised in a garden, you think there would be no danger of his neglecting the duties of the school while cultivating the land?—Of course, a danger accompanies everything of that sort, but it is a danger to be guarded against by our Inspectors. His annual salary will not be paid to the teacher unless he exhibits in the literary education of the children a sufficient amount of good work done. But if he be able to do so, and, at the same time, to manage his farm well, so as to make it a model for the small cottiers of the best way of managing their land, and, above all, if he teaches every day to the upper class of the school our Agricultural Manual, I think that man would be a most useful member of society, and a great deal more useful than if he had not his small farm. I am supposing the case of a man who is not capable, by brightness of talent, to rise beyond first division of third or second division of second class.

[Adjourned.]

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Right Hon. Alexander Macdonnell.

SECOND DAY.—DUBLIN, FRIDAY, MARCH 13, 1868.

PRESENT:

The Right Hon. The Earl of POWIS, *Chairman.*

The Right Hon. The Earl of DUNRAVEN, K.P.
The Right Hon. and Most Rev. The Lord Bishop of MEATH.
The Right Hon. Lord CLONBROCK.
Sir ROBERT KANE, F.R.S.
WILLIAM BROOKE, Esq., M.C.
Rev. DAVID WILSON, D.D.
Rev. BENJAMIN MORGAN COWIE, B.D.
JAMES GIBSON, Esq.
SCOTT NASMYTH STOKES, Esq.
WILLIAM K. SULLIVAN, Esq., PH.D.

GEORGE A. C. MAY, Esq., Q.C., D. B. DUNNE, Esq. } *Secretaries.*

The Right Hon. ALEXANDER MACDONNELL, Resident Commissioner of National Education, further examined.

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422. The *Chairman.*—There are certain classes of schools as to which the Government grant is given according to the average daily attendance of scholars: what check have you under your system as to the returns made by each school?—The teacher keeps an exact account of the numbers that attend each day, the numbers that attend in the course of the quarter, the numbers that attend during the whole year; and these accounts are examined as minutely as possible by the Inspectors on their several visits. Inasmuch as everything depends on the accuracy of these accounts, we consider it one of the most important duties of our Inspectors to examine them as closely as possible: and I believe, on the whole they are accurately kept. We have dismissed a great number of teachers in consequence of the inaccuracy, and often dishonesty, of the manner in which they kept these accounts. And inasmuch as the teacher's salary depends very much on the average daily attendance in the school, there is a constant inducement to exaggerate the number—it is, therefore, necessary for us, in every possible way, to check the accuracy of the accounts.

423. Would the answer you have just given apply to the two classes of schools—both to those connected with religious bodies, and those where the amount of the salary to be paid the teacher depends on his having an average of a certain number of children?—Yes, because in the case of religious bodies they are paid in reference to the number of children in the school, whether a hundred or five hundred: and in the convent schools the capitation allowance depends entirely on the numbers. It is necessary for us to require that an exact account of the number of pupils in their schools should be kept just as much as in the common schools.

424. Is the same system adopted with respect to them as is adopted with respect to the paid teachers?—Yes.

425. I see by the report of 1866 that the number of teachers receiving good service salary was only 144, what are the conditions required for the receipt of that good service salary?—In the first place, they must have served for a certain number of years. Your lordship will observe in that return, that the persons in the first class must have served eight years, those in the second class twelve, and those in the third class seventeen years. The teacher must have served for eight years before he can get any good service salary; the gratuity rises in proportion to his length of service and classification.

426. What other conditions, besides length of service, are required?—They must have been distinguished as good and useful teachers; and if afterwards they commit any serious fault, it follows, as a matter of course, that they are deprived of this important gratuity. So that we have a great check on them.

427. Have you any printed conditions under which these good service salaries are awarded?—Among the rules you will find, "Supplemental or good service salaries," and there an account is given of the conditions on which the salaries are paid—under the head "Teachers. Part IV., section 7b. Supplemental or good service salaries."

428. Will you put in a copy of the form in which the teacher's name is returned for good service salary by the District Inspector?—I do so. [*The form is handed in.*] The Inspector reports in the first instance, and gives the reasons for which he thinks the grant should be made to the teacher. If there is any doubt in the office about the case, it is referred to the Head Inspector for inquiry. Much care is taken to insure the fitness of teachers for this advantage. It is working extremely well, and is never given to any except those who deserve it.

429. Is the concurrence of the Head Inspector required in every case?—Yes, but it is only in the first

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instance, or where we have any reason to doubt the propriety of the grant, that we require the Head Inspector to make a special visit to the school.

430. Is Rule 6 in that section modified in practice, which says, "In no case payment will be made without the recommendations of the Head and District Inspectors"?—I understood it was only in case of any doubt on the part of the Board that it was referred to the Head Inspector; but that rule would seem to imply that in all cases the Head Inspector was consulted.

431. What are the various grades in your department of Inspectors?—There are three grades of Inspectors, and then come the Head Inspectors. There are first, second, and third classes of Inspectors, and there are above them all the Head Inspectors. There are six Head Inspectors and sixty Inspectors.

432. Have you an officer called the Chief of Inspection?—Yes, there are two officers who are called Chiefs of Inspection; they reside in Dublin, and attend constantly at the office in Marlborough-street.

433. Are they superior to the Head Inspectors?—Yes, and they have always been so since the existence of their office; they have been Head Inspectors before being appointed Chiefs of Inspection.

434. Is Ireland divided into two districts—one under each Chief of Inspection?—Yes—half of the schools is placed under one, and the remaining half under the other.

435.—Are these divisions permanent districts with each of them?—They divide as fairly as they can the sixty districts between them, each taking thirty.

436. How are the sixty districts distributed as among the six Head Inspectors?—Each of the six Head Inspectors has about a thousand schools under him. There are six Head Inspectors, and there are about 6,500 schools in operation; each Head Inspector has about 1,000 schools under him, in his ten districts.

437. May a District Inspector have a portion of his district under one Head of Inspection, and another portion under a second Head of Inspection?—That never happens; it would be a matter of great inconvenience.

438. How are the Chiefs of Inspection appointed?—They are appointed by the Board of Education. The situation was created about ten years ago. There are two Chiefs of Inspection—each has been a Head Inspector before being appointed Chief of Inspection.

439. How are the Head Inspectors appointed?—The Head Inspectors are selected from the best and most deserving of the Inspectors.

440. Is there any examination before the Civil Service Commissioners in promoting to the rank of Head Inspector or Chief of Inspection?—No; we consider it better not to require any such examination.

441. Are your Inspectors examined by the Civil Service Commissioners before they are appointed?—Yes.

442. When was that examination first instituted?—About thirteen years ago.

443. Is it competitive?—It is competitive in this way, that a certain number of candidates are selected by the Commissioners, and the persons so selected compete.

444. Do you send up three candidates for each vacancy?—The number depends on circumstances. We sometimes have as many as six or eight candidates.

445. I see by a number of the reports of the Civil Service Commissioners for 1866 that the successful candidates are required to attend at the school in Marlborough-street to learn the details of their future duties, and do not receive their appointments unless they show that they are fully competent to act as Inspectors. Has it ever happened that the candidates who had passed the Civil Service examination have been rejected after their practical attendance at the school?—No; they remain for three weeks examining all the official documents that are necessary for the performance of their future duties. After that they go round with the Inspector, first to see him examine his schools, and under him to make experimental inspections themselves; they then go with the Head Inspector to see the mode in which he performs his duties. This generally occupies about six weeks after their appointment, and then they go forth to the districts allotted to them. There has been no instance of a successful candidate having been rejected in consequence of not showing aptness when subjected to that test.

446. Did any difficulty arise between the Board and the Civil Service Commissioners in settling originally the subjects in which the Inspectors should be examined?—Not the slightest.

447. Are any other classes of officers examined by the Civil Service Commissioners, except the Inspectors and clerks in the office?—These are the only ones examined.

448. I see in a tabular return of the Civil Service Commissioners a term employed—"Sub-Inspectors of Schools." Is that the third class?—They were originally called Sub-Inspectors; we have now changed it to the name of "Inspectors of the Third Class;" it was more gratifying to them, and there was no objection to giving them the name.

449. Do I understand that it is your uniform practice when a vacancy occurs in an Inspectorship, to send up several candidates to compete for the single vacancy?—Yes.

450. Are your Inspectors selected from the teachers?—No. A very considerable number of the Inspectors have been teachers; but we do not confine the candidature at all to teachers either of our own system or any other description of teachers.

451. Can you state how many of your present Inspectors have been teachers?—I think fifteen of the whole body have been teachers of National schools, and of these eight got Inspectorships by competitive examination.

452. Have any other of your Inspectors been employed in other situations under the Board?—Some few have been clerks; a great number of them have been teachers of various sorts.

453. When you say that fifteen have been teachers of National schools, do you include teachers of model or training schools?—Of both: we generally find the best candidate amongst the teachers we can select for examination, is a teacher of a model school; but we do not lay down any imperative rule on the subject.

454. To whom does the candidate for the place of Inspector apply if he is not already in the service of the Board?—The Board consists of ten Protestant and ten Roman Catholic gentlemen; it generally happens that a Protestant candidate applies to some Protestant member of the Board, and, inasmuch as Protestant vacancies are always filled up by the competitive examination of Protestant candidates, it almost invariably happens that a Protestant candidate applies to some Protestant member, and a Roman Catholic candidate to some Roman Catholic member of the Board.

455. Is the proportion of Inspectors who have been teachers increasing?—The proportion is very large; there are fifteen altogether among our sixty Inspectors who have been teachers of National schools; there is no doubt a far larger proportion now than there was in the earlier years of the Board. I have no doubt that within the last ten years the proportion has been constantly on the increase.

456. In the earlier years of the system I presume the teachers could scarcely have risen to a sufficient standard of experience?—They could not.

457. Are any of your existing Inspectors University graduates?—Several: several have graduated in the Queen's Colleges, and several in Trinity College.

458. Do you impose any conditions on candidates for the office of Inspector other than that of passing the Civil Service Examination?—We require that they shall be of good character—that they shall be good men, as far as we can ascertain.

459. Do you require, as a preliminary qualification, an acquaintance with the management of schools?—No; a person may be a candidate who was never employed as a teacher.

460. Speaking generally, can you say from what class candidates for the office of Inspector come, other than those who have been in your employment?—They are generally persons who have passed through the

Queen's Colleges, or through Trinity College, who belong not to the class of the higher gentry, but to the educated middle class.

461. Do you consider it desirable that teachers of schools should be promoted to be Inspectors?—I think it is extremely desirable that they should not be excluded from being candidates, and I think it is equally desirable that they should not have a monopoly—that the situation should be fairly open to worthy men of every class, whether teachers of National schools or of other schools or not teachers at all.

462. Comparing their reports with the reports of the other Inspectors, did you observe that they had any professional bias?—I have never observed anything of the sort.

463. Do you observe that the teachers and managers of schools have confidence in their judgment and independence?—I think they have.

464. Do you consider that in that respect they stand in the same estimation as the Inspectors who had not been previously teachers?—I think quite as much, and their conduct in all respects, as well as their talent, is quite equal to that of the other Inspectors. Many Inspectors have been, unfortunately, removed from our service: but of the great number of Inspectors that have been raised from being National teachers only one has been dismissed.

465. For what causes have Inspectors been dismissed?—I think there have been nine Inspectors dismissed during my experience at the Board, since 1839; and of these three were dismissed for neglect of duty, two for irregularities in their book depots and the sale of books, two for immorality, one for highly imprudent conduct not amounting to gross immorality, and one for decided want of veracity. Only one of these had been a National teacher; of the National teachers who have been raised to the rank of Inspector, only one has been removed from our service. We have this advantage—and it is a great one—in selecting our Inspectors occasionally from the National teachers, that we know the whole history of each candidate from his childhood to the time when he is selected as a candidate by the Board.

466. What connexion have your Inspectors with the depots of books?—The books used always to be sent to the depots kept by the Inspectors, and the Inspectors then sold the books at half price to the schools. They are now sent direct from the office; this has relieved the Inspectors from a great deal of business duty which interfered with their higher duties, and which in the cases of these two individuals exposed them to temptation to which they yielded.

467. In the cases to which you refer were there deficiencies in their accounts?—Yes.

468. That source of defalcation is now removed?—Yes.

469. What are the duties of the Head Inspector?—If you allow me, I will read an official memorandum respecting the duties of Head Inspectors. "These "officers are six in number, and each has charge of a "group of school districts through which he travels, "inspecting the schools, examining remarks and sug- "gestions left for the guidance of the teachers by the "District Inspectors, holding special inquiries, holding "annual examinations of the teachers and of the model "schools, and classifying the teachers, in conjunction "with the District Inspectors, reporting annually for "the information of the Commissioners, as to the manner "in which the work of the District Inspectors has been "carried on, and as to the effects produced by the "labours of these officers in their several districts. The "Commissioners also require to be informed of the na- "ture of the communications which the Head Inspectors "find it necessary to address from time to time to their "District Inspectors." That is a very good outline, I think, of their chief duties.

470. What is the average number of schools under each Head Inspector?—About a thousand—the entire number of the schools under the Board being 6,500, each Head Inspector has something over a thousand under his care.

471. Referring to these communications—does the Head Inspector send you copies of the letters or memoranda he addresses to the Inspectors, or does he merely send you a statement of the fact that he has made such communications under the summary?—The Head Inspector sends up each week an account of the work done by him, and he sends up a report of each school he examines. That report contains his remarks on the state of the school, and how far the Inspector in whose district it is, has performed his duty properly.

472. Does he go round his thousand schools in regular circuit?—No, it would be impossible; he could not examine the thousand schools in the course of the year, but he selects from the thousand schools those he thinks it most desirable to examine.

473. Does he send you reports of the particular schools he has examined?—Yes.

474. Do you require him to visit every school, say, in the course of three years or such term?—There is no rule laid down with regard to that; but on an average each Head Inspector examines in the course of the year three hundred schools.

475. Supposing the reports of a particular school are uniformly satisfactory that are made to him by the Inspector, would it be possible that that school might remain unvisited for a longer period than three years by the Head Inspector?—It would be left much to his judgment to make a selection of the schools he thinks it wisest and best to examine; but it is expected that he will visit every school within a few years.

476. Do you examine in the head office ever as to the period which has elapsed with regard to any school since the Head Inspector visited it?—We are very anxious to discover whether an Inspector of a district has neglected in the course of his year to examine every school. If possible, he is to examine each of his schools three times in the year. Sometimes, it happens that he is unable to do that, and sometimes it happens that a particular school may not be visited in the course of a half year or more; but we are extremely anxious to discover if there has been any neglect of that sort.

477. Have your Head Inspectors much office work?—There is a great deal of office work. A great deal of their time is taken up in writing letters and reports, and they have a great deal to do in the way of holding important investigations; this occupies a great deal of their time.

478. Do the reports of the Inspectors come directly to the Board, or do they come through the Head Inspector?—They come weekly to the office direct from the sixty Inspectors.

479. What opportunities have the Head Inspectors of seeing the reports made by the Inspectors?—If there is anything of importance, they are informed of it from the office.

480. Do the Inspectors make any reports to the Head Inspector?—No.

481. Are the Head Inspectors placed at fixed stations?—Yes; two of them reside in Dublin, one in Cork, one in Galway, one in Derry, and one in Belfast.

482. Do they communicate directly with the central Board, or through the Chiefs of Inspection?—They communicate immediately with the Board, but their reports go immediately to the Chiefs of Inspection; they examine them and take action upon them.

483. Have the Head Inspectors anything to do with supervising the accounts of the schools?—The Head Inspector would be bound when he examines any particular school to look as minutely into the school accounts as the Inspector would; and, knowing as he does that that is one of the most important duties to be performed, he would take the greatest possible trouble in discovering if any fault existed.

484. Where do the two Chiefs of Inspection reside?—In Dublin, with this exception, that we encourage them to examine schools for a certain portion of the year—generally speaking, for about a month. We consider it very desirable that, even after a Chief of Inspection has ceased to be Head Inspector, he shall keep up an intimate knowledge of the state of education in all parts of Ireland by occasionally examining schools. They take their vacation very much in that way: we allow them to go for a month—at the expense of the Board—

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to examine schools. These are not formally reported on. We are content with their examining the schools rapidly, and informing us on their return of the condition in which they found the schools.

485. Have you any printed copies of the instructions given to this class of officers on their appointment?—Yes, my lord; there are instructions for the District Inspectors—a code of instructions which has been printed in the Report of 1854. Ample directions are given there as to the manner in which the Inspectors are to perform their duties.

486. Do the Head Inspectors exercise any direct authority over the Inspectors?—They constantly superintend the Inspectors; they are constantly to watch how the Inspectors perform their duties, and if they find they are not conducting themselves properly they are bound to give the necessary instructions to the Inspectors, and report to us.

487. Is their duty merely confined to reporting what comes under these observations, whether good or bad, to the Board: or may they give direct orders to the Inspector?—The Board has never laid down any rule with regard to that: but the Head Inspector is so well known to be the superior of the Inspector, and to be bound to advise with him in all respects, it may be said that the Head Inspector does direct, in a great degree, the conduct of the Inspector placed under him.

488. Would the Head Inspector have the power to order the Inspector to go and visit a particular school within his district: or would he represent to the Board the necessity of such a visit, and the Inspector receive his instructions from the Board?—The Head Inspector would think himself quite warranted to direct the Inspector to examine the particular school, and I have no doubt we should approve of it. So that it be done with kindness and modesty, the Commissioners would be pleased to find that the Head Inspector had exercised that sort of discretion.

489. Do the Chiefs of Inspection communicate directly with the Inspectors, or do their communications pass through the Head Inspectors?—Communications of the Chiefs of Inspection either to Head Inspectors or Inspectors must proceed through the Secretaries of the Board to the persons to whom they are addressed.

490. Do the Inspectors ever appeal, or have they the power of appeal, from any judgment of the Head Inspectors or Chiefs of Inspection to the Board?—They have the power to do so; but it has been scarcely ever done. I say with confidence that very seldom indeed has it happened that there have been misunderstandings between the Head Inspectors and the Inspectors.

491. Do the Inspectors report in the form of a letter the efficiency of a school, or do they report on printed forms?—On printed forms which are weekly transmitted to the office in Marlborough-street.

492. Do they enter into any details or reasons for the conclusions at which they arrive?—Yes; they give their conclusions generally, and state their reasons for taking such and such a course.

493. Do they generally examine the whole school, or merely part of it?—There is one examination in the year in which the Inspector is bound to examine every child in the school, and to class it. On the other occasions he is not bound to examine every child; but to give as thorough an examination as his time will permit him.

494. What is the meaning of "primary and secondary reports?"—A primary report is a report that is made every fourth year, and that embraces an exact statement of the condition of the school and premises. The Inspectors must, in that report, give not merely the state of education in the school, but everything connected with the school building. In the other reports it is not considered necessary to enter into such minute details regarding the premises. In the secondary report, No. 1, and in that alone, of the reports he gives for the year, he is bound to examine every child in the school he is inspecting.

495. What is the difference between secondary reports No. 1 and No. 2?—In secondary report, No. 2, it is not necessary for the Inspector to examine every child in the school individually.

496. How often is secondary report, No. 1, sent in?—Once a year.

497. How often is secondary report, No. 2, sent in?—It may be twice, if the Inspector examines the school three times in the course of the year.

498. At what period of the year is secondary report, No. 1, which stands in the place of an annual report, sent in?—I don't think there is any time that is specially fixed for it. It is necessary when an Inspector is to make that secondary report, No. 1, to let the parties connected with the school know that he is about to examine it; on other occasions he is to take as much care as he reasonably can that his visit shall be unexpected.

499. Is there any uniform practice as to his making his secondary report, No. 1, or annual report, at his first, second, or third visit?—There is not.

500. Is he to send in his secondary report No. 1 by a particular period of the year?—No. The general direction is, that he is to furnish that form of report at such time as the attendance may be largest.

501. I see that the last question in each of these three reports asks if there are any points calling for notice by the Board—does it often happen that the Inspector answers this query or heading at considerable length?—Not unfrequently. This depends on the circumstances of each case.

502. Is any portion of the Inspector's report communicated by the Board to the patrons or the managers of schools?—We don't send a copy of the report; but, if there be any particular thing in it that it is desirable the manager of the school should know, we send the substance of it to the manager. We have never thought it necessary or desirable that a copy of the report itself should be sent: perhaps it adds to the value of the report, that the Inspector knows it is a confidential document, so that he can give his mind honestly and confidentially to the Board. I think it is better on the whole that the report itself should not go to the manager of the school.

503. Do the managers make any rejoinder to the Board after receiving such communications?—Very often.

504. Does it lead in many cases to continued correspondence between the Board and the manager?—I don't think it does.

505. Is any portion of the payment made to any school by the Board, dependent on efficiency, or, according to the phrase now commonly used in England, "by results?"—We don't award any portion of the teacher's salary according to the results of the school; but I conceive that the efficiency of the teacher and the school has a great deal of influence on the amount of salary. For example, a person is put into the first class; if he is in the first division of the first class, he may get £52 a year of salary. If we ascertain, through the Inspector, that this first-class man is performing his duty in a way not worthy of the high salary and position he enjoys, we immediately inform him that, if he does not improve in that respect, he must take the consequences. In the next report, if we find that he is still neglecting his duty, we should probably fine him; and if then we find he still continues neglecting his duty, we should certainly depress him from first to second class, or lower. In that way the salary of a teacher does very much depend on the efficiency of his school.

506. Does such a result depend practically on the personal judgment of the Inspector?—Certainly.

507. Does it often happen that a schoolmaster complains of the judgment of the Inspector as having been, from any cause, hard on him, or too harsh?—The teachers complain sometimes of being depressed—that they have been severely punished; but, indeed, this seldom happens. It rarely happens that either the teacher or the manager complains of anything like partiality on the part of the Inspector or Head Inspector who recommends the infliction of the punishment.

508. Did it ever occur to send the Head Inspector to the school from which complaints had arisen, to test the accuracy of the judgment of the Inspector?—That is the course adopted. Supposing a manager complains of the treatment which his teacher has received, and

thinks he has been unjustly dealt with, the course is to send the Head Inspector to examine into the case, if we see there is any ground at all for suspecting that injustice has been done by the Inspector.

509. In the past year have any such cases arisen that the Board had occasion to send a Head Inspector down?—I have no doubt there must have been.

510. Do your Inspectors send in weekly reports?—Yes, to the number of 600; we receive about 600 reports each week from the Inspectors.

511. Do they send in any special reports in addition to those weekly reports?—Those are the only reports on schools that they are bound to send in.

512. How often do the Head Inspectors report to you?—They send in their reports each week as the Inspectors do.

513. Do the Chiefs of Inspection send in any reports at stated periods?—No; they are constantly employed in superintending the inspecting department throughout Ireland from day to day.

514. Could you send in to the Board copies of a few of the weekly reports of the Inspectors and Head Inspectors, that the members of the Commission may see the manner in which they are filled up?—Yes, I will do so.

515. Is the number of Inspectors at present sufficient to visit all the schools in their several districts three times a year?—No; in order to perform that duty thoroughly well, their number ought to be greater. They cannot examine their schools with reasonable ease oftener, I think, than twice in the year.

516. Within whose province does the question of increasing the number of Inspectors lie?—With the Board of Education. They would have to consult the Treasury; and they would have to consider, before they made any application of the sort, whether in fairness to the country they could ask for any large increase to the number of their Inspectors.

517. In 1867 how many schools were visited twice and how many schools once only?—In the year 1866 there were 439 schools examined only once, and 1,643 schools examined only twice. This was, however, owing to some extent to temporary vacancies on the inspection staff.

518. The Earl of *Dunraven*.—Does each Inspector furnish an annual report?—Yes, an annual report, in addition to his other reports.

519. And each Head-Inspector?—Yes; and also an annual report upon each of the model schools that are placed under his care.

520. These are all by the Head Inspector?—By the Head Inspector.

521. Sir *Robert Kane*.—When the Head Inspector is going round through the schools does the Inspector of the district accompany him?—No.

522. He goes separately?—Yes. They often hold investigations together, but not necessarily. It is not a matter of course that the Head Inspector accompanies the Inspector.

523. When making special inquiries?—Then they frequently go together.

524. But ordinarily the Head Inspector acts independently of the District Inspector?—Yes.

525. Does the District Inspector know the schools that the Head Inspector is likely to take up in his district on any one journey?—No; I think it is an important part of the Head-Inspector's duties, not to let that be known to the Inspector. The Head Inspector is in a great degree to be employed as a check upon the District Inspector; he is of course to exercise that check in a gentlemanlike and quiet way, but he certainly is not to let the Inspector know what schools he is about to visit.

526. The acts of the Head Inspector are entirely independent of the District Inspector, and he is intended to be a check upon the District Inspector?—Yes; that is a part of his duty.

527. Rev. Dr. *Wilson*.—You have stated with regard to certain checks on the returns from certain classes of schools as to attendance, that you have dismissed some teachers for making exaggerated returns; does your answer apply to schools of religious bodies as well as to other schools?—I am not aware that we have ever had any case of dishonesty on the part of the religious bodies who have to return the number of pupils in attendance. If we had, of course we should take action upon it just as we should in any other case.

528. Is the capitation grant made in relation to such schools according to the number in attendance or to the number on the roll?—The average daily attendance: £20 a year is given upon the average daily attendance of 100 in the school.

529. Can you state what is the youngest period at which any children attend such schools?—No, I cannot, either in the case of the religious bodies or common schools. I have no information with regard to that before me.

530. In reference to good service salaries, you have stated that parties entitled to them must have served eight years, and have been good, useful teachers: may I ask, are there any cases in which teachers answering these conditions have not received such salary?—I am not aware that there are. Our means are limited; we cannot spend more money than we estimate for under that head, and it is very possible that there may be cases where a person has served eight years and on the whole has been a good teacher, and has not got the good service salary. I have never heard a complaint of anything like dishonesty or partiality, and if any such case occurred, I should be very happy to hear of it, in order that the case should be investigated.

531. With regard to rule number two with respect to good service salaries, I will read it for you—"No teacher to be eligible for such supplemental salary who shall have been depressed or fined for misconduct or neglect of duty, or on whose school a decidedly unfavourable report shall have been made within the preceding three years, or who shall not have shown himself throughout his whole career to have been attentive and painstaking, and mindful of all the details of school-keeping." Keeping that rule in mind, have there been any cases in which teachers have received such salaries in its violation?—I think it probable that if a person were to examine very minutely into all our documents some case of that sort might possibly be discovered. If there were any case of the sort I should be truly happy to have it thoroughly examined into. I am convinced that if we seemed to violate our rule we did not do so from any dishonesty or partiality towards persons of this or that religion.

532. Are there any cases in which the District Inspector has recommended parties for those salaries and where the Head Inspector has objected, and the teacher has consequently failed to receive the salary?—I believe there have been several cases of that sort, and very properly, for the duty of the Head Inspector is to see that the Inspector, though a worthy man, has not been influenced by too kind a feeling towards a master who, on the whole, was not deserving of this great favour.

533. You have stated the principle upon which the Commissioners appoint to the office of Inspector—have you ever heard any objection to that principle?—In what respect?

534. With regard to the mode in which the candidates come before you for appointment to the classes of Inspectorships?—I am not aware that there have been any complaints made that the selections have been made either dishonestly or unwisely in any respect.

535. Are the reports which have reached you generally favourable as to the diligence of the Inspectors?—Very much so.

536. Are their duties numerous and their labours constant?—Constant and numerous.

537. Have many of them lengthened journeys daily to take in addition to the inspection of their schools, involving, for instance, departure from their own residences at seven or eight o'clock in the morning?—In going to their schools they often have to go very considerable distances.

538. Do you think the inspection of the several districts now is advancing in effectiveness?—I believe that it is. I have no exact measure of the thing, but my own impression is that our system in that, as in all other respects, is constantly advancing.

539. On the whole do you think your system of inspection a good one?—I think the system is a very

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good one; the only defect in it, I think, arises from the circumstance that the Inspectors are not as numerous as it would be desirable they should be.

540. Has each Inspector abundant opportunity of knowing all the teachers in his district?—Where the Inspector has as many as 120 or 130 schools, it is utterly impossible that he can have that minute knowledge of the teachers which it would be desirable he should have; but the Inspectors do their very best to be thoroughly acquainted with the conduct and disposition of the teachers under them, and take a great deal of real kindly interest in their welfare. To be convinced of this, it would be only necessary to read carefully over any one volume of the Inspectors' Reports. It is impossible to read those sixty reports and not be greatly struck with the excellent remarks made by the Inspectors, the kind feeling they entertain towards the teachers, and above all, with the remarkable testimony borne to the diligence of the teachers, their usefulness, their general good conduct and devotion to their duties. I would refer particularly to the reports for 1865.

541. You mentioned a number of Inspectors who have been dismissed,—could you furnish the Commissioners with a list, classifying the number, names, and religious denominations of the Inspectors under the Board since its formation, the dates of their appointment, their leaving or dismissal, as the case may be—could such a list be furnished?—It could be done, but it would take a good deal of time.

542. May I ask has any Inspector who has been dismissed been reinstated in the service of the Board?—There has been a case not long ago of a young man who was dismissed, and was afterwards restored.

543. You have stated in reply to a question by the noble Chairman, that the District Inspectors' reports go to the Chiefs of Inspection, who take action upon them. Will you state the nature and import of that action?—The report goes to the Chief of Inspection, and when examined by him, if there is anything he sees in that report that requires action to be taken, he gives directions accordingly. If he sees that a letter should be written to the Inspector on the subject that letter is written, and signed by the Secretary if he approves of it.

544. Do your Chiefs of Inspection consult and act together or separately, in reference to such reports?—They sit in the same room, and I always find them talking over these sort of cases. They are always ready to communicate with me on any question that arises. I believe there is a very friendly feeling existing between the two Chiefs of Inspection—that there is a great deal of consultation. They certainly do not in every case each consult the other, nor would it be at all desirable they should.

545. The question I am about to put to you has been put before in another shape—do the Head and District Inspectors work harmoniously together in the execution of their duties?—They do.

546. Have the Head Inspectors frequently given in their reports gratifying information on this subject?—I have always understood from them that they were, upon the whole, very well pleased with the conduct of the Inspectors, and considering that the Head Inspector is to a certain degree a check upon the body of Inspectors, I have always been very much struck with the great harmony subsisting between the two classes of Inspectors.

547. In reference to payment by results, according to your statement to the noble Chairman, do I understand you to say that practically the principle of payment by results to some extent is acted upon?—I said so, but not to a great extent.

548. Master *Brooke*.—You have stated, many teachers have been dismissed for inaccuracy and dishonesty as to the returns of numbers—may I ask you, how was that found out?—When an Inspector visits a school, one of his chief duties is to examine the accounts of school attendances; for example, he visits a school at one o'clock, and he finds in the account of school attendance, thirty-five children have been put down; he counts up the children, and sees there are only twenty-eight present; he says, "how does this arise?" The man tries to explain, perhaps, that some of the children have gone out since that time—have returned to their homes, or have taken ill. The Inspector examines as closely as possible into that, and if he finds that in truth the teacher put down thirty-five as being in attendance that day, when only twenty-eight appeared in the school at the time the school-roll was made up, he immediately notifies that to the Commissioners, and they act accordingly.

549. Practically he can only test the accuracy on the two or three days of the year on which he visits the school?—There are various ways in which the thing may be discovered. For example, it almost invariably happens that the number which is found when the Inspector examines the school is nearly the same number that the average daily attendance throughout the year would be, and if we find that there is a marked discrepancy, and that the average daily attendance, as shown by the teacher's accounts, is far higher, or higher than what the Inspector is in the habit of finding when he unexpectedly visits the school, his attention is immediately drawn to the school, and he makes all kinds of inquiries to ascertain whether there has not been some dishonesty practised. It is one thing that shows very clearly to my mind, that the all-important average daily attendance must be very correctly kept, that it coincides almost exactly with the number usually found by the Inspector when he unexpectedly visits the school.

550. Are all his visits unexpected?—All his visits except that for the secondary No. 1 Report, at which the Inspector is bound to examine and class each child individually in the school. With regard to it, it is necessary in order that it may be performed efficiently, that notice be given, so that the children who have been in attendance during the year should attend in as great numbers as possible that day, for the purpose of classification.

551. Does the Inspector always make three visits in the year?—No. On account of the great number of schools in some districts, it is impossible the Inspector can examine all his schools three times in the year; he does his best; it would be better, unless the number of Inspectors is greatly increased, that we should be content with two really good inspections in the course of the year.

552. He does what he can to make the second visit unexpected?—Yes.

553. I think you stated there was a great fluctuation in the numbers of the children, in spring, for instance, from agricultural operations, the state of the weather, and so on?—Quite so.

554. That would render the test you have mentioned of the one visit more fallacious?—No doubt, an allowance would be made for that. There are two periods of the year—the sowing period and the reaping period—in which the attendance is much less than at ordinary times.

555. But if the manager was faithful to his duty, he could check from day to day the return?—No doubt he could, but there are few managers who attend closely to that. They would, no doubt, be the best persons of all for prevention of irregularities in the school accounts.

556. Have you had, in fact, statements from the managers complaining of any inaccuracy?—I am not aware of any case in which the detection arose from the vigilance of the manager. I may be wrong, but I don't recollect at present any case.

557. I observe something here that is, perhaps, only matter of curiosity, but it strikes me as strange, and you may help to account for it. In page 22 of the Report for 1866, it says, "The following table exhibits the number of each class of these good service salaries and the term of service." Then there is the total of the eight years' service, amongst the males is 28; the total of the twelve years' service, is 120, and that of the seventeen years' service 179. If we count back this from 1866, all in the seventeen years' list must have been appointed in or before 1849; the next period, from 1849 to 1854, gives us 120 still living, not retired from their office, and still in receipt of that pension; then comes the period from 1854 to 1858 and during that time, only 28 got this good service salary, so that in fact, in a period of five years 120 passed, and in the

next four years, the more modern period, only 28 got the good service salary; now, is that owing to its having been given with too much facility in the previous periods, or is it that the schoolmasters have degenerated?—I am not aware.

558. It is a striking fact that there is something similar amongst the women; you mentioned, I think, within the last hour, that the examination of the teachers by the Head Inspector and the District Inspector, is an annual examination?—It is annual.

559. Not quarterly?—No; it is annual.

560. Is there a fixed time for that?—Generally speaking it takes place about the same time.

561. Then if the schoolmaster is appointed by the managers, just after one of those examinations, he may go on for a whole year, teaching a school before he is examined as to his capabilities?—Until the next examination takes place, but as soon as that examination takes place, then the result reflects back and the teacher gets his class salary from the time he entered the service.

562. You stated in answer to a subsequent question that the teacher who was found to be neglectful and inattentive to his duties was put into a lower class, and that if again found negligent he was put into a still lower class?—Yes, or removed altogether.

563. Have there been cases of men removed for mere incompetency?—A great number of cases have occurred where the teachers have been removed for incompetency.

564. But an indifferent teacher might go on for nearly a year before he is examined, and then, perhaps, he either deserves a reprimand or is reported as stationary, and he goes on for another year, before he receives any further reprimand?—No doubt it might happen that a man receives a salary in a class much higher than his present conduct might warrant, in consequence of the circumstance that the examination often takes place long subsequent to the time when he first commences to act with negligence.

565. Rev. Mr. *Cowie*.—What number of schools do you think an Inspector ought fairly to undertake without overworking him?—If the Inspector be bound to examine his schools three times in the year, I think the number of the schools under each Inspector ought not to be more than seventy.

566. You said the Head Inspectors do not give notice of their visits, except on the one occasion?—Yes.

567. Is it at that time the managers have to give in such returns as you require from them that time when the notice is given?—The returns we get from the managers are quarterly with reference to the payment of the teachers' salaries.

568. They are not given to the Inspectors?—No; the returns of the managers go immediately to the office.

569. The return mentions the average daily attendance for the quarter?—It does.

570. That is one of the means you have of checking?—Yes; when we check that return by the returns of Inspectors who state the number of children they found in the school at their visits.

571. And that is done in the office in Dublin?—Yes.

572. Do you make the teachers keep any daily record of the progress of the school beyond the mere attendance of children, like the log-book in the English system?—I don't think there is any daily record; they keep a school-roll—the Daily Attendance Book.

573. Where does the Inspector make his report on the school; is there any book provided for him?—There is a book in the school itself in which he makes his observations—the School Observation Book; it is kept in the school, and then he himself sends in his report to Dublin.

574. Is that an exact copy of what he puts on the book left in the school?—I don't think the one is an exact copy of the other.

575. For whom is the report left in the school intended?—It is intended for the manager, and for the teacher himself.

576. Ought it to be open to the public—The Report Book ought to be open to the public, and is so. The Inspector's Observation Book is not intended for the public.

577. If we were to go to any school under the National Board and ask for that book, we would not be asking for anything unusual?—You would have a right to see the Report Book, but not the Observation Book.

578. You have already stated that something analogous to considering results in the ultimate payment of the school takes place, as you said, in a fine—that is a deduction from the salary of the teacher?—Yes.

579. Is it in the power of the Inspector to recommend that to any extent, or do you limit him as to the amount he may deduct?—He mentions the misconduct or inattention of the teacher, and it is for the Board alone to inflict the punishment; he very often says the teacher ought to be fined, but I think that in few cases he expresses an opinion as to the amount of that fine; he leaves that entirely to the Board.

580. That is merely on the judgment formed by the Inspector of the efficiency of the school?—Yes.

581. Have you any means of checking that judgment of the Inspector, if the manager should rebel against it; supposing he protested against the Board's deduction, and disputed the judgment of the Inspector—you have no means of checking that?—Only in one way; supposing the manager wrote to us on the subject, and assured us that from his knowledge of the teacher, he was convinced the Inspector had judged harshly of the man's conduct or capabilities, we should, unquestionably, send the Head Inspector to examine into the whole matter, and to advise us as to the desirableness of inflicting the punishment.

582. Mr. *Stokes*.—By what means does the Board secure that the sixty Inspectors shall examine the schools on a settled and uniform plan?—The very circumstance that all those Inspectors are under the six Head Inspectors—that all of the ten Inspectors in a particular district are under a Head Inspector, who is in the constant habit of seeing and communicating with them, and are in the constant habit of testing the judiciousness and honesty with which the Inspector does his duty—in this we have a very considerable ground for believing that a uniformity of standard exists.

583. Does a new Inspector go through anything approaching to an apprenticeship?—No; he is chosen, as you have heard, by competitive examination; he then goes for about three weeks into our office to study all our documents as much as he can; then he travels for another three weeks with one of the Inspectors, generally speaking, the Head Inspector; and in that way he gains a good deal of knowledge of his duties, but he does not serve anything like an apprenticeship.

584. Would the Board permit an Inspector to subject a teacher to annoyance by inquisitorial inquiries or otherwise?—The Board would be very anxious to prevent anything of that sort. In the case of a complaint, the Board would make inquiry into the matter, and if they found any just ground of complaint against the Inspector, they would take action accordingly.

585. If an Inspector, new to a district, disapproved of plans approved by his predecessor, would the teacher be expected to change those plans?—It would depend upon the circumstances. If the Inspector showed that the plans were faulty, the Board would sustain the opinion of the person who was placed over the district.

586. What means has the Board of enforcing the recommendations of Inspectors with regard to matters reported?—Suppose an Inspector reports against a teacher—says that he is misconducting himself—the Board has the power of immediately depriving that man of his salary, removing him from his situation, fining him, reprimanding him, and soforth.

587. In case of a school-house reported to be falling out of repair, how does the Board proceed?—It constantly happens that when a school falls into disrepair we withdraw the salary—we say that unless the school is put into repair the manager and teacher must be prepared for a withdrawal of the grant, and if they do not place it in repair after that notice, we have been in the habit of withdrawing the salary; that is the most effectual

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way of enforcing, in most cases, the execution of repairs.

588. You punish the teacher for the fault of the manager?—That, unfortunately, is necessary.

589. Supposing a school capable only of accommodating 100 children, and the Inspector finds 150 children in it, how do you check that overcrowding?—If we found a school which could adequately accommodate 100 children was occupied by 150, to the prejudice of the teaching of the school, we certainly should not, in that case, increase the number of monitors; we should not give more than the number of monitors that should be required by a school attended by 100 children.

590. Is it the duty of any of your officers to compare the dimensions and accommodation of a school with the attendance reported?—Yes. That is a thing always looked to by our Inspectors. If it is stated there is room for a certain number of pupils in a school, that it is of a certain size, and capable of accommodating so many children, that is always ascertained by our Inspector.

591. You would inflict some penalty in case of overcrowding?—In case it was overcrowded, that would influence our treatment of the school.

592. The Bishop of *Meath*.—I see by your rules and your answers, that the Inspector should visit the schools unexpectedly. Does the Inspector visit the same schools or the same set of schools always at the same period of the year?—I don't think he does.

593. Does he vary the order in which he takes the schools?—He is certainly to take care that his visits shall be unexpected.

594. If he takes the same school or set of schools at the same period of every year, will he not be expected?—No doubt it would be likely the teachers in those districts would be expecting him.

595. Would it not be better to require him to vary the order in which he visited the schools, so as to make his visits more unexpected?—The more his visits are unexpected the better.

596. Does the Inspector visit the school at a certain hour of the day—after the master has entered the attendance—at what hour does the master enter the number present?—The school generally opens at 10 o'clock, the master enters the number before noon. It is the duty of the Inspector to visit the school as soon after the opening as possible.

597. Do you change the Inspectors from their districts, or has each Inspector always the same district?—No, we vary the districts; we do not wish the Inspector to remain longer than a certain time. There is no very strict rule on the subject; at one time we thought of changing them about every four years; that was not found to be judicious; by the time the Inspector came to understand the teachers and the pupils of his district who attended the schools, he was removed; upon the whole I would say about six years' length of time in a district would be desirable.

598. Do you change him after any certain period?—Not after any certain period—about five or six years.

599. Can you give a return showing the number of years during which an Inspector has continued in his present district at the present date?—Yes.

600. Lord *Clonbrock*.—It appears, I think, from your answers that the Inspectors are by far the most important officers of the Board—that the whole means, in fact, of knowing anything about the schools under the Board is through the Inspectors?—No doubt.

601. The managers not being as zealous as you would wish—the principal or whole means of information respecting the schools being through the Inspectors—and owing to the small number of the Inspectors many of the schools are only visited twice, or perhaps not so much in the year; would it not, therefore, be very important the number of Inspectors should be increased?—I think it would be very desirable.

602. You said, I think, that an Inspector ought to have charge of about seventy schools?—Yes.

603. Taking that as the basis of calculation, what would be the proportion of Inspectors for your present number of schools?—At present we have 6,500 schools, and sixty District Inspectors. If each Inspector had seventy schools we should have ninety-three Inspectors.

604. Would there be any difficulty in procuring that number except the expense?—Not the least.

605. You have been deterred from employing the requisite number because of the expense?—Yes; we raised their number from twenty-five to sixty-six—that includes the six Head Inspectors. The number in 1838 was twenty-five. It has been gradually raised to the present amount.

606. As your whole knowledge of the schools depends upon the efficiency of the Inspectors, it is almost a necessity the further increase you mentioned should be made?—I think that next to paying the teachers themselves the sum they really deserve for their services—the sum that would enable them to live respectably—the next most important thing is to increase the number of Inspectors. It would be very desirable to have the Inspectors increased in number.

607. Do you consider the pay of your Inspectors sufficient at the present time to enable you to get such a class of Inspectors as you would wish to see there?—The pay given to our Inspectors has been greatly improved of late years, and it is sufficient to induce a great number of fit persons to apply for the situation; but I think the inspection would be still more efficient if the situation was more desirable than it is. The third class of Inspectors have only from £200 to £250 a year to live upon. That is not, in my opinion, quite sufficient to enable a man to live respectably. We insist upon their leading an extremely moral life. Immorality, in the usual sense of the word, is punished by removal from the service. I therefore think it would be desirable that every young man who becomes an Inspector should have the means of marrying respectably.

608. But practically you find the salary has been sufficient to get you such a class as you can depend upon?—No doubt.

609. Professor *Sullivan*.—Must the quarterly return sent to the manager of the school be always returned fully filled up before the salary of the teacher is paid by the Board?—Yes.

610. As a matter of fact do you find there is any negligence on the part of managers in filling up the returns?—I think the managers are often negligent; but, on the whole, their returns are filled up with reliable accuracy.

611. In case a manager neglected to send up a return in time, would it delay the salary?—Yes.

612. Do many of the managers merely send the form to the teachers to be filled up?—I imagine that often occurs.

613. Has this negligence on the part of the managers anything to do with a change in the spirit of the rule which I find in a document explanatory of Lord Stanley's letter, which is published in the first Report, rule 4:—"The Board understand that the control of teachers of schools is vested primarily in their local patrons and conductors, and that the power required by the Government to be conceded to the Board, of fining and dismissing teachers, is to be exercised only in case of such local patrons and conductors after receiving grants seeking to protect teachers in violating the rules of the Board, in retaining teachers found on trial to be incompetent." Here it was evidently contemplated that the patrons should have the power, in the first instance, of fining and dismissing. The Board alone now fines?—I don't think it has turned upon that. Practically speaking, the fine is imposed by the Board; and as to dismissal—if the school is non-vested, the manager alone can do that, because the school is his own; but we have the power of inflicting the fine.

614. Has it been always the practice in the case of non-vested schools for the Board to exercise the power of fining, or did a change take place at any time with respect to this power?—Ever since I have been at the Board the fining has taken place directly from the Board.

615. When an Inspector makes a note in his return, that a teacher deserves to be fined, what is the actual procedure followed in the office when the report comes in?—The Board orders the man to be fined, and the fine is deducted from his salary.

616. Your District Inspector's report comes up first to the office—then what are the stages through which it

passes?—It comes to the office, and then the Board decide whether the man deserves to be fined or not; and when they decide he is to be fined, the fine is deducted from his salary.

617. The report goes first to some department of the office?—It comes first to the office. Then the Chief of Inspection deals with it. If there is any difficulty with regard to the course adopted he refers it to myself. If I find it is a case that requires still more consideration it is brought before the Board.

618. In fact, the cases of fining as distinguished from cases of mere reprimand, actually come before the Board itself, that is to say no fine is inflicted without the case having first come before the Board?—No fine is inflicted except by the Board directly, though often on the recommendation of the head officers.

619. What led, about the year 1858, to the adoption of a system of school organization by means of school organizers?—It was considered about that time that a great deal of good might be done by appointing a certain number of our best teachers to go around the country organizing such schools as required it and were worthy of it. A certain number of persons were appointed as organizing teachers, and it was supposed that a great deal of benefit would be derived from that?—Organizing teachers are still employed, but the system has not been carried on to any great extent of late years. The organizing teachers are very generally employed at present in performing temporarily the duties of Inspectors when Inspectors die or are removed.

620. Practically then the school organization, as at first contemplated, is not carried on now?—It is not carried on with the same amount of activity that was used at first.

621. What was the effect of the system in your opinion?—So far as I can judge, it did a great deal of good. The teacher of our central model schools, Mr. Joyce, accomplished a great deal of good as an organizer. The system seemed to me a very good one; but there are differences of opinion with regard to its efficacy.

622. What are the special reasons for which you think the system deserves to be supported?—Being a man who thoroughly understands the art of school-keeping, the organizer may be expected to give valuable advice, and show an excellent example to the teachers of the school organized by him.

623. Do you think such a system supplements the training of the teachers?—I have no doubt it would be very desirable to introduce it to a very great extent if we had the means of doing so.

624. Would it supplement to some extent the work of the present Inspectors?—It would, if it could be carried out to any very considerable extent.

625. On the whole, do you think that wherever the system of school organization has been carried out, it has fulfilled all its objects?—That is my opinion. I believe there is a difference of opinion with regard to it. My opinion is not worth nearly so much as that of our Inspectors and Head Inspectors. But I am of opinion that not only is it desirable to continue the school organization, but to increase the number of the organizing teachers.

626. What number are now engaged in that service under the Board?—There are four persons at present acting as organizers; there are also three organizers acting *pro tempore* as Inspectors.

627. The *Chairman.*—When the rule was passed that no convent or monastic schools should be admitted into communion with the Board, was it passed by the unanimous vote of the Board?—I don't think there was any vote on the subject. It was soon after the inquiry in the House of Lords consequent on the retirement of Archbishop Whately from the Board—the change with regard to convent and monastic schools took place very soon afterwards.

628. Sir *Robert Kane.*—You referred to a table given at page 22 of the last Report as to good-service salaries. I don't quite understand what was said about it?—I said I did not understand the question put to me.

629. Allow me to ask with regard to the case of a person put down in this table under the head of seventeen years—does that mean that he is seventeen years in the service of the Board, or that it is seventeen years since he got the good-service salary?—It means that he is seventeen years in the service of the Board.

630. He may have only recently received the good service salary?—Yes; he may have got it very recently.

631. In fact, he may have only received it the year previously?—It is not very unlikely.

632. You mentioned with regard to the report-book of the Inspectors on the schools being accessible—is that which is accessible to the public the part at the foot of the page of the ordinary attendance roll?—There is a separate report-book placed on the desk of the teacher, and always accessible to the public.

633. Mr. *Gibson.*—Every person who visits a school is requested to make his observations, and especially record in that book the number of children he sees attending the school at that time?—Yes.

634. With reference to the point of the organizing teacher, I believe one object was that the organizing teacher acquainted with the best system of school arrangements should be sent down to give the benefit of *quasi* training to the teachers?—No doubt, that was one of the chief objects. It was not to be confined to the schools of teachers who had not been trained; but, no doubt, the chief good would be derived by the teachers who had not been trained.

635. There are numbers of teachers who are not acquainted with the system of carrying on schools, and of establishing time-tables, who would derive benefit from that system?—Yes.

636. Master *Brooke.*—Are these reports of the Head Inspectors, published from year to year—are they always given without any omissions, or is there anything kept back?—We are extremely anxious not to keep back anything—there are cases in which some little matters are omitted, but very seldom. There have been occasions in which it was thought wise to omit passages, but we always consider that this discretion should be exercised most cautiously.

637. In fact, they are remarkably candid—the character of these reports struck me very much?—Yes, they are.

638. Rev. Dr. *Wilson.*—I presume the Commissioners are the only parties who exercise that discretion?—Surely.

639. The Bishop of *Meath.*—You stated yesterday that there is a great indisposition on the part of Roman Catholic patrons to take a teacher who has been trained in the Central Model School?—Yes.

640. Have the organizing teachers under the Board been increased in numbers since that indisposition was shown?—No, I don't think they have.

641. Would it, in your opinion, be desirable to carry out further that system of school organization?—I think it would be exceedingly desirable. If the opposition of the Roman Catholic clergy to the training under the Board continues, it would be one of the indispensable means of obviating that difficulty.

642. The *Chairman.*—Are the organizing masters a separate class?—They are. They are chosen from the best of our common teachers, and are placed in a higher position with a better income, and fair allowance for travelling.

643. What sort of salaries do they get?—They get a hundred and fifty a year.

644. The Bishop of *Meath.*—Would there be, do you think, the same objection to accepting organizing teachers as there is to accepting teachers trained in the Central Model Schools on the part of Roman Catholic patrons?—I don't think there would be any objection to accepting the services of school organizers—so far as I know, the Roman Catholic authorities feel no objection to them.

645. How long does the organizing master remain in the school?—About two or three weeks. That depends upon the size and other circumstances of the school.

646. How many children, do you know, are there of about thirteen years of age, in any organizing school?—I have not the means of answering that question.

647. Supposing you were providing school accommo-

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dation in any place for the whole population of the district, what would be the highest limit of age at which you would receive children?—I think in general it is about fifteen years of age when a child ceases to come to school. The school age in Ireland is generally between the ages of seven and eleven; some come earlier—some come as early as five years of age.

648. In building a school in any given place, would it be necessary to estimate the population of that place between the ages of seven and fifteen—or, to prevent useless expenditure, would you take a lower age than fifteen on which to found your calculations?—When an application is made for assistance to the Board, in building a school, we always ascertain, through the applicant and the Inspector, what is the probable number of children that will attend the school when built; and they report that sixty, or 100, or 120, or 200, as the case may be, will be the number of the children that will in all probability attend the school. We don't take into consideration what the population of the parish may be, but what the number of pupils will probably be that will attend the school. We also take into consideration the number of schools already existing within walking distance of the place where the school is to be built.

649. What do you consider is the ordinary radius within which children will come to a school?—Children will often walk three miles to a school—that is three miles to school and three miles back. In general about two miles would be the distance we would consider a child would be expected to walk to school. If it is a school to be attended by infants, it should be much nearer; and as pupils from the ages of four to six years are every year becoming more numerous in our schools, the tendency should be to place schools nearer and nearer to the homes of the children.

650. In the case of a school not to be attended by infants, what would be the highest age you would estimate in providing room for the number of the children?—We have no fixed age; the children very seldom attend National schools under five years of age, unless in infant schools, of which, I am sorry to say, there are not many in Ireland.

651. Then, supposing you had a fixed area from which a particular school should be expected to draw its scholars, whether it be two miles or two miles and a half, if you had ascertained the number of children within that area between the ages of seven and eleven, should you think it necessary, in settling the size of that school, to make any addition to it for any children that may be under seven or over eleven?—We should be guided entirely by the number of children the Inspector had reason to believe would, in the end, attend the school.

652. Would the Inspector make much addition to his estimate for the children that were either above the age of eleven or below the age of seven?—If he had reason to believe that over and above the number he was led to suppose would attend the school, there was a good number of children over eleven or below seven years of age, he would, of course, increase the size of the school.

653. Would that be a case likely to occur often?—I think not.

654. If you were asked individually by any person or persons as to the size at which a school should be built, and that the number of children between the ages of seven and eleven years that was likely to attend the school was furnished to you—should you in an ordinary case advise an exact account of the children under or over these ages to be sent in?—I should be entirely governed by the report I received from the Inspector as to the number of children that would probably attend the school.

655. How many schools have been added to the National Board in the course of the year 1867, over those that are comprised in the report for 1866?—We have not yet made out the materials for the report of '67, we shall have these accounts made up in the course of about a fortnight, and then we shall know the number of schools in operation at present.

656. Do you know as yet how many schools have been struck off since 1867?—No; it will be known in the course of a few weeks.

657. Can you state the number of children in the ordinary schools that are over thirteen years of age?—In the year 1865 there were, in round numbers, 100,000 children on the rolls who were thirteen years of age and upwards.

658. Have you any estimate of the number of children in schools not connected with the Board in various parts of the country?—Our documents give us no information with regard to that except in a very general way. Each Inspector is directed to give us in his annual report information with regard to the non-National schools that are in operation within his district, but he cannot be expected to give any accurate information with regard to the number of schools or the children in them. He has not the means of examining these schools.

659. What is the basis on which you estimate the number of children a school ought hold—is it by cubic space or by floor space?—There is a certain amount of square feet always allowed.

660. Will the returns you have of the sizes of the different schools enable you to state how many children, according to the required amount of space, an existing school will hold?—No doubt, for the primary reports will show the size of the school-room, and we could compare that with the number of children that are in average attendance in the school, and see how far such children have the amount of area which the sanitary interests of the school would require. About 31 per cent. of our schools are not capable of accommodating more than 50 children; about 38·8 per cent. could accommodate from 50 to 75; about 19·8 per cent. could accommodate 75 to 100; about 6½ per cent. could afford space for 100 to 150; and about 4 per cent. for more than 150.

661. Are there any districts in the country in which the school-houses are much better than in others?—Yes. There are some parts in which the school-houses are better than in others; there are many districts in which they are very indifferent in comparison with those in more fortunate districts.

662. Taking the vested schools, what districts do you consider have the best class of school-houses?—The vested schools are, on the whole, better than the non-vested. In the county of Kerry they are very good.

663. In what parts of the country do you consider the non-vested schools have the best class of school-houses?—I imagine in the North of Ireland you will find the non-vested schools are better than in the West, and in many parts of the South. In some parts of the south they are generally good; in Kerry, in Limerick, and in many parts of Tipperary I believe they are very good.

664. Are there any counties in Ireland which are specially deficient in schools?—Yes. The province of Connaught is not near so well supplied with schools as the North of Ireland, or Leinster, or many parts of Munster: and the schools that exist there are, generally speaking, not so good as in the richer provinces of Ireland.

665. Does that arise from geographical circumstances, the extent of uncultivated ground, or otherwise?—It chiefly arises from the poverty of the people, and in a considerable degree from the opposition that has existed to the National system in the province of Connaught.

666. Are there any parts of the country in which the schools are too numerous for the population?—I think that, taking Ireland throughout, the schools are not yet sufficiently numerous. There are some parts in which there is a needless multiplication of schools: that is, the number of children attending the National schools in those districts might be accommodated sufficiently well by a smaller number of schools. But, take Ireland throughout, these 6,500 National schools, instead of being too many for the country, are too few.

667. In these cases in which the schools are too close, are you speaking simply of the National schools as being too close together?—I am sure there are many districts, especially in the North of Ireland, where a smaller number of National schools would accommodate all the children attending those schools.

668. Are many of these schools placed too close together? Are the vested schools placed too close together?—The vested schools can't be too close together, for, except in towns, we never make building grants to any vested school which is within three miles of another vested school; that always limits the number of vested schools very much.

669. Have you the same means of limiting the number of non-vested schools?—No. Supposing that there is even a vested school in the neighbourhood, and that an application comes to take another school into connexion as a non-vested school, within a mile or so of that school; and that we find the applicant school, though sufficiently near for the children attending it to be properly accommodated in the vested school, still, if we find that the applicant school exhibits a large attendance of children, with a teacher who is well qualified to conduct it according to our rules, we make the grant; especially if we are convinced that, whether we make the grant or not, the applicant school will continue to exist, and in case it is attended by children and is taught by a teacher of a different religion from that of the conductors of the vested school.

670. As a general rule, are the Commissioners reluctant to impose any discouragement to masters of non-vested schools?—None whatever; there is, in truth, no great difference between vested and non-vested schools for practical purposes. There are the greatest mistakes made by the public with regard to that question. The only practical difference between a vested and non-vested school, is simply this—that the vested school is built partly by aid from the State; that the pastors or religious instructors of the children of the several denominations attending it have a right to give religious instruction to the children of their respective religions at times before or after school hours, whether the manager of the vested school desires it or not; whereas in the case of the non-vested school, that liberty does not exist, for the manager of the non-vested school has the power of confining religious instruction to the teacher of his own faith. That is the great practical difference between the vested and the non-vested school; and I am very sorry to say that the power that is enjoyed by the public of having religious instruction given, in vested schools, to the children of another faith from that of the manager of the school, is very little taken advantage of. I never could see any great practical superiority in the vested school over the non-vested, with regard to united education—there is not more united education in the vested than in the non-vested schools.

671. May the vested school ever cease to be vested?—No, unless there is a clause in the deed allowing the trustees to redeem the school and pay back the money that was advanced by the State for the building of the school.

672. Are non-vested schools increasing now?—Constantly increasing.

673. You don't refuse to admit non-vested schools?—No; in 1866 there was an addition of eighty-one schools to those in operation—I should say that sixty-eight of these were non-vested schools; about twelve or thirteen brought into operation in 1866 were vested schools.

674. Do you make any special grants to night schools?—We make grants of salary; we give very small grants—the number of night schools is not very considerable in Ireland; it is increasing steadily, but not much, except in the large towns like Belfast, for instance. We give for each twenty-five persons attending a night school a grant of £5 a year to the teacher. That teacher is generally or almost invariably the teacher or the assistant teacher of the day National school to which the night school is attached; and we find that by giving him a small grant of £5 a year for every twenty-five children in attendance at the night school, a considerable number of night schools are brought into operation.

675. Have you had any complaints from Inspectors that the teachers or assistant teachers, by taking charge of night schools, overwork themselves, and are not able to maintain their vigour to manage the day schools with proper freshness?—We have not yet had complaints of that sort. I don't think we should much encourage principal teachers of National schools to be the teachers of the evening schools. I think it would be far more desirable that other persons should be employed for that purpose.

676. Have you framed any restrictive rules on the subject yet?—Not yet.

677. Do the Inspectors ever visit night schools?—Always; they are bound to do so. That is one of the great difficulties that will attend the existence of night schools; if they extend much it would be necessary to increase the number of the Inspectors very largely. It would be one of the most laborious and disagreeable parts of the Inspector's duty; it would take up a great deal of his time if he had to examine into a large number of night schools in addition to the day schools.

678. Are the returns of attendance at night schools kept in the same manner as the returns of attendance at the day schools?—In the same way; and the same rules with regard to religious instruction apply to the night schools as to the morning schools.

679. What means of examination have you of finding whether the night school teaching is efficient or not?—No other means except the examination of the Inspectors.

680. Will you send us—not for publication—one or two Inspectors' reports in reference to night schools?—Yes.

681. With respect to vested schools, have the Board any rules as to the size, in reference to the population, or anticipated attendance?—We are always governed by the anticipated attendance. We consider that if a hundred children are reasonably to be expected in average daily attendance, the school should be of such a size.

682. Does it ever happen that the manager or patron contributes to the building of a vested school, in order to have it of larger size than ordinarily?—I don't think so.

683. When a vested school is built, is it the uniform practice of the Commissioners to incur the whole expense, or do they ever receive any proportion of the expenditure from the locality?—We always insist that one-third of the expenses shall be contributed by the locality; we give two-thirds of the whole sum.

684. In what manner is that one-third paid?—In the case of a nobleman or great landed proprietor who wishes to establish a vested school, he is generally the person who contributes the whole or the greater part of the one-third.

685. How is it paid into your hands, or how do you get hold of the money?—The manager of the school will not get any part of our two-thirds until the school is built, and then he must have contributed his one-third of the building expenses. Then as soon as the school is built the Board of Works pays its two-thirds, and the one-third part from the locality is represented in the payment made by the manager.

686. Which of your officers sees by a comparison of the bills of expenditure that this one-third is *bona fide* and actually paid?—That is fully ascertained by the Board of Works, who are now employed in the building of these schools. They never allow money to be paid for building the school until they have ascertained that the one-third of the expenditure that should be given by the locality has been duly expended, and that the work has been properly executed.

687. Is the local share paid to the Board of Works?—Yes.

688. Do you get a certificate from the Board of Works that that has been paid before you pay the two-thirds?—It is the Board of Works that pay the money, the whole thing is done by the Board of Works.

689. Do you pay your two-thirds to the Board of Works?—The Board of Works themselves pay the two-thirds. We have nothing to do with building the school, except to ascertain that the school ought to be built.

690. With regard to the question of building the school, the officers of the Board of Works are the proper persons to apply to?—Yes.

691. Would the same be the case as to the money expended in the repairs of a school?—Yes.

692. Is any contribution required from the locality

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for the repairs of a school?—The Board of Works do all the repairs with regard to schools vested in the Board of Education—if vested in Trustees, the Trustees themselves are bound to keep the schools in good repair.

693. Would the Board of Works be the proper persons to ascertain the amount of expenditure incurred in the building of schools for the last year?—Yes.

694. What is your general information with regard to the repair of school-houses?—On the whole I believe it is good. I believe that the schools are in pretty good repair—many of them are not so, but whenever they fall into a state of discreditable repair we have the check in our hands by withdrawing the grant from the schools.

695. Do either the managers or Inspectors complain that the Board of Works are dilatory in carrying out the repairs?—There is a good deal of complaint of that sort. I believe the Board of Works, with every desire to expedite matters, find that the number of their officers is not sufficient to enable them to build our schools or repair them so rapidly as is desirable.

696. When application is made to the Board of Works to repair a school, do the Board of Works require any report from your Inspectors, or do they ask any information from your Board?—We are in constant communication with them on the subject. If our Inspector reports that such a vested school is in a state of disrepair, we immediately write to the Board of Works to inform them of the fact, and beg of them to take the necessary steps immediately.

697. Do you keep any register when such reports have been made, so as to keep the cases alive on your books till the Inspector reports that the repairs have been executed?—No doubt we have the means of ascertaining in all such cases whether our recommendations to the Board of Works have been carried into effect in a reasonable time.

698. At the present moment there is no separate account of that sort kept?—There is no special record of these cases kept.

699. Do school-houses pay local rates?—No. I understand no rates are levied upon our schools.

700. Have you often occasion to stop grants to non-vested schools on account of buildings falling out of repair?—We have very often had to do so.

701. Can you state how many cases of that sort have occurred within each of the last three years?—I can ascertain it.*

702. Have you any means of estimating the number of schools in Ireland not belonging to the Board?—We have no official means of doing so. The Census Reports for 1861 would give a good deal of information on that subject.

703. Are you aware whether there are any private elementary schools in the country for the poor?—There is still a considerable number of what were called hedge schools in Ireland. As to the exact number I have no information. I have no doubt there must be 500 or 600 at least.

704. If we were making inquiries to ascertain particularly with regard to schools that are not under your Inspectors, would your Inspectors be able to afford any assistance?—I have no doubt they would be able and willing to give assistance in that way.

705. Rev. Dr. *Wilson.*—State briefly what you regard as the great object of the establishment of this system of education in Ireland?—I think the great object of it was to give the poor of every denomination in every National school in Ireland as good a secular education as possible; and, to give that good secular education free from all suspicion of proselytism; that was the first and greatest object: the second was to give, together with that sound secular education, every facility for separate religious instruction: the third object—a very great, and indeed the distinctive object—but decidedly subordinate to those others, was to give that excellent secular education unitedly to Roman Catholics and Protestants in the same schools.

706. I see that in a very early report it was supposed 5,000 schools would suffice to cover the country, practically you have found that is not the case?—Certainly not.

707. Knowing the whole country, is it your opinion that many more schools are yet wanted—in other words, is the National school system capable of extension yet?—Very largely. I believe that in Scotland they have 6,000 schools with a population not much more than half as large as ours; we have only 6,500.

708. With regard to non-vested schools, are the managers careful in attending to repairs of school-houses?—Very reasonably so, and we have always a check upon them if they don't. If the evil is carried to any considerable extent we have the power of withdrawing the salary.

709. Have any or many complaints come to you from teachers about this?—The complaints that have come are not from the teachers, but from the Inspectors; and it is one of the crying evils connected with education in Ireland, at the present moment, that a great number of poor teachers under the National Board are expected to pay the rents of their school-houses.

710. With regard to vested schools, excepting cities, is the three-mile rule universally observed?—With the exception of schools that are in towns, the rule is very strictly observed in almost every instance; I have hardly ever known a case where it has been deviated from.

711. Are you aware of the number of vested schools that have ceased to be used as such?—There have been a very considerable number in the course of time, especially in Connaught, where, in consequence of the opposition of the Roman Catholic clergy, a great number have fallen into disrepair.

712. Has the State received back, in many cases, its proportion of the sum so expended upon those schools?—No.

713. Master *Brooke.*—You said that when a vacancy occurred amongst the Inspectors, if it was amongst the Protestants, there was an application made to a Protestant Commissioner; am I then to infer you have a fixed proportion as to religious denominations of the Inspectors?—Half the Inspectors are Protestants, half Roman Catholic. There is one exception in the third class, which consists of ten Inspectors; six are Roman Catholics, and four Protestants. That arose from this circumstance, that when we first established what is now the third class of Inspectors, they were called Sub-Inspectors, and the intention then was that the Sub-Inspectors should be drawn exclusively from the National teachers, and inasmuch as four-fifths of those teachers were Catholic, it seemed to be but fair and wise that two-thirds of the Inspectors should be Catholic.

714. Is the same rule as to dividing them into equal proportions observed amongst the other Inspectors?—Yes. No strict rule has been laid down, but such has always been the practice.

715. Rev. Mr. *Cowie.*—Do you consider that, at present, the number of schools in existence in connexion with the National Board, such as are known to be efficient schools, are sufficient for the wants of the country?—I doubt it very much, and for this reason, that applications for new schools are perpetually coming in to us.

716. Are the applications for you to build the schools?—Partly for vested schools, but principally for non-vested schools.

717. That you shall take them into union with you?—Yes.

718. As far as I understood you, your Board does not interfere with the building of new schools or the repairs of non-vested schools?—No.

719. It appears then that the Parliamentary vote for education in Ireland does not represent the whole expenditure of public money for educational matters?—The whole expense of the National Board consists of two grants, a grant of £340,000, I think it was, last year, for us, and the grant, whatever it may be, to the Board of Works, for completing and repairing schools; I believe it was £13,000 last year.

720. That grant is specially made to the Board of Works for that purpose?—Yes; but it is in truth a grant for National education in Ireland.

* The answer subsequently supplied by Mr. Macdonnell was as follows:—"14 cases in 1865; 13 in 1866; 10 in 1867."

721. The whole sum expended upon National education in Ireland must be found by adding those two together?—Yes.

722. Do you take any account of what the teachers or scholars may earn from the Department of Science and Art?—We could ascertain that, but I do not take that into consideration.

723. Therefore, that is a third item in which the education of the people of Ireland is encouraged by public money?—Yes.

724. You have nothing to do with the repairs of non-vested schools, but you are bound to keep up the vested schools?—Yes; the school being vested in the Government, the Government is bound to keep it in repair.

725. The first motion for repair comes from your Board to the Board of Works, and is on the report of your Inspector?—I imagine it must generally be through us that the Board of Works ascertains what repairs are required in a school; it is very likely, however, that their own officers going their rounds sometimes find such and such a school vested in the Board requires to be repaired.

726. Do you not think that should be a matter entirely coming from the Board—that the Board of Works should do nothing but upon your reports, and then that you should be bound to see that the repairs are done by them?—We see through our reports whether a school is kept in repair or not; if we find it is not kept in repair, we immediately communicate with the Board of Works.

727. Do you keep that reference to the Board of Works constantly going till it is completed?—Yes; when we find from the report of our Inspector that a school is not in a sufficient state of repair, we communicate with the Board of Works on the subject.

728. Is the estimate of £13,000 for building and repairing schools prepared from your office?—It is prepared by the Board of Works, but we give them information with regard to any new buildings we want. We inform them of the number of vested schools we require to be built. If there be any addition to be made to our offices in Dublin or in our model schools, we give information to them of the nature of the improvement, and it is for them to judge what the cost of the improvement will be.

729. On that they form their estimate?—Yes.

730. Do you believe the £13,000 obtained last year has been spent, or has there been any return made to the Exchequer?—At the end of the financial year they must return what is not spent. I have no means of knowing whether anything remained unexpended last year.

731. The salaries of teachers, the salaries of monitors, repairs, and a certain allowance for school-books and apparatus—these are the four heads under which your Board aid schools?—Yes.

732. Is the latter item an important one in your general expenditure?—I think in the last estimate it is about £13,000, the whole expense of books appears to be £12,952.

733. That is necessary in connexion with the system your Board adopted of deciding what books should be used in the schools?—No doubt it is necessary.

734. Supposing they didn't wish to use your books, could they get an equivalent grant from you?—No; that is one of the reasons that influence the managers of school to prefer our books to all others, that they get our books at a very low price, and on the whole consider them good, whereas if they conscientiously prefer any other books as better than ours, they have to pay out of their own pockets for them.

735. You would not make any equivalent grant for what they would gain by taking your books?—No; we have never done so.

736. Do you stop the grant to a non-vested school if the building falls out of repair?—Certainly; that is the only way in which we can enforce performance of repairs, we constantly do it.

737. Is there a file kept in your office of the correspondence with the Board of Works on repairs?—Every letter issuing from our office is copied, and the copies preserved.

738. The Bishop of *Meath*.—You said that you depended entirely upon your Inspector in order to ascertain the number of children likely to attend at a proposed school, may I ask you what are the sources of his information?—He goes to the spot, where in all probability he meets the applicant himself; he examines the school; if the school is in operation, he sees the number of children there, at the time; he hears the distance the school is from other National schools in the neighbourhood; and if having a considerable knowledge of the condition of the whole country in the centre of which he is generally placed, he can form a very good judgment of what the probable amount of attendance will be.

739. That is one reason, I suppose, why you keep an Inspector sufficiently long in particular districts?—No doubt.

740. You spoke of night schools:—I suppose the returns will show the class of pupils that attend those schools and their ages?—The class of pupils attending will be referred to, if at all, only in a general way. The ages of the pupils appear in the reports of the Inspectors.

741. Generally speaking, I suppose they are adults?—They consist partly of adults, very often of non-adults who are not attending the morning school. A boy very often leaves the morning school when about nine or ten years of age, and it is of great consequence he should attend an evening school after that.

742. On the whole, would it be particularly advantageous to encourage those night-schools?—I think it would be the greatest possible advantage. I can see nothing but good to arise from them.

743. The *Chairman*.—By the Table at page 23 of the Report of the National Board for 1866, it appears that the total receipts from subscriptions received by teachers of National schools in that year amounted to £12,441. Could you inform us whether in that total any portion arising from local endowments is included?—I shall ascertain it.*

744. Do you imagine that local endowments are included under that head, or that they are an additional?—They are included. Everything we could ascertain in the way of support for the schools over and above the pence of the children, is included in that £12,441. The amount does not, however, take into account the value of the teachers' residences.

745. Are the schools of Erasmus Smith under your Board?—No.

746. Are any of the local endowments possessed by ordinary schools in union with the Board of large amount?—I don't think they are, and the sum of £12,441 for all the schools throughout Ireland shows that the endowments must be small in general.

747. How is the Government grant paid to your Board?—We call upon the Treasury from time to time for £10,000 or £20,000; that sum is transmitted to the Bank of Ireland, upon which we draw.

748. Do you keep an account at the Bank of Ireland?—Yes.

749. How is your expenditure audited?—Every expense we incur is included in our accounts. These we send to the Audit Office, and there they are examined.

750. Does it frequently happen that they disallow any of your items?—Very seldom.

751. What happens in a case in which they do disallow?—There never has been a case in which, though they at first objected to our expending say £20 or £30, they have not eventually allowed it upon further explanation.

752. Are all your vouchers save the receipts from every National teacher sent over to London?—Yes.

753. What is the last year for which the audit has been completed?—We send over the accounts monthly to the Audit Office.

754. Are your accounts for 1866 fully and finally audited?—Yes.

* The answer subsequently supplied by Mr. Macdonnell was as follows:—"The total amount of local endowments received by teachers during the year 1866 was £4,380."

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755. Is the audit completed within the ensuing twelve months?—Yes.

756. Professor *Sullivan.*—Have you any official cognizance of the classes formed in connexion with the National Board under the Department of Science and Art?—I have no information on the subject.

757. Are you not aware that the number of cases is necessarily small—I ask this in reference to the Rev. Mr. Cowie's question with regard to the third item of expenses for education?—I believe several of our teachers have increased their salaries, especially in our model schools, from that source; but I imagine the sum altogether is very small.

758. When did the distinction between vested and non-vested schools first come into use?—From the first, certain schools received the advantage of salary without being vested; certain other schools were built by the Board, and as such were vested in trustees and afterwards in the Board.

759. If I understood you rightly, there was a distinction between vested and non-vested schools with regard to the power of the patron with respect to religious matters?—Yes.

760. Is that an original rule, and if so, how do you explain the following statement which appears in the first report in a document from which I quoted before, explanatory of Lord Stanley's letter, rule 6—"The Board understands that the times for religious instruction are to be determined by the local patrons and conductors of schools, the power vested in the Board on that subject being merely to see that at least one week-day in the week is set apart for that purpose; they also understand that the religious instruction may or may not be in the school-room, the choice of the place being left to the pastors of the children, but that liberty is to be secured to them to assemble the children of their respective flocks in the school-room if they see fit?"—No doubt under that passage it would appear very clear that at the time that paper was drawn up, there was no distinction such as has been long recognised as the distinction between vested and non-vested schools.

761. That is to say that in 1836 that distinction of vested and non-vested schools did not exist?—So far as those words are concerned, it is certainly very difficult to understand how the present well understood distinction could have existed at that time.

762. At what period did the present arrangement with regard to the building and repair of schools by the Board of Works come into operation?—About eleven years ago.

763. Previous to that time the Board had an architect of its own?—Yes.

764. Is it your opinion that the present arrangement is better than the old one?—I thought it judicious on the part of the Board not to object to the desire I saw clearly the Treasury entertained to have all our building concerns transferred to the Board of Works.

765. That is a mere matter of administrative convenience?—I think, altogether, it was a judicious course for the Treasury to take, and for us to cheerfully yield to.

766. But do you think that, as regards the schools, the change has been a good one?—I am not prepared to say it was a bad one.

767. Are there any cases of complaint with regard to delay in execution of works?—I believe there are cases of complaint, but I believe that in all probability there would be as numerous cases of complaint against ourselves if we were responsible.

768. As a matter of expense, do you think the present arrangement effects a saving?—I have no information on the subject, but I think in all probability the Board of Works would be able to do business of that sort more economically than we could: they are better judges of the proper persons to employ than we are.

769. The *Chairman.*—Has the Board of Works resident officers in different parts of Ireland?—They have clerks of works, placed in different districts, just as our Inspectors are: it is they who have to look after these things.

770. In what year did this transfer take place?—In the year 1857.

771. Can you furnish a return of the last year in which you executed buildings and repairs, showing the amount spent in buildings, the cost of architect, clerk of works, &c., classed under the different heads of expenditure?—Yes, I shall do so.*

[Adjourned.]

Third Day.—Dublin, Monday, March 16, 1868.

Present:

The Right Hon. The Earl of Powis, *Chairman.*

The Right Hon. The Earl of Dunraven, K.P.
The Right Hon. and Most Rev. The Lord Bishop of Meath.
The Right Hon. Lord Clonbrock.
Sir Robert Kane, F.R.S.
William Brooke, Esq., M.C.
Rev. David Wilson, D.D.
Rev. Benjamin Morgan Cowie, B.D.
James Arthur Dease, Esq.
James Gibson, Esq.
Scott Nasmyth Stokes, Esq.
William K. Sullivan, Esq., PH.D.

George A. C. May, Esq., Q.C., D. B. Dunne, Esq., } *Secretaries.*

March 16, 1868.

Patrick Joseph Keenan, esq.

Patrick Joseph Keenan, Esq., Chief of Inspection under the National Board, sworn and examined.

772. The *Chairman.*—Can you inform us in what manner the Head Office becomes acquainted with the actual work which is being done in the country by the Inspectors?—The Inspectors furnish every week on a document called the "Journal," statements of the work performed, and the time spent each day in the discharge of their duties. With this journal they send up, on forms prepared for the purpose, reports of the results of their week's labours.

773. Do those reports and returns pass through you, or do they go straight to the Board?—They go straight to the Board. They are addressed to the Secretaries, and, like all other documents that reach the office, are opened in the department to which their indorsement indicates them. The Inspector, when sending up a report or letter, indorses on it the word "Inspection," and in addition, he indorses the number of his district. On the arrival of the report or letter in the office, it is referred to the proper department, and there opened by a clerk, whose business it is to register its receipt, and to note certain particulars connected with it.

774. How are those returns digested and brought under the cognizance of the Board?—The office is so organized that on the receipt of a report, or of any other document from an Inspector, a clerk has in the first

* The answer to this question, subsequently supplied by Mr. Macdonnell, will be found in the Appendix to Evidence, No. 2.

instance to read the document, and to select and note the points of special importance. Then the document having been examined is sent to another department——

775. What is the name of that second department?—The Registry Department: in which any previous action taken in reference to the school on the points of special importance touched upon in the report, is noted by another clerk; and the document so prepared and noted is then sent on to be disposed of in the office of the Chiefs of Inspection.

776. Does it go to the office of the Chiefs of Inspection on its route to the Board?—It goes to the office of the Chiefs of Inspection before it can possibly reach the Board.

777. When it goes to the office of the Chief of Inspection, what does he do with it?—The Chief of Inspection reads it, and if it be an ordinary routine matter, he notes the action to be taken upon it. If it be a matter requiring more than ordinary consideration, he takes it in sub-committee to the Resident Commissioner; and if it be a matter of a very serious character, he refers it to the general consideration of the Board.

778. What is the composition of the sub-committee?—The sub-committee consists of the Resident Commissioner, attended by any one of the leading officers, as one of the Secretaries, one of the Chiefs of Inspection, or the Accountant.

779. Does the Resident Commissioner call in the officer who he thinks has most to do with the particular subject?—The officer, whether Secretary, Chief of Inspection, or Accountant, who has to do particularly with the paper or subject, brings it to the Resident Commissioner.

780. Are there any votes or minutes taken of these sub-committee meetings?—Every document contains on the face of it a record of the action taken; but if the decision be such as finally to require the formal confirmation of the Board, the action is also recorded in the Sub-Committee Book.

781. Is every one of these references noted formally in the minute book of the proceedings of the sub-committee, or are there merely marginal notes made by the Commissioner upon the paper?—The classification of action resolves itself into a few simple heads, as the admonition or reprimand of teachers; the imposition of fines upon teachers; the reduction of the classification of teachers; the withdrawal of teachers' salaries, &c., &c., &c. Any one of the cases I have last mentioned must first be considered in sub-committee. The decision is primarily recorded on the face of the document, and afterwards in the Sub-Committee Book, which in turn is submitted to the Board for formal ratification.

782. In smaller matters, such as you, for instance, might take in to the Resident Commissioner in sub-committee, would there be any that would be disposed of merely by a note of the Commissioner on the paper?—Many such. And there are, besides, ordinary routine things, as cases only involving simple reprimands of teachers, instructions to Inspectors, suggestions to managers, and so on, which are disposed of by the mere notings of the Chiefs of Inspection, without any reference to the Resident Commissioner. Complex or difficult cases, if in *consimili casu*, are disposed of in sub-committee; but there may be cases, also in *consimili casu*, involving serious or extraordinary action, and such cases are reserved for the decision of the Board itself. Of course all cases of a novel nature or character are committed at once to the consideration of the Board.

783. Are there any of these sub-committees at which formal minutes are taken?—Every order made in sub-committee is recorded in the Sub-committee Book; then from the Sub-committee Book to the minute book of the Board are only transferred the general heads of the action taken by the sub-committee for a whole week or more at a time.

784. Are we to understand that every point, however small, upon which the Resident Commissioner's opinion is taken in sub-committee is entered in the sub-committee's minutes?—Every decision of the Resident Commissioner that involves the withdrawal or bestowal of moneys, or any serious action, is recorded in the Sub-Committee Book, and is, at the following meeting of the Board, submitted for the consideration of the Commissioners.

785. Of the smaller matters are there any of which no formal record is made in sub-committee but merely a note made by the Resident Commissioner on the paper?—If a teacher, for instance, happened to be late in attendance at school ten or fifteen minutes, the transgression is simply a case for admonition. There is no record of that in the Sub-Committee Book, for it is not a matter for the Board. The note, on the face of the document, of the Resident Commissioner, or of the Chief of Inspection, is sufficient in such a case. But if again, for example, a teacher were late in attendance two or three times in succession, on the occasion of the Inspector's visits, his transgression would assume a serious character, and he would be likely to be fined in an amount varying according to his general reputation as a teacher and to his classification. That matter is recorded in the Sub-Committee Book, and by-and-by submitted to the Board for its fiat.

786. With reference to a matter like the casual lateness of a teacher which is not entered in the Sub-Committee Book, is a copy of the letter addressed to him by the Board always kept in the office?—Always. Even in so trifling a matter the record of the action appears in different forms:—First, it appears in the report or letter of the Inspector. Secondly, it appears in the copy, preserved in the office, of the letter addressed to the manager. Thirdly, it appears in the abstract of the letter addressed to the Inspector, acquainting him with the action taken. And, lastly, it appears in the books of the Registry Office, as part of the history of the school and of the teacher.

787. Then, in fact, as I understand, there are no proceedings of such sub-committee of which some formal record is not kept in the office?—The most trifling matter that I could draw your lordship's attention to is that of the late attendance of a teacher at his school, and a record even of such a matter appears in all the forms I have now adverted to.

788. Does the Chief of Inspection go to the Resident Commissioner at stated times?—No, my lord; the work of the Chief of Inspection is of a very varied and a very extensive character; and it is only according as he has his documents and cases prepared that he requests the Resident Commissioner to take up the consideration of the matters requiring investigation. The Resident Commissioner, I may observe, is at work every day from ten o'clock till very late in the evening.

789. Does the Chief of Inspection go to the Resident Commissioner previous to each meeting of the Board?—The Chief of Inspection has business with the Resident Commissioner daily, and on the Board day frequently up to the moment of the meeting.

790. In what manner do all the various proceedings come before, or pass through the hands of the Secretaries?—Every letter addressed to a manager or Inspector must be signed by one of the Secretaries, and in that way the Secretaries have a knowledge of, and a check upon, the entire action of the Chiefs of Inspection.

791. Does the Chief of Inspection pass any of his documents to the Secretary's office?—Very frequently; by a sub-division that has come down traditionally in the office, certain work goes to one Secretary, and certain work to another. If matters of finance, or matters connected with the agricultural department turn up, they are referred to Mr. Kelly, who happens to have charge of these departments; if matters of a general character in connexion with the operation of the system arise, they are referred to Dr. Newell, his colleague in the Secretaryship.

792. Is that reference to either of the Secretaries in substance a reference to the Resident Commissioner?—No, my lord. A reference in two classes of cases is made to the Secretaries: Firstly, cases which they themselves can dispose of, as for instance, the leave of absence of an Inspector, or any other officer, which may be granted by a Secretary's order. Secondly, cases which are to be submitted to the general consideration of the Board.

793. As to that question to which you adverted, of

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leave to Inspectors, is that reported by the Secretary to the Board?—The form that is gone through on occasions of the kind is this—the Inspector's application is brought to the Chief of Inspection, who notes his opinion on it as to whether it should be granted or not, and then refers the paper with his noting to the Secretary. The Secretary thereupon countersigns the Chief of Inspection's noting, and thus leave is granted to the Inspector without any reference to the Board. No further notice is taken of the matter, but a copy of the letter granting the leave is retained in the office.

794. Do you correspond with the Inspectors as representing the Board?—Never, as representing the Board, but I occasionally correspond with Inspectors on matters of a semi-official character.

795. Are the communications from the Board to the Inspectors made through the Secretaries?—Always through the Secretaries.

796. What means have you of knowing from time to time what communications are made directly from the Board through the Secretaries to the Inspectors?—As a matter of course, every document, either coming from the Inspectors, or issuing through the office to the Inspectors, reaches the Chief of Inspection's department, and is submitted to him either for his consideration, or that he may become acquainted with the action taken by the Board or the Secretaries.

797. What is the average number of letters that pass weekly between the Inspectors and the Board?—About 600 reports and 400 letters come from the staff of Inspectors weekly, to the Chiefs of Inspection.

798. I thought you stated that the reports of the Inspectors were sent direct to the Board?—When I said in my last answer that about 600 reports and 400 letters come weekly from the Inspectors to the Chiefs of Inspection, I meant that they reach the office, addressed to the Secretaries, go through the different departments, and then come to me or my colleague. No papers of an ordinary character reach the Chiefs of Inspection without having first passed through the office. There are however a few documents of a confidential character from the Head Inspectors on the conduct of the District Inspectors that by an old arrangement are directed specially to the Chiefs of Inspection, but under cover to the Secretaries, that such documents may not, by passing through the office, come to the knowledge of the clerks.

799. Is there any considerable quantity of demi-official letters sent by you in the week direct to the Inspectors?—I am sorry to say I have very little time for such a class of correspondence, and I therefore indulge very little in it.

800. Do you receive many letters either of an official or of a demi-official character from the Inspectors?—Not being in the habit of writing to them, I receive very few.

801. What amount of money business, or responsibility, or supervision of accounts has the Chief of Inspection?—All documents relating to the administration of model schools, whether financial or ordinary, come to the Chief of Inspection to be examined by him; all documents from Inspectors or Head Inspectors, in which claims for locomotive or personal expenses, or claims for any other expense incurred in the discharge of duty, are made, come to the Chief of Inspection. All claims and recommendations made on behalf of the teachers for gratuities in reference to the training of pupil teachers, or the instruction of paid monitors and unpaid monitors; all recommendations from Inspectors in reference to premiums for teaching vocal music, drawing, or the physical sciences; all recommendations made for gratuities to teachers for order and cleanliness—and, in fact, as a general rule, all documents arriving from the Inspectors in relation to money matters come first to the Chief of Inspection. When I say "first," I mean that they come to the Chief of Inspection after they have gone through the office for formal registry.

802. Have you anything to do with the actual payment of money?—Nothing.

803. Have you anything to do with drawing cheques?—Nothing whatever.

804. These various items of expenses of claims for gratuities, have you to certify these before they are paid?—I have to certify every claim for money made by the Inspectors before it is paid—even before it is considered by the Finance Committee.

805. Of whom does the Finance Committee consist?—It consists of Mr. Macdonnell, the Resident Commissioner; attended by Mr. Claridge the Accountant, and Mr. Kelly the Secretary.

806. Have you a direct responsibility to the Secretaries or to the Board?—Yes; I have a direct responsibility to the Secretaries, as well as to the Board; for the revision of action taken by me on any document or case is one of their functions. It is, however, a function not very frequently exercised by them.

807. Then in these matters in which you are directly responsible to the Secretaries, does the matter rest with them, or is it reported by them to the Board?—When I said that responsibility to the Secretaries is a quality of the Chief of Inspection's position, I should, perhaps, explain that the duties of the Chief of Inspection are so clearly and so well defined as to what business comes before him, and what he is to do upon that business—that the fiat of the Secretaries is not an essential or an ordinary thing. The Secretaries come to a knowledge of the Chief of Inspection's decisions simply when signing the letters embodying such decisions, and addressed to managers, Inspectors, or others.

808. Is there any printed paper which gives an outline or statement of the general duties of the Chief of Inspection?—No, my lord, there is not.

809. Did you receive any paper of instructions on appointment?—Before I received my present appointment, now nine years ago, there had been only one Chief of Inspection. I became the second. I received my instructions from my colleague, Mr. M'Creedy, who subsequently became Secretary, and has since died. There was a minute, which was read for me, as to the general nature of the duties of the office; but a copy of that minute does not appear to have been entered upon the minute book.

810. Had you been a Head Inspector before you became Chief of Inspection?—Yes.

811. Were you an Inspector before you were a Head Inspector?—Yes.

812. When did you first become a District Inspector?—I became District Inspector in March, 1848.

813. And Head Inspector?—I was appointed Head Inspector on the 27th of October, 1854. In the meantime I had acted as assistant to the Professors in the training department. I lectured on Mathematics to the teachers in training for nearly three years.

814. Were you ever a teacher or head teacher of an individual model school?—I was head master of the Model School in Dublin for nearly three years before I became District Inspector.

815. Have you any direct power over the Inspectors?—No, my lord. To be sure, if my ordinary supervision of them and their business may be called power, I have power over them; but in the sense of exercising power, such as the Board or supreme authority exercises, I have none.

816. You are an officer of the Board, not an independent authority?—I am, as you correctly describe, only an officer of the Board, not an independent authority.

817. Then is there any direct responsibility of the Inspectors to you?—None whatever. The Inspectors' responsibility is directly to the Board, and not to an intermediary.

818. Then when any business connected with the inspection, or any reports of Inspectors come before you in their passage from the office, do you make minutes of them?—I do, my lord.

819. Of what officer would it be the duty to see that any directions given to the Inspectors are carried out?—If the direction consisted in an instruction from the office to visit a school or discharge any other duty, the clerks would watch the case, and report to the Chiefs of Inspection or the Secretaries if the duty were neglected. That the directions are attended to is ascertained from the receipt in due time of a report of the case. But besides the office supervision, there is the superintendence of the Head Inspectors, who are six in num-

ber, and whose special function it is to see that the District Inspectors under them discharge their duties in the manner prescribed by the Board in the code of instructions published for the guidance of the Inspectors.

820. Supposing an Inspector is desired to visit a particular school, is it the duty of the Head Inspector or the clerk in the office to make a note of it and see that he does so?—It is the duty of the clerk who writes the letter to watch the progress of the case, and if the Inspector be tardy in carrying out the instructions, the clerk submits the matter to the Chief of Inspection, who, if he deem the Inspector to be remiss, causes a reminder to be addressed to him. If a reminder be necessary two or three times, it is looked on as a dereliction of duty on the part of the Inspector, and the attention of the Board may be drawn to it by the Chief of Inspection.

821. In what way does the clerk keep the particular instruction given alive before him—is it by a document?—When an instruction is issued to an Inspector, it is done always upon some document. That document remains in the possession of the clerk, who writes the letter, until the issue of the business reaches him.

822. Is it ever the practice that the clerks shall bring, either before the Secretaries, or the Chiefs of Inspection, or the Board, at stated times, matters that are on hand and that are not already disposed of?—Every week each department makes a report that describes exactly the state of the work at the end of the week.

823. Is that done on any special form?—Yes.

824. Will you furnish one?—I shall do so. I have not one with me now.

825. Do the Inspectors make journals or diaries, and do they come before you as a matter of course?—They do; and every Tuesday those journals or diaries come, as a matter of course, before the Chiefs of Inspection, to be noted by them for the Board that sits on that afternoon.

826. Do you make any queries, or note any points in these diaries, when they come before you?—Frequently. I see whether the amount of work discharged by the Inspectors during the previous week is ample; whether every day is properly accounted for; and whether absence from duty is supported by proper authority.

827. Would it be your duty to make any necessary observations on these?—It would be my duty to suggest on the document the action to be taken.

828. Does the Chief of Inspection ever visit the schools himself?—Yes, my lord, for a very brief period in each year. Sometimes I have been able to spend nearly two months in inspecting schools. Last year I spent only a few weeks doing so.

829. Do you select the schools you go to, or do you suggest to the Board a list, and do the Board approve?—The selection and determination of the schools are at my own discretion. In watching the operation of the system, there are places or schools that will appear of special interest for one purpose or another, and to such places or schools I go.

830. Do you make any report to the Board after such inspections?—If any action be necessary, I make reports in the form of memoranda.

831. Is there any record for the Board as to each school you may have visited?—I give a summary of the schools I visit on each occasion.

832. Does the Board ever send the Chief of Inspection to visit a particular school on any emergency or special complaint?—On a few serious emergencies the Chief of Inspection has been sent to perform special duty.

833. Is that a thing that occurs annually?—No, indeed, my lord, not annually. During the nine years I have been Chief of Inspection, I have been sent on few special cases of the kind in Ireland. I have, however, been frequently sent on special duty to London, on matters of business connected with the system.

834. Were you sent at the moment to any school by the Board in the course of the last year?—No, my lord, The last time I was sent on any special duty to a school was three years ago. I was then sent to Gort, in the county of Galway, on a special matter connected with a school there. On a previous occasion—as a sample of one of these special duties—I was sent to deliver a reprimand to the head master of a model school, who had acted improperly.

835. How many schools did you inspect in the course of the year 1867?—Very few; I had very little time in 1867 to devote to that duty.

836. What division of the kingdom lies under you?—There are sixty school districts in Ireland, and each Chief of Inspection takes charge of thirty. I take charge, for instance, at present, of ten districts, the head-quarters of which are at Derry; of ten, the head-quarters of which are at Galway; and of ten, the head-quarters of which are at Dublin.

837. On what principle have these districts been arranged?—Simply an arrangement between my colleague and myself.

838. Do you ever change districts?—Within the last few weeks we changed.

839. Wholly or partially?—Partially.

840. Was that change made in order that you might become acquainted with other portions of the kingdom, or was it done for any special object?—It was to have a variety of experience; simply to have a change of persons to deal with. It is a matter of no importance; for when one Chief of Inspection is out of town, the other has jurisdiction over all Ireland.

841. Is there any Head Inspector who is partially under you and partially under the other Chief of Inspection?—No. Each Head Inspector, with his group of districts, is under the surveillance of the same Chief of Inspection.

842. You don't split up any Head Inspector's district?—We don't split up any Head Inspector's district.

843. Can you give us an outline as to the relations that exist between you and the Head Inspectors?—The relations that exist between the Chiefs of Inspection and the Head Inspectors are the same as those that exist between the Chiefs of Inspection and the ordinary Inspectors; that is, all the work performed by the Head Inspectors, like all the work performed by the District Inspectors, comes under the supervision of the Chiefs of Inspection. The Head Inspectors' duties are to visit schools, to watch the general character of the inspection by the District Inspectors, to preside at the examinations of teachers, to conduct inquiries, and to superintend the model schools. Their reports, in every instance and on all subjects, are submitted to the Chiefs of Inspection.

844. Are there any schools the inspection of which is assigned exclusively to the Head Inspector?—No, my lord; the Head Inspector has no exclusive inspection of any school. His chief function is to inspect schools with the view of seeing that the District Inspectors are efficiently discharging their duty.

845. His reports go to the Board direct, and not to the Chief of Inspection?—The Head Inspector's reports come to the office addressed to the Secretaries, pass through the departments of the office for the ordinary routine noting, and come to the Chief of Inspection for final action, as in the case of the reports of the District Inspectors.

846. What amount of personal communication have you with the Head Inspectors in the course of the year?—Not more than with the District Inspectors unless they reside in Dublin. There are two residing in Dublin, who at leisure hours call at the office and have personal communication with the Chiefs of Inspection, and the Resident Commissioner, and the Secretaries.

847. Might a twelvemonth elapse without your seeing a Head Inspector?—No, it very rarely happens that a week elapses without our seeing either of the Head Inspectors who reside in Dublin. As to the others, years might elapse without our seeing them if they did not come up at vacation time, or on official business to Dublin; or again, if we did not happen, in our tours through the country, to come across them.

848. Do you ever visit the Head Inspectors at their head quarters?—Very rarely. The Head Inspectors are seldom at their head quarters. Each has one-sixth of the area of the country to travel over—and as a general rule is, I should say, at least half the year absent from his head quarters.

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849. Do the Head Inspectors send weekly to the Head Office an account, stating where all communications are to be addressed to them?—They do. They send a journal setting forth the particular class of work performed during the previous week, the schools inspected, the number of miles travelled, and an account of their travelling expenses; and then in another part of the document they intimate to the office the nature of the employment they anticipate for the following week, and state what their address each day will be.

850. For any alteration in the classification of the schoolmaster, either promotion, or depression by the rule, the Head Inspector's concurrence is required in the report of the Inspector?—In the case of the promotion, the Head Inspector's concurrence is essential; in the case, however, of depression, which may result from an examination of the school by the District Inspector, the Head Inspector's concurrence or knowledge is unnecessary.

851. When a master is depressed in scale, does the Inspector report that to the Head Inspector, or merely to the office?—Merely to the office. But in the course of the Head Inspector's annual visitation to each district, it is the duty of the District Inspector to show the Head Inspector the District Book which contains a record of the action taken on every teacher, monitor, and other person employed in the district during the year—so that in that way the Head Inspector comes to a knowledge of everything transacted by the District Inspector, and of every fine, penalty, or admonition ordered in reference to the teachers.

852. May not that be many months after it is done?—Very frequently it is so.

853. Then is not the District Inspector to send an immediate communication?—No, my lord.

854. What means had the Head Inspector of knowing in the intervals of his inspection, what changes any Inspector may have made in the classification of masters?—The promotion, as I observed before, cannot take place without his knowledge, for he is a party to such promotion; but the depression, or the fining, or the admonition of a teacher, may take place without his knowledge until the time he makes his annual visitation.

855. Would it not be desirable in matters so important to the individual teacher, that an immediate report should be made of it to the Head Inspector at regular intervals, monthly or quarterly?—The duties of the Head Inspector are of a very onerous character, and if every action taken upon a school were communicated to him by the Inspector, there would be such a multiplication of documents pouring in upon him from day to day, that an ordinary man could hardly overtake them all. If a mistake happens to be made by the District Inspector, the Head Inspector is at liberty to rectify it on the occasion of his first visit to the district. When he learns, through the entries in the District Book, that the depression or fining of a teacher has taken place, he is bound to discuss the matter over with the Inspector, and in case he entertains the least suspicion of the occurrence of any irregularity or injustice, he is further bound to inspect the school of the degraded teacher, and report to the Board his own particular view of the case. But as you, my lord, observe, that knowledge may not reach him until he makes his annual visitation, which may happen some time after the depression or fine had been ordered.

856. Do you think it would be desirable the Inspector should be required to report with little delay any depression of a teacher to his Head Inspector?—No, I think not. We happily have not frequently to resort to that class of punishment; and the Head Inspector is practically *au courant* with everything that goes on in his circuit. That addition to the Head Inspector's relations with the District Inspector I consider unnecessary.

857. Why is the Head Inspector's concurrence required for promotions only?—It is also required sometimes in depressions, but only when the Head Inspector is a party to the depression, as in the case of an examination of teachers, or in the case of a conjoint visitation of a school by the Head and District Inspectors. But a promotion is a matter that is brought about at an examination, and it is essential to the machinery of the examination that there shall be present the District and Head Inspectors; and hence it comes to pass that the concurrence of the Head Inspector is a necessary corollary to the whole of the arrangements for promotion.

858. To what extent do you review the judgment passed by the Head Inspector upon a school?—If a report be of an entirely satisfactory character as to the details connected with a school, it is accepted without further inquiry at the office. If, however, the Head Inspector make a representation that suggests unfavourable action on the part of the office, it is my business to read the report, and see that the recommendations it contains are logical in connexion with the whole circumstances of the school, with the proficiency tables set forth as the results of the examination, and with the general statements affecting the character of the teacher. Only to that extent is there an opportunity on my part of exercising a review of the Head Inspector's judgment.

859. Does any formal appeal lie from the teacher against the decision of the Inspector?—Yes, and very rarely is there any serious action taken in the case of a teacher that there is not an appeal which is brought about in this manner. The manager of the school remonstrates with the Board. The remonstrance occasions a reconsideration of the case at the office, and if it be seen that there was any possible gap in the procedure, or any new matter to warrant reinvestigation, the case is referred back to the Inspector for further examination, or if it be of a serious character it is at once committed to the Head Inspector to institute inquiry.

860. Are these reconsiderations and reports by the Head Inspector carried on on paper, or is the Head Inspector often sent on such occasions to visit the schools himself?—They happen each way.

861. In these cases of appeal is a visit to the school a uniform part of his duty?—There might be a question of appeal in which it might not be necessary to go to the school. If, for instance, the appeal happened to refer to alleged neglect on the part of the teacher to give instruction to a paid monitor, the details are all contained in the papers of the case, and the matter might be referred to the Head Inspector, simply to consider the facts, and give his opinion. In such a case, of course, a visit to the school is unnecessary. But wherever a visit is necessary to elucidate the facts of the case, the Head Inspector's duty is to go to the school.

862. Does he go of his own motion or by order of the Board?—Sometimes when it is deemed necessary that an inspection shall take place the Head Inspector is so instructed. But even in ordinary cases, when specific directions to go to the school are not contained in his instructions, the Head Inspector, as a matter of course, visits the school; for he naturally takes most interest in such schools, as they are those where the conduct of an Inspector is under criticism on the part of manager and teacher.

863. What are the three reports made in each year respecting a school?—The secondary No. 1, once; the secondary No. 2, twice. The primary occurs only once every four years.

864. Are there any other documents that come before you except those you have just named, which may enable you to judge of the fairness of the recommendations or reports of Inspectors on each of their schools?—Only such reports as may emanate from the Head Inspector after inspecting the schools, or documents from the managers accompanying their remonstrances.

865. As regards the promotion of a teacher from class to class, is the concurrence of the Head Inspector as well as of the Inspector required?—Yes, my lord.

866. What period of service is required for promotion from the third to the second class?—A teacher is ineligible for promotion from a lower to a higher class for two years.

867. Do you consider the existing number of grades of each class to be necessary?—I think they are necessary so long as we retain our present system of payment.

868. Are the examinations of teachers on promotion

from one class to another conducted by marks?—They are, my lord.

869. What number of marks constitutes the superiority of one grade over another?—In the written examination of male teachers for the first and second classes the total marks are 700, and for the third class 500. Again, in the oral examination which follows the written, the total marks for the first and second classes are 800, and for the third class 600. For the female teachers, in the written examination, the total marks are, first, second, and third classes alike, 500: in the oral examination for the first and second classes, 540; and for the third class 500.

870. Are these the highest marks?—These are the maximum marks attainable. In the case of the written examination for males in the first and second classes the maximum number of attainable marks is made up thus:—

60	marks	are allowed for penmanship;
60	„	for spelling, exercises, and dictation;
20	„	for the composition of the exercises;
60	„	for grammar;
50	„	for geography;
50	„	for lesson books;
20	„	for money matters (political economy);
40	„	for book-keeping;
80	„	for arithmetic;
60	„	for geometry and mensuration;
60	„	for algebra;
60	„	for natural philosophy;
40	„	for lessons in reasoning;
40	„	for history.
Total, 700		

The subjects in which the third class are not examined are algebra, natural philosophy, lessons in reasoning, and history.

871. Is the question whether a teacher is to be put in the first or second gradation of the third class settled purely by the aggregate number of marks he gets?—Not purely. It is settled upon a mixed consideration of the aggregate number of marks he attains in the examination, and of his efficiency in the school as a schoolmaster.

872. As regards the test of his efficiency afforded by marks, is it simply a consideration of the aggregate number of marks he gets, or do you require him to get a certain number in each of the subdivisions you have read out?—We require that in all essential subjects a satisfactory proficiency shall be exhibited by the teacher. The essential subjects are penmanship, spelling, composition, grammar, geography, lesson books, and arithmetic. No other subject is regarded as essential in the written examination.

873. Is there any fixed standard as regards that part of the examination which would regulate whether the teacher is put into the first, or second, or into third class?—There is, my lord. First of all there must be a report on the part of the District Inspector to the Head Inspector, that between all these grades he can tell to what exact degree as a schoolmaster the candidate is efficient. And the second consideration regards the total sum of the candidate's marks on the paper of questions—first class, second class, or third class—undertaken by him in the examination. If the candidate, for example, be in the third class, and an aspirant for the second class, and if the District Inspector's opinion of his schoolmastership be very favourable, and the sum of his marks on the second class paper of questions be satisfactory—say sixty per cent.—anything under fifty per cent. would be deemed unsatisfactory—he would be recommended by the Head and District Inspectors for promotion, and the Board would sanction it.

874. Is the second class examined in all the books or branches that the third class is examined in?—In all.

875. In what additional subjects or branches is the second class examined?—In algebra, natural philosophy, logic, and history.

876. Is the first class examined in all the subjects in which the second class is examined?—Yes.

877. In what additional subjects?—In no additional subjects, but in higher branches of each particular subject.

878. Has the first class to answer certain papers which are not given to the second class?—Yes, sets of papers are drawn up by the Head Inspectors a month or so preceding the annual examination, and graduated in difficulty for each class, and these papers so prepared by the six Head Inspectors are submitted to the Chiefs of Inspection, who make arrangements at the office for the confidential printing of them.

879. Do you ever allow a third class master to offer himself for first class examination without passing through second class?—Cases of the kind have occurred. It is a practice that is not at all desirable, but a few such cases have occurred.

880. How do you reconcile that practice with the rule that each master shall be required to serve two years?—Such cases as have occurred were exceptional, and not in accordance with rule—cases where some very remarkable merit appeared on the part of the individuals. Whilst I know that a few cases of the kind have occurred, I could hardly now particularly specify one.

881. Would they be allowed to occur now?—I should say not. As for myself personally whose duty it is to revise such a list as I have now before me—a list of teachers with the result of the examination of each candidate duly set forth—I should hardly be a party to the sanctioning of any such proceeding. It would be a matter for the special consideration of the Board.

882. Does the rule to which you refer prevent a teacher who comes to the training school in Dublin from being at once classed in the highest class?—No, my lord. An exception has always been made in favour of the training department, which enables the professors to confer the highest division of the first class upon a person who had entered the training department without any class at all. Of course such cases are exceedingly rare; but the power has been always exercised by the training department and with the approval of the Board.

883. Supposing an untrained man obtains a situation as schoolmaster, and is favourably reported on by the Inspector on the Inspector's first visit to the school, is that untrained man obliged to remain two years in the third class?—He is, as a general rule.

884. An untrained man would not be at once placed in second class upon the report of the Inspector?—An untrained man, or even a trained man, could not upon the mere report of the District Inspector be promoted at all. Promotions in the case of the trained, as well as the untrained, can only occur after the examination by the Head and District Inspectors of the individual teacher in those subjects I have already read to your lordship. But neither Head Inspector nor District Inspector, nor both conjointly, have the power of promoting a man who is in the third class into the second class until after the prescribed probation of two years.

885. Rev. Dr. *Wilson*.—You have said, in reference to the reports which come up from the Inspectors, that the clerks open them and note the particular parts—what are the particulars to which you refer?—I can best answer that question by an illustration. In case the special feature of the Inspector's report indicated that, for instance, the accounts of a school had been inaccurately kept, the clerk would look up the records of the book in the registry department, which contains the history of the school and the teacher, and if he saw that on any other occasion the teacher had been reported for the same offence, he would note across the back of the report, in as brief a form as possible, the general nature of the previous admonition or report. Besides, if he deemed it desirable or advisable that full information about the character of the teacher should be placed before the Chief of Inspection, he would also note as to whether, on former occasions, premiums or gratuities had been awarded to the teacher, showing the good side of the man's character as well as the bad.

886. When reference is made to each Chief of Inspection and to the Resident Commissioner as forming a Sub-committee, does each Chief of Inspection in his own department form part of that Sub-committee?—I have never regarded the Chief of Inspection as composing part of the Sub-committee. I have always considered myself as attendant upon Mr. Macdonnell, the Resident Commissioner, who is the Sub-committee. That is the

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way in which I have understood my appearance at Sub-committee.

887. You have referred to some correspondence which you may have had, of a semi-official character, with Inspectors, what is the nature of that correspondence?—An Inspector might write to me on some casual matter, as, for instance, when the Head Inspector, who might be on leave of absence, might possibly return, and so on.

888. Nothing essential to the working of the system?—In no respect. If it were an essential thing, as connected with the working of the system, I should not receive any communication from him personally. But even of the casual class of correspondence I can indulge in very little.

889. You said each Chief of Inspection might regard himself as having to some extent a responsibility to the Secretary, as well as to the Board—what are the matters in which you are responsible to the Secretary?—Every action determined by me upon a document has to pass, in the usual course of the office, through the hands of a Secretary, and that, I apprehend, is in itself a submission by the Chief of Inspection to the Secretaries.

890. Is the action to which you have referred, as suggested by the Chief of Inspection, that usually adopted by the Board?—In 999 cases out of every 1000.

891. It is usually adopted by the Board?—Yes; such action is always taken upon precedent. For almost every case that now turns up we have scores or hundreds of precedents.

892. In the case of the depression of a teacher, and when the Head Inspector may investigate the case, without visiting the school, does he take into his confidence and consult in any way the District Inspector?—Invariably; it would be looked upon as a great dereliction of duty on the part of the Head Inspector to cause any serious action to be taken with reference to a school or teacher without communication with the District Inspector.

893. In these, as in other cases, do you find that the relations between the Head and District Inspectors are amicable?—During the time I had been Head Inspector, and since I became Chief of Inspection, I have known of very few personal differences between them.

894. Does the depression of the teachers to which you refer invariably involve diminution of salary?—Depression of class, as a matter of course, involves diminution of salary.

895. May there be a case of a teacher who will receive a different class of salary from what he is entitled to?—Is it pending a re-investigation of the case?

896. Yes?—Such might happen. In case the final decision were in his favour he would be recouped the loss.

897. If not in his favour the man remains as originally determined?—He loses the grade and salary.

898. No irregularity can occur in consequence of this?—None whatever.

899. Mr. *Gibson.*—Are the matters presented to the Sub-committee afterwards presented to the Board in a book kept for the purpose?—Every matter decided in Sub-committee comes formally before the Board at the meeting that succeeds the action taken in Sub-committee.

900. The *Chairman.*—Is the depression of a teacher the act of the Inspector, or is it the act of the Board on the Inspector's report?—It is entirely the act of the Board on the Inspector's report. The document now in the hands of the Bishop of Meath is an illustration of my answer. Upon that document there is the joint recommendation of a Head and a District Inspector for the dismissal of a teacher. I perceive that I, as Chief of Inspection, considered that case; that the Sub-Committee acted upon my opinion; and that the Board finally approved of it.

901. Master *Brooke.*—Does every report come before the Chief of Inspection, or only those that the clerks note?—Every report that arrives in the office is referred, as a matter of course, to the Chiefs of Inspection.

902. And is read?—And is read in the sense in which one can read thousands of documents constantly flowing in. At all events no irregularity or any change in the arrangements of a school can be reported by an Inspector without coming to the knowledge of the Chief of Inspection.

903. I think you said that of the history of every school you have a register?—We have.

904. That is, you have a distinct history of every one of the 6,000 and more schools in connexion with the Board?—Yes. We have an account, as it were, open for every school.

905. In a sort of ledger?—Yes; in fact, from the time the original application was made for a public grant for the school we have preserved a complete history. There is a record of all the parties concerned in the school; of all the teachers who, from time to time, have been employed in it; and of all the action taken by the Board in reference to those teachers, or in reference to the management.

906. Speaking of the depression of a teacher, is that merely withholding so much of his salary, or is he actually degraded to a lower class?—He is degraded in his status, and he incurs a loss of salary besides.

907. Those always go together?—Both happen together. It is, however, possible for the promotion of a teacher from a lower to a higher class to occur where the promotion is simply a matter of honour, but that is a case that happens only when there is not the necessary average attendance at the school to warrant an award of the corresponding increase of salary.

908. Then in the case of a teacher who has attained to a first class, and then loses a portion of his salary by reason of the attendance of children in the school falling off, there is no degradation of rank there?—There is no degradation of rank in that case; he continues to be a first-class teacher; but he is paid only according to the attendance.

909. Does it come under your notice the mode of promoting pupils from class to class?—No such knowledge comes to me except so far as I am able personally to inspect schools.

910. Is it the schoolmaster who promotes them?—The schoolmaster promotes. It is done wholly independently of the Inspector, but the Inspector's particular duty is to see that those promotions are properly made.

911. Rev. Mr. *Cowie.*—I should like to ask you about the gradation of officers at the Board. You have a Resident Commissioner, Secretaries, Chiefs of Inspection, Head Inspectors, District Inspectors. Is that the gradation of rank?—I could hardly say that is the exact gradation of rank. I would say: the Board—Mr. Macdonnell being its resident member, the Secretaries, the Chiefs of Inspection, the Accountant, and the Clerks according to their respective classes, constitute the gradation as it exists in the Central Office. But in reference to the staff exterior to the office I pursue another classification:—the Board, the Secretaries, the Chiefs of Inspection, the Head Inspectors, the District Inspectors, the Organizers, and the Teachers. So that the Board, and the Secretaries, and the Chiefs of Inspection relate as to status, first to the central administration, and secondly to the officers who are exterior to the office.

912. Is the Head Inspector superior to the District Inspector?—Yes; he is his immediate superior.

913. Is he responsible for the ten districts?—He is responsible for the efficient inspection, on the part of the District Inspectors under him, of those districts.

914. You do not always make him the depository of all the action taken as to the ten districts?—In a distributive sense he is so; for each district has its District Book—its historical register, containing a record of all the action taken in the district, and each such book in the ten districts is under the immediate supervision of the Head Inspector.

915. In the English system, when we had an Inspector and Assistant Inspector, the Head Inspector of the district used to receive all the communications from the office relating to that district, and distribute them to the Assistant Inspectors. Is that plan not followed here?—No such arrangement ever existed here.

916. The District Inspectors receive their instructions directly from the office?—Yes; unless in matters where the joint action of the Head and District Inspec-

tors is necessary, as, for instance, in relation to the details preliminary to an examination of teachers. In such a case, the business being arranged to suit the convenience of the Head Inspector, he communicates directly with the District Inspector.

917. In respect to the grades of teachers, you said to the Chairman you thought the present sub-division beneficial?—I said it is beneficial so long as our present system of salaries remains in force.

918. There is a rule at page 56, No. 14—"No teachers shall be raised to any division, first class, unless they shall have been trained at the normal school of the Commissioners." That is in the Report of 1865, page 56, "Rules and Regulations, Part IV., section 3." Is that rule in force?—That rule was, in the month of June, 1866, rescinded by the Board. A teacher, wherever educated or trained, or even if not trained at all, if he possess the necessary qualifications, is now eligible for the first class.

919. When a teacher is depressed, is that circumstance noted in the book which is kept in the school?—It is not noted in such a way as to expose the teacher to the animadversion or aspersion of his neighbours. But anyone acquainted with the official details of a National school can ascertain the fact. The teacher is bound to record in his "Report Book" the whole of his receipts, as to salary from the Board, and school-fees from the children. If, therefore, it be observed that in one quarter he received at the rate, for instance, of £24 a year, and in the following quarter, without any falling off occurring in the attendance, at the rate of only £20 a-year, it may be concluded that, in the meantime, he was depressed. But there is no actual record in terms that the teacher had been depressed.

920. You stated that printed questions for the examination of teachers are reviewed by the Chief of Inspection?—Yes.

921. Are the questions the same all over the country?—Yes. The written part of the examination of the male teachers is held on the same days all over Ireland; and even the same hour all over the country is appointed for each subject of examination. For instance, it is arranged that the examination shall begin on a certain day; that at ten o'clock in the morning the teachers shall assemble; that the first subject taken up, for example, shall be grammar; that at twelve o'clock geography shall be taken up; at two o'clock, arithmetic; and so on.

922. How long does that examination last?—Two days for the written part, and, at a subsequent and varying period of the year, two days also for the oral examination. One day is sometimes enough for the oral.

923. Are those papers sent up to the central office?—The answers are, in the first place, carefully perused and noted by the District Inspector. The value of each answer is then set forth on a document called the Examination Docket. When the revision is completed, the papers and the Inspector's memoranda are transmitted to the Education Office. Then, if the Chief of Inspection have leisure for the purpose, which indeed he rarely has, he revises the teachers' answers, and reviews the general tenor of the Inspector's judgment. The next stage in the procedure provides that all the papers shall be sent to the Head Inspector, whose positive duty it is to revise and consider them before the oral examination takes place.

924. To what subjects does the oral examination extend?—It includes all the subjects I read out for the written examination, with such additional subjects as are peculiarly and necessarily oral, as, for instance, reading, and the method of teaching.

925. Are the teachers generally satisfied with the fairness of those examinations, or do you get frequent reclamations against them?—Very rarely has a reclamation against the decisions or examinations been made. A few cases only have occurred.

926. You said those examinations are all conducted on the same day?—The written part of the examination of the male teachers.

927. More than twice a year?—In the case of the male teachers, the written part at one and a fixed period; the oral part at another and a varying period. The examination of the female teachers takes place, in the several districts, at different periods of the year; the oral, however, immediately following the written part of the examination. Different sets of printed questions are used for the written examination of the female teachers of conterminous districts.

928. To what centres are they brought for examination?—To the head-quarters of each district. There are sixty districts.

929. Do you pay the expenses of the teachers to come to the examinations?—We do.

930. Do you give them any daily allowance while attending?—We give them 2*s.* a day for personal allowance. £1,600 a year is the item of the estimate for defraying the travelling and personal expenses of teachers and monitors for attending at those examinations.

931. Are all those who have stopped long enough in a school so as to be capable of being raised obliged to come to be examined?—Originally that was the arrangement of the Board, but it was abandoned some twelve or thirteen years ago, and teachers are not now obliged, after receiving a classification in the first instance, again to present themselves for examination.

932. It is at their own option?—At their own option, of course. But if an Inspector deemed a teacher to be negligent in keeping up his studies, he might specially summon him to the examination. Such a teacher would not be entitled to his travelling expenses unless he succeeded at the examination.

933. The Bishop of *Meath*.—You state you occasionally examine schools yourself?—Yes.

934. That is no part of your business; that is merely spontaneous?—It is the wish of the Board that, as far as practicable, the Chiefs of Inspection should undertake, for a brief period of the year, the inspection of schools, chiefly with a view of watching the practical operation of the system.

935. Your colleague does the same?—He does. It so happens that, from the variety of my occupations, I have been able to do less of actual inspection duty than my colleague.

936. How long has this system of examination of teachers been in use?—The programme now before you has been in use since 1856.

937. How long have the subjects been in use?—The subjects since 1848, but the system of marking since 1856.

938. How many questions usually are proposed in each of the subjects?—Five or six in the written examination; in the oral, any number of questions the Inspector chooses.

939. Are these questions taken from printed books?—The rule for the guidance of the Inspector is, that the questions are to be strictly limited to the matter of the books published and sanctioned by the Board. The only licence an Inspector enjoys in relation to the selection of questions is in the mathematical part of the examination, in which he may, of course, propose any natural deduction from a scientific proposition.

940. I find here, as one of the rules of the examinations, that if there is no answer in a written examination, the man is not eligible for the oral—is that rule rigidly carried out?—Rigidly carried out as regards the essential subjects.

941. What record is there of these examinations?—The document before you is a permanent record.

942. Do you print it?—No: that document is preserved in the archives of the office.

943. I think you said the promotion depended partly upon literary ability and partly upon the power of school organization?—Quite so.

944. According to this form, the weight attached to the latter element is very small compared with the rest?—The element to which your lordship is now directing your attention, is not the element I have referred to. Questions on the science of teaching form part of the oral examination itself. The "method of teaching," under that head, as a theoretical branch, is treated as an ordinary subject of examination. But the question of "school-mastership" is determined when the Inpectors are considering the character of the teacher as a practical school instructor.

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945. That element is ascertained upon the inspection of the school itself?—That element is ascertained upon the Inspector's examination of the school.

946. For the determination of that element, of course the Inspector is the only source you have to look to?—The Inspector is entirely responsible for that, unless, indeed, the Head Inspector is himself familiar with it from a recent inspection of the school.

947. And the latter is only an accident?—It is not essential, except in the case of promotions to the first class.

948. Those examinations are held annually?—Annually.

949. In the several districts?—In each district there is an annual examination for male teachers, for female teachers, and for monitors, the several examinations being held at different times.

950. Mr. *Dease.*—Has the Head Inspector any duties of inspection over particular schools, beyond the supervision of the District Inspectors?—The Head Inspector has not any class of schools under his own exclusive inspection. His inspection is an inspection of schools common to himself and the District Inspector. Each inspects the school independently of the other—the Head Inspector's examination, however, mainly having reference to the manner in which the District Inspector discharges his duty.

951. How are the Inspectors appointed?—They are appointed by examination—by public competition.

952. Has that been always the case?—That has not been always the case; the last nineteen appointments have, however, been made by public competition.

953. Open to the public?—Not open to the public. The nominations are made by the Commissioners. The number of nominations is not necessarily limited, but practically it is from four to seven for each vacancy. The National Board then sends to the Civil Service Commissioners the names of those nominated, and it remains for the Civil Service Commissioners to conduct and conclude the examination.

954. Are Inspectors appointed now, or have they been always so, irrespective of religious denominations?—They are not, and have not been so appointed; but this answer requires some explanation. There were formerly three classes of Inspectors, and there are still three classes, but one of the classes now bears a different name. The Head Inspectors consist of half Catholic and half Protestant; the first-class and the second-class District Inspectors consist of half Catholic and half Protestant; but the Sub-Inspectors, as originally constituted in 1847, consisted—two-thirds of Catholics, and one-third of Protestants. That Sub-Inspector class has now merged into what are called the third-class District Inspectors, and the proportion which was observed when they were called Sub-Inspectors is still as nearly as possible regarded; for of the ten third-class District Inspectors six are Catholics, and four Protestants. When a vacancy occurs for a Roman Catholic, none but Catholics compete; and when a vacancy occurs for a Protestant, none but Protestants compete.

955. What are the salaries of the Inspectors?—The third-class District Inspector begins at £200, and goes on to £300 a year; the second-class District Inspector begins at £275, and goes on to £355; the first-class District Inspector begins at £370, and goes on to £420, and all classes of District Inspectors have an allowance for locomotive expenses. Head Inspectors have from £400 to £450 a year, with a personal allowance of fifteen shillings a night when absent from home, and of seven shillings and sixpence a day when absent from their centres only during the day time; and besides they are recouped *all* their travelling expenses.

956. How are the appointments to the first, second, and third classes of Inspectors arranged?—When an Inspector enters the service he is appointed to the third class. Seniority, in most cases, determines the promotion from class to class.

957. Is there a certain number who must be of the first class, and some certain number of the second?—Yes, fourteen in the first class, thirty-six in the second, and ten in the third. If a vacancy occurring in the second class happens to be a Catholic vacancy, the senior Catholic third-class Inspector is promoted—his conduct and efficiency, of course, being satisfactory.

958. The consideration, then, of religious denominations is carried out in the different classes of Inspectors?—Yes; a Catholic cannot succeed to a vacancy caused by a Protestant in any of the ranks of the Inspectors.

959. By whom are the District Inspectors sent to districts?—Upon the suggestion of the Chiefs of Inspection the location of the Inspectors is determined.

960. Are the scales of allowance for travelling expenses the same for the Head Inspectors and the District Inspectors?—No. The Head Inspectors are, as I have stated, recouped all the locomotive expenses they may incur. The District Inspectors have an allowance for travelling expenses on this principle. For schools within four miles of their centre they receive no locomotive expenses. For schools at a distance of four miles but less than twenty miles from their centre, they are paid at the rate of four shillings a school. And for schools beyond twenty miles from their centre they are paid at the rate of seven shillings a school. The Treasury allows but £3,000 a year for this particular service; and in case the total claims made by the Inspectors exceed that amount, a rateable deduction has to be made from the allowance of four shillings and seven shillings a school. This deduction, to a limited extent, occurs each year.

961. In case of the degradation of a teacher, is the manager always informed of it?—Invariably, with all the leading facts of the case.

962. You mentioned the case of a classified teacher who might be called up for a second examination by the District Inspector, and you mentioned the possibility of that person failing—what happens in case of failure?—If the failure exhibit decided neglect on his part to carry on his business studies, it is the duty of the Inspector to report the matter to the Board and suggest depression; but if the failure simply consist in not attaining the promotion he looked for, he retains his place, and his status remains unaffected.

963. You also mentioned that one of the subjects in which a third-class teacher is not examined is history?—Yes.

964. How do you account for that?—Well, I am not responsible for the omission, or for having suggested its omission from the programme of the third-class teachers, but I can understand that it was originally omitted from the course of the third-class teachers, because the only historical sketches contained in the lesson-books are of so difficult a character—mere chronologies, and the driest details—that minds of humble powers of perception might find it difficult to grasp or comprehend them.

965. Have the third-class teachers to teach history?—The historical sketches I refer to are in the Fifth Book, and third-class teachers rarely have Fifth Book classes in their schools.

966. As a general rule, do the children in the schools taught by third-class teachers learn no history at all?—They don't learn the chronological tables of ancient and modern times. Any historical information those teachers give their classes is of an humble description, such as that contained in the Scripture history lessons to be found in the Second and Third Books.

967. What is the number of schools taught at present by third-class teachers?—According to the report for 1866, there were 1,971 males and 838 females—total 2,809.

968. That is nearly one-half of the entire number?—Yes. Perhaps I should explain, in reference to the question of history, that, as a subject of instruction in the schools, it is only an incidental and not—as in the case of grammar, geography, arithmetic, and so on—a special subject.

969. Professor *Sullivan.*—The Chiefs of Inspection, besides discharging the duty you mentioned, are also, I believe, Superintendents of the Statistical Department?—They are the Heads of the Statistical Department. All the statistics of the system come to the knowledge of the Board through the agency of the Inspectors, managers, or teachers. The depository of all this information is naturally the office of the Inspection

Department; hence the Chiefs of Inspection are the heads of the Statistical Department.

970. The forms of the tables which are printed with the Commissioners' reports, I suppose, are drafted at least under the direction of the Chiefs of Inspection?—Yes; generally drafted by them.

971. It consequently lies within your department to be acquainted thoroughly with the nature of the statistics given in the reports?—It is part of my particular duty to be acquainted with the statistical affairs of the Board.

972. Could you tell me at what period the distinction of vested and non-vested schools came into operation?—The distinction first came into operation about the year 1840.

973. Previously the distinction was unknown?—The distinction as between the schools that were built partly by the aid of the State, and the schools built entirely by the funds of the localities always existed; but down to 1840 there was no distinction whatever in the rules applying to the one class and to the other.

974. Is there any practical distinction between the two classes outside the modern rule, with regard to religious instruction?—The only distinctive rule in regard to the two classes is the one which appears in the code—that which, in the case of vested schools, authorizes the parents of children who are not of the same religion as the manager or teacher, to have the clergyman of their own denomination admitted to the school at some particular time to give religious instruction to their children.

975. Does it not sometimes occur that the actual managers of a school do not know whether the schools are vested or not?—Frequently. I have met with many cases of the kind, where managers were entirely ignorant as to whether their schools were vested or non-vested. In this very parish, in the school in King's Inns-street, which is conducted by nuns, I had, some years ago, to acquaint the head of the school that it is vested.

976. Is there any distinction between vested and non-vested schools as regards their mixed character?—The general type of these schools is pretty much the same. If the population of a district is a mixed population as to religion, the pupils of the schools—in rural districts, at least—are also more or less mixed, and that is so, indifferently, whether the schools are vested or non-vested; but I should say that, taking into consideration the statistics of all the schools, vested and non-vested, a greater proportion of the non-vested schools is mixed, than of the vested schools.

977. Then your experience is that the denominational character, where it does exist, is more frequently found among the vested schools?—I should say that the unmixed element in vested schools preponderates, and for this reason: Of the 1,646 vested schools that are in operation, 1,252 are under the management of Catholics. But Protestant pupils are not so prone to attend schools that are under Catholic management, and taught by Catholic teachers, as Catholic children are to frequent schools under Protestant managers and taught by Protestant teachers. Hence I should say at once that, inasmuch as 76 per cent. of the vested schools that are in operation are under the management of Catholics, whilst only 71 per cent. of the non-vested schools are under Catholic management, the vested schools are unmixed in a slightly greater proportion than the non-vested.

978. Have you ever determined what the relative proportion of the vested and non-vested schools is in the different provinces, and what proportions of each class of schools in each province are mixed?—Whatever can be affirmed respecting the character generally of the mixture of the schools of a district, may also be affirmed as to the character of the vested schools, with a slight inclination always to the prevalence of the mixture of religion in the non-vested schools. In the report for 1866 it is stated for each province and county what the mixture of the schools generally is, and you may conclude that the proportion is about the same in the vested and non-vested, there being very little difference between them—whatever difference there is being in favour of the more mixed character of the non-vested schools.

979. Has the religion of the teacher anything to do with the relative proportions of the religions in the schools?—It has some. As I observed before, Catholic pupils appear to me to go to schools taught by Protestant teachers and managed by Protestant managers, with less hesitation than Protestant pupils go to schools that are taught by Catholic teachers or that are under Catholic management.

980. Is that the form of lease executed where the schools are vested in Trustees [*a form of lease is shown to the witness*]?—This is the form now in use for Trustees.*

981. Is there any provision in that lease for the repairs of that class of vested schools?—There is no provision in this form of lease as to repairs.

982. Then how are the repairs of schools of that class provided for?—There are no means provided in this form of lease for the maintenance of schools as to repairs, and the only course open to the Board in such a case is to suspend the salary until the school is put into proper repair.

983. Have there been many instances of the suspension of grants to schools from that cause?—There have. For various reasons, as want of repair, a condition of utter ruin, &c., 67 vested schools were on the suspended list at the end of 1866.

984. Do you think in general that want of repair is due to the fact that there is no provision in the lease to compel the repairs?—I would not exactly say that; for even if there were such a provision in the lease we might sometimes find it difficult to oblige the Trustees to keep the houses in proper repair.

985. When did the present arrangements with the Board of Works with regard to the building and repairing of schools come into operation?—I don't exactly remember the date, but I believe it was about the year 1857.

986. What has been the result of that arrangement as to the state of repair of the schools generally? Has it worked well?—In many parts of Ireland it has worked very well, but in other parts very unsatisfactorily. I attribute a great deal of the odium under which the National Board labours to the tardiness of some of the country officers of the Commissioners of Public Works as to the repair of schoolhouses. For instance, in the county of Kerry the complaints of managers have been incessant as to the neglect of repair of the schoolhouses.

987. The Bishop of *Meath*.—You stated that 2,809 schools are taught by masters and mistresses of the third class, and that they do not teach history?—I qualified the answer. I said that they teach the Scripture History narratives contained in the Second and Third Books; but inasmuch as they are only teachers of the third class, I conclude that they are not likely to have pupils who are in the Fifth Book.

988. From the character of the historical matter contained in the book, even if they did teach it, the teaching would not be of much use to the scholars?—From the character of these lessons, it would not.

989. A few mere chronologies?—Yes.

990. Was that book compiled by the Board?—It was.

991. Is that book taught extensively to the higher classes of scholars?—No, my lord. Only about seven per cent. of all the pupils are in the Fourth and Fifth Books; but I am not at this moment aware exactly of the proportion of these in the Fifth.

992. Then you don't think that, practically speaking, history is taught in the schools?—I am convinced that the lessons in history contained in the Fifth Book have not been successfully taught during the last ten years to a thousand pupils.

993. Can you assign any reason why the Board does not compile a better history?—The question of compiling a history has been frequently considered by the Board. Difficulties which are obvious have prevented the carrying out of any such design.

994. Lord *Clonbrock*.—I am rather surprised at the answer you gave about the mixed character of the vested and non-vested schools. Is it not the rule that religious instruction may be given exclusively in non-vested schools, according to the wishes of the patron—

* The form of lease referred to will be found in the Appendix to Evidence, No. III.

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that, in point of fact, there is only one religion taught in non-vested schools?—In point of fact, that is so.

995. Would not that lead to the conclusion that they would be more denominational schools than mixed?—In theory one may come to that conclusion, but when the practice of the schools is considered it will be found to be as I have stated. Managers of non-vested and vested schools alike respectively direct or prescribe the course of religious instruction for their schools, and the rule referred to by Professor Sullivan, which enables the parents of the children who are the minority in vested schools, to obtain admission for *their own clergyman* to give religious instruction, is never availed of. I have not personally experienced an instance among the 1,805 vested schools where the parents have taken advantage of that rule.

996. Is it necessary in the vested schools that a request should be made by the parents to have religious instruction given—is it not a matter of course?—Not only is it not a matter of course—I refer to the minorities receiving religious instruction in vested schools from *their own clergymen*—but practically I don't know a case where it occurs. I assume from your question that you are under the impression that in the 1,805 vested schools the religion of the children of the minorities is taught by their respective clergymen; in no case amongst these schools that I am acquainted with does such a thing occur. The only vested schools where the religious instruction of the minorities is generally given by their respective clergymen are the model schools.

997. Master *Brooke*.—Do you mean to say that there is no teaching of the Roman Catholic and Protestant faith in the same school at different hours?—Is it in the same vested schools?

998. In the same vested school?—At the present moment I can't bring to mind the occurrence of such a case, and the only schools in which I know it to prevail are the model schools, if I except the workhouse schools, which can scarcely be said to be vested schools, or to be under the control of the Board.

999. At Mr. Trench's school, at Cangort Park, the Protestant and Roman Catholic clergymen attend at particular hours to give religious instruction?—That case has never come to my knowledge. Cangort Park is a non-vested school.

1000. Do you receive much assistance from managers in checking the schoolmasters?—Managers are from year to year improving in that respect. Of course with the more skilful supervision and steady watchfulness of managers who take a practical interest in the affairs of the schools, the efficiency of the teachers will also improve. But there are, I am sorry to say, parts of Ireland where the management is yet practically in the hands of the teachers themselves.

1001. Do you find generally that the Inspectors derive much assistance from the managers, with regard to the fidelity of the returns of the attendance of the pupils?—The manager is the medium of communication, as to the statistics of the school, with the Board. He makes a quarterly report to the Board, but of course he derives his statistics from the teacher. The Inspector has to revise these statistics, and consequently he and the manager, in case the manager happens to make an erroneous return, come into communication.

1002. I refer particularly to the record of attendance of the children, which is very important. The Inspectors have only one or two, or at the most three, opportunities in the year of checking it, by counting the children and comparing the number present with the number recorded: the manager may go to a school two or three times a week, or often daily, if he were an attentive manager, and count the children present, and you would be sure of the figures being correct?—The number of such managers is unfortunately limited. But there are, I am happy to say, some managers who pursue the course your question suggests, and who attend the schools from day to day and enter the number present. Cases have occurred of managers reporting teachers for inaccurate returns.

1003. Have you found cases where the managers protect and defend the schoolmasters?—The general rule is, that the manager protects the schoolmaster. Perhaps it is salutary that it should be so, for it is a check on the Inspector.

1004. Rev. Dr. *Wilson*.—Have you any means of being assured as to the correctness of the returns kept by the teachers?—I think our inspection is of so efficient a character, that it would be extremely difficult indeed for a teacher or manager to persevere in making erroneous returns; I am convinced such a practice would be readily detected.

1005. State in what way?—The Inspector's duty is to make three periodical visits to the school in the year; but, in addition, there are cases where the Inspector feels himself called upon to make to the same school in the course of the year as many as ten or twenty incidental visits, such visits occurring at all hours of the day. If he find any disparity between the number recorded as present, and the number actually in attendance, his business is to institute inquiry. Another means the Inspector possesses of checking the trustworthiness of the recorded attendance is a very simple but obvious one. If, on the occurrence of a number of succeeding visits, made at different intervals, he find the actual number in attendance on each occasion to be less than the general average of the scholars as recorded in the school report book, he may reasonably suspect the prevalence of inaccuracy or falsification, and once suspecting inaccuracy or misrepresentation, his business is to employ every means of ascertaining the truth. His duty, and I have frequently resorted to it myself, is to take up the Roll Book and call out the names one by one, and see that the answer of each, with regard to attendance on any recent day, corresponds with the entry made on the roll. He might, for instance, take up the first name he finds marked as present on, say, the Monday preceding the inspection, as well as on the day of inspection. He then, calling out the name, might say, "John So-and-so, were you at school on Monday?" If the boy, taken suddenly in that way, had not been present on the Monday, he would most likely say so. Sometimes a child, under the influence of fear or put about by confusion, might not in such a case disclose the facts to the Inspector; but an Inspector of ordinary activity of habit would then immediately go to the parents of the child, with a view of pursuing the inquiry. But, on the whole, I am perfectly satisfied as to the general fidelity of our accounts.

1006. Are you satisfied that your Inspectors make frequent incidental visits?—We absolutely require them to make frequent incidental visits. If, at the end of a term of inspection, an Inspector return a small number of incidental visits, he is overhauled—his attention is drawn to his neglect, and an explanation is required. If he persevere in showing a small number of such visits, the ordinary annual increase of salary might be withheld from him.

1007. Is there a certain form for these visits to be entered on?—There is.

1008. With regard to the vested schools—of those vested in trustees—is their condition generally in a satisfactory state?—Well, as to the schools recently vested in trustees, their condition is in a satisfactory state. But, some twenty-five or thirty years ago there was a class of schools erected which got into bad repair, and which we have never succeeded in inducing the trustees to put into proper repair.

1009. Have they ceased to be used as National schools?—Instances have occurred where we lost the property in such schools. I have mentioned that there are sixty-seven vested schools suspended, of which a considerable number are suspended for want of repair.

1010. Have any of these which have so ceased to be used as National schools, been turned to other purposes?—I have heard of the case of a landlord converting a National school that lapsed in that way into a sporting lodge.

1011. Did the Commissioners find it their duty to take steps in that matter?—They took advice from their Law Adviser, but they did not succeed in preventing the abuse.

1012. In reply to a question put by Mr. Cowie, you stated that rule 14, referring to the classification of

teachers, "that no teacher shall be raised to any division of the first class unless he had been trained in a normal school of the Commissioners,"—you stated that that rule was rescinded?—Yes.

1013. When was it rescinded?—In June, '66.

1014. To what representations was it owing that it was rescinded?—I happened not to be in the country when the rule was rescinded, but of course I am acquainted with the general nature of the controversy that took place about it.

1015. State what it was?—It was deemed by numbers of very influential people to be unfair to give peculiar privileges to those who were trained in the only training institution in the country; and as those who made that representation appeared to entertain scruples about allowing their teachers to come to that training institution, they complained that their own conscientious convictions and scruples imposed on the teachers the penalty of a deprivation of the opportunity of attaining to the first class. Accordingly, the Commissioners, taking, I presume, these circumstances and representations into consideration, very wisely altered the rule.

1016. With whom did this suggestion originate?—The controversy was of a public character. It originated with the Catholic Bishops and with those who spoke the sentiments of Catholics; and it had been going on for some years.

1017. Are we to understand that the Commissioners of Education regard the Central Model School in Marlborough-street as the only training establishment in the country?—In the sense of a training institution for schoolmasters and schoolmistresses, it is the only training establishment in Ireland in connexion with the Board. I believe the Commissioners so regard it. I take it there is no doubt about that.

1018. Sir *Robert Kane.*—You mentioned that, so far as you are concerned, you don't know of a case in which any religious instruction was given to the pupils constituting the minority in a school as to the religion?—The minority, assuming that the religious instruction of the majority was according to the religion of the manager.

1019. Where the school is under a manager, the manager supplies the means of giving religious instruction to the majority, whom we may suppose to be of his own religious denomination; in such cases, practically there is no religious instruction given to the minority?—Practically not.

1020. In the report of your Board for last year, it appears at page 15, that there are 131 schools which are under Roman Catholic and Protestant teachers conjointly?—They are chiefly of the official class. I take it that in a school of this class, where Catholic and Protestant teachers are to be met with, as in the model schools, the children of all denominations generally get their own particular religious instruction.

1021. What schools could be under that model school class more than the principal model schools belonging to the Board in large towns?—The model schools and a few other cases make the total that you have referred to, that are taught conjointly by Catholics and Protestants.

1022. Then the combination of Roman Catholic and Protestant pupils, and Roman Catholic and Protestant teachers giving instruction in the same schools, practically exists only in the schools that are under the direct management of the Board?—Practically only in schools under the direct management of the Board, and in some of the remaining few that have got Catholic and Protestant teachers conjointly.

1023. You mentioned also that practically the vested schools are more of a denominational character than the non-vested?—I should not like to use the word denominational in reference to any school that is National. The word denominational was suggested in the question put to me. I think no National school is at present denominational, even where one form only of religious instruction is given, or where only one denomination of pupils is in attendance.

1024. About three-fourths of the vested schools, you said, are under Catholic management?—Yes.

1025. Then a large majority of your schools are under the management of Roman Catholic clergymen?—Yes.

1026. What proportion of vested schools are under the management of Roman Catholic clergymen?—I am not able to tell you exactly, at this moment, what number is under the management of Roman Catholic clergymen; but, under the management of Roman Catholics, whether clerical or lay, there are 1,252 out of 1,646 in operation. In round numbers, as I have said, three-fourths.

1027. You have not in your hands the means of saying what proportion are clergymen and what proportion are laymen?—Not immediately; but it may perhaps be arrived at by the following consideration in respect to vested and non-vested schools generally. There are 222 schools under managers who are clergymen of the Established Church; 4,072 schools under managers who are Roman Catholic clergymen; 551 schools under managers who are Presbyterian clergymen; and 60 schools under the management of clergymen of other Protestant denominations. The clerical management thus exhausts 4,905 of the schools.

1028. Then under lay managers?—Established Church lay managers have 560 schools. Roman Catholic lay managers have 323 schools, and these 323 schools are under the management of 218 lay Catholic gentlemen. There are 245 schools under lay Presbyterian management; and 39 schools under the management of Protestant laity of other denominations. The total number of schools under lay management is thus 1,167.

1029. You have not the means of carrying that classification further?—No; but you may fairly make it a question of simple calculation, that whatever proportion the managers, clerical and lay, of the whole 6,072 schools whose management I have described bear to one another, the same proportion will exist in reference to the 1,805 vested schools.

1030. You have no reason to doubt that there is any difference between vested and non-vested as to the proportion under clerical and lay management?—No.

1031. The *Chairman.*—Do you consider the way in which the Board receives its reports at present of the condition of the schools is satisfactory, or would you suggest any improvement?—I think that maintaining our present system of classification of teachers and our present system of payment of teachers' salaries by classification, our system of inspection is very efficient. I am not prepared to suggest any alteration of a fundamental character. I have drawn attention to some slight modification as to the details of inspection in a report which I made the last year I was Head Inspector, and which was published in the Board's Report for 1858.

1032. Do you think that under the schools existing under the Board any class of schools get their allowance on too easy terms?—I think there are many classes of schools that get their salaries on too easy terms. I think we are disposed to overdo the teaching power of the schools—to give schools a greater staff of teachers than they absolutely require; but only in that sense would I admit that any class of schools get their salaries upon easier terms than they deserve.

1033. What proportion to numbers should teachers bear to pupils in the ordinary National schools?—I understand your lordship's question to be—what number of pupils a teacher might reasonably be required to instruct. Our rules prescribe that the numbers vary according to the classification of the teachers. They provide that a first class teacher must have at least thirty-five pupils; a second class teacher, thirty pupils; a third class teacher, twenty-five pupils; and a probationary teacher, twenty pupils. My own opinion is, that a teacher ought, without any difficulty whatever, assuming that he has got a fair training, and that he possesses tolerable organizing skill and average ability, to be able without difficulty to teach fifty children—that is my decided conviction.

1034. For what cost per head of scholars do you think a school of primary education should be conducted?—I have prepared a plan in which I state my opinion as to the amount of public money that should be applied to

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the education of each individual child. I should find it difficult, without discussing that plan, to answer your lordship's question. It would be irrelevant, and would open up a new inquiry, to give that answer now.

1035. Is that a plan which you wish to propound to the Commissioners?—I came prepared to propound it if the subject turned up in connexion with the statistics of the schools, but I have no absolute wish to introduce it unless its investigation legitimately arises.

1036. Have you yourself formed any opinion as to what the maximum sum per head is that the State ought to be called upon to pay for the instruction of an individual child in merely primary education?—I have; and I think that our present plan, which involves so many varieties of payment, is defective. Our present plan involves payments from the rate of 9*s.* 9¼*d.* per head in some schools, to £2 and upwards per head in other schools; I therefore think that plan defective.

1037. What rate should you say would be the maximum that the education of an individual child ought to cost the State?—Unless in connexion with an explanation of my plan, it would be hardly intelligible for me simply to state the sum. I may observe that it is a high one. I therefore would require an opportunity to give my reasons for fixing it at a pretty high rate.

1038. Have you got that plan in writing?—I have an outline of it, and am prepared to adduce the arguments necessary to sustain it.

1039. What is the reason why in a boys' school an average daily attendance of sixty is sufficient to entitle that school to an assistant, while in the girls' schools fifty is the maximum?—Assuming it was deemed desirable to have two teachers for sixty boys, I think it was a proper thing to arrange that an attendance of fifty girls should have two teachers. The organization of a girls' school is entirely different from that of a boys' school. A large proportion of the girls having to occupy themselves for a part of the day, under proper superintendence, at industrial work, the services of one of the teachers are in a measure drawn off from the general purposes of the school. Hence a greater teaching power is necessary for the girls than for the boys. In addition, the energies of female teachers are not of that vigorous character that would warrant us in setting two women to do the same work that you would set two men to do.

1040. Does it often happen that first-class masters are found in schools of which the average daily attendance is only thirty, or near that?—Frequently; but in such cases the first-class master has the *honour* of being in the first class without enjoying its emolument.

1041. What attendance in the school is required to entitle the master to his full salary?—Thirty-five. An average attendance of thirty-five entitles a first-class master who is first of first to get £52 a year, and possibly £13 supplemental salary besides.

1042. His salary in that case would be over £1 a head?—Nearly £2 a head if he had the supplemental salary.

1043. A school of sixty-five boys might have a master at £52, and an assistant teacher at £24?—Yes, and a supplemental salary of £13 to the master. A school of sixty-five boys might have a master first of first, with £52 class salary, and £13 supplemental—that is, £65; and an assistant first of third at £24 per annum; that is, £89, and perhaps the salary of a monitor besides.

1044. How many senior monitors besides, at £10 each?—Not more than one I should say. At the office we should exercise our discretion not to allow a school to become overstocked with teachers.

1045. You could not prevent such a school from having under your rule an assistant at £24 a year?—Certainly not.

1046. Retrenchment would be limited to the class of monitors?—Yes; or there might be no monitor at all allowed to the school. At the same time, it is most likely that a monitor recommended for such a school would be appointed, because it would be the best possible school to select for that monitor's education and training.

1047. Whose business is it to notice the number of monitors in a school as compared with the number of scholars, and to check the undue multiplication of them?—Well, in the first place, it is the Inspector's business to look after that, and if the Inspector happen to have peculiar views, these views are checked in the office.

1048. What power have the Inspectors of ascertaining whether the teachers have been at work for the year round?—They have many means of ascertaining. The Roll Book and the Report Book of the school show whether the school had been in operation. That is the first consideration. If the school had been in operation, it is very likely the master had been at his post. But in case the master happened to absent himself, and leave the school without a proper substitute, the manager, the parents of the children, the people of the neighbourhood, or the police, who are very watchful about the affairs of our schools, would in some shape or form assist in acquainting the Inspector or the Board of the teacher's absence.

1049. Is the attendance of the monitors marked in the same manner as that of the children?—It is marked on the roll, but is not generally counted as part of the attendance of the school.

1050. In schools that have more than one teacher is the assistant teacher's attendance marked on the roll?—No; there is no arrangement for marking the attendance or absence of either the principal teacher or assistant teacher. This is a defect which some of the Inspectors have had under consideration, and which it is likely will soon be remedied by the adoption of an attendance book for the teachers—such a book as is in use in all the schools under the immediate control of the Board.

1051. In the case of a school in a remote district, where the manager seldom or never attends, what check have you that the teacher may not be absent either the whole day or the greater portion of a day?—There is no absolute check, except that the teacher is always in apprehension of the appearance of the Inspector. Besides it is to be observed that the parents of the children are interested in the regular attendance of the teacher, and very frequently report laches in that respect.

1052. Do you think it possible, in order to prevent the schools being unduly expensive, to adopt any system such as is called in England payment by results?—That is the topic I was afraid to refer to when I hesitated about answering the former question. The matter, statistical or otherwise, that I had prepared refers to that subject.

1053. The Earl of *Dunraven*.—I suppose, Mr. Keenan, you are quite prepared to give us your view upon that?—Perfectly prepared. The only hesitation I have in immediately answering the question, and giving my views, is that I think a statistical statement absolutely necessary in reference to the quality of the attendance of our pupils at schools, before attempting to express any opinion upon the general question of payment by results.

1054. The *Chairman*.—You spoke, in an early part of your examination, of the Chief of Inspection being responsible for the finances of the model schools. Explain the exact meaning of the phrase, and the extent to which the responsibility extends—The salaries of the teachers and also of the monitors of model schools are paid directly by the Board. The adjustment as to accruing increments, and so on, of those salaries devolves upon the Chiefs of Inspection. The fees of the pupils are, in the first instance, transmitted to the office; and then a specified portion, which the Chiefs of Inspection have from time to time to regulate, is returned to each teacher. The "Boarding accounts" of the Head Master, for the maintenance of resident pupil teachers, are examined and countersigned by the Chiefs of Inspection. In short, the Inspector has to make a report on every expense—petty or considerable—connected with the school. That report has to come to the Chief of Inspection, who has to examine it to see that the claim it advances is supported by the Board's order authorizing the appointment or expenditure in the original instance, and that the payment is a legitimate and a proper one. In that way the Chief of Inspection has to fiat every payment

in connexion with the model schools. But his fiat is only a preparation for the Finance Committee, who have afterwards to consider the claim before it is recommended to the Board for liquidation.

1055. Is the model school inspected by an ordinary Inspector?—Yes; but more frequently than an ordinary school. The model school is generally situated in the place where the Inspector resides, and he usually visits it once a week to check the accounts and prepare his weekly report upon it for the Board.

1056. Are any children admitted to the model schools without payment?—In only one model school in Ireland is there an arrangement for admitting free pupils. That is the model school at Trim—I suppose it was owing to the poverty of the neighbourhood.

1057. Are the payments made quarterly?—Quarterly.

1058. And in advance?—In advance.

1059. To whom do the children pay the school-fees?—To the masters and mistresses, who in turn hand the fees to the Inspector—who on his part transmits them by post-office order or bank order to the office.

1060. Is it the duty of the Inspectors at the beginning of each quarter to receive these?—The receipts from the pupils come in weekly, and on Saturdays the Inspectors take them up and transmit them without delay to the central office in Dublin.

1061. The accounts of the Inspectors are under the direct charge of the Chiefs of Inspection?—They come immediately to the Chiefs of Inspection after the usual routine of the offices—as to noting, and so on—has been gone through. The Chief of Inspection examines them, observes whether they are regular, and briefly states his opinion on the face of the document.

1062. How are the outgoing payments made to teachers and monitors?—At the beginning of each month, the amount for the whole school is transmitted by a bank order to the Inspector. It devolves upon him to distribute to the different officers of the model school the sum each is to receive, and each has to furnish a receipt, which is transmitted back to the office.

1063. Have any malpractices occurred with respect to the money so transmitted to the model schools?—A few cases have occurred—cases of teachers having retained in their possession fees which they ought to have delivered up to the Inspector at once. A few cases have occurred also on the part of Inspectors, who retained the fees longer in their possession than the rules of the office allowed.

1064. Has there been any permanent loss to the Board from these cases?—Only two cases I think have occurred in which there was any permanent loss. But I should venture to say that since the institution of the model schools, and they are now 26 in number, we have not lost by malpractices of any kind a sum amounting to £50 in all.

1065. Rev. Dr. *Wilson.*—His lordship asked you with regard to checking the redundancy of monitors in schools. You said that in the first instance the Inspector checks it?—He does.

1066. If he happens to have any peculiar views of his own on the subject how do you check him. He might think it would be very desirable to have a monitor for every 10, 12, or 15, or 20 pupils?—That is a view that at the office could not possibly be favoured. Attention would be drawn in the ordinary way to the fact.

1067. Who is the party who has the checking in the office?—The Chief of Inspection or the sub-committee. If the practice were one of long standing it would be regarded as a serious case. However, very few such cases have ever occurred—very few, indeed.

1068. Rev. Mr. *Cowie.*—When you said you thought a teacher ought to be able to teach fifty children, do you mean with monitors, or without them?—My hypothesis in connexion with the teaching of an elementary school is, that if possible it ought never to be without a monitor. I should say a teacher of average ability, with a monitor, ought to teach fifty pupils with great ease. In Prussia and in Holland, teachers are required to instruct a considerably greater number, and frequently without the aid of monitors.

1069. Are your schools worked on the tripartite system?—Some of the model and other schools in large towns are worked on the tripartite system, but as that system requires class-rooms, its adoption is of course limited to schools with that kind of accommodation.

1070. Before the office of Chiefs of Inspection was established, how was the work done that they now dispose of?—That is a question I find some hesitation in answering, for I should have to refer to a previous state of affairs on which it would not be my province to speak.

1071. It was from business falling into arrear?—Matters had fallen into arrear, and during the inquiry in the House of Lords in 1854 special attention was drawn to the fact that there was a want in the Education Office of some technical government of the inspection department. In 1855 the experiment of placing the department under a Chief of Inspection was tried; and in 1856 the arrangement was approved and ratified.

1072. The *Chairman.*—Before the Chief of Inspection was appointed, how many Head Inspectors were there?—Six. In the beginning of 1855 they were called upon to assist in working off the arrear to which I have referred, a duty which occupied them nearly two months. Then one of the body was retained in charge of the department, and it was thus that the office of Chief of Inspection originated.

1073. Since that time has the department been able to keep up with the business?—Perfectly. No serious arrear has ever occurred since.

[Adjourned.]

FOURTH DAY.—DUBLIN, WEDNESDAY, MARCH 18, 1868.

PRESENT:

The Right Hon. The Earl of POWIS, *Chairman.*

The Right Hon. The Earl of DUNRAVEN, K.P.
The Right Hon. and Most Rev. The Lord Bishop of MEATH.
The Right Hon. Lord CLONBROCK.
The Right Hon. Mr. Justice MORRIS.
Sir ROBERT KANE, F.R.S.
WILLIAM BROOKE, Esq., M.C.
Rev. DAVID WILSON, D.D.
Rev. BENJAMIN MORGAN COWIE, B.D.
JAMES ARTHUR DEASE, Esq.
JAMES GIBSON, Esq.
SCOTT NASMYTH STOKES, Esq.
WILLIAM K. SULLIVAN, Esq., PH.D.

GEORGE A. C. MAY, Esq., Q.C., D. B. DUNNE, Esq., } *Secretaries.*

PATRICK JOSEPH KEENAN, Esq., further examined.

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Patrick Joseph Keenan, esq.

1074. The *Chairman.*—As the number of teachers in the schools is very much regulated by your printed rules, do cases ever occur in which the Inspectors check or reduce the number of teachers?—Frequently the Inspectors draw the attention of the Board to the fact that the attendance and the teaching power are not in proportionate relation, and on such occasions the matter is considered in the Office—possibly by the Board itself—and the necessary action taken as to the reduction of the staff. But such interposition on the part of the Inspectors very rarely happens, inasmuch as the scale which assigns the requisite attendance for one, two or more teachers is published, and is known to every manager and familiar to every teacher. The arrangements under this head are necessarily self-acting.

1075. In those cases was it that the number of teachers employed in certain schools was in excess of the number allowed by the regulations, or that from the uncertainty of the attendance the Commissioners allowed them to take more than they were actually entitled to?—The circumstances that lead to action of that kind are something of this sort:—At one period of the year the attendance at school may be ample for the teaching staff; but at another period of the year some local accident may occur which, affecting the attendance, ultimately reduces it below the number required for the staff of teachers. The Inspector, as I have observed, on every occasion that he reports has to draw the attention of the Board to the fact that the teaching staff is either equal to or above or below the wants of the school. When the report showing, for instance, that the number of teachers is in excess of the number allowed by the regulations, comes to be dealt with at the office, the whole history of the school is considered, and if it appear that there is a recuperative element in its character, time is given before any reduction of the staff is ordered by the Board. As a matter of indulgence towards the schools that are liable from time to time to accidental or abnormal fluctuations of attendance, the Commissioners act upon a rule which, however, they have never published, and which gives a certain degree of *grace* in reference to attendance at such schools. It is important to understand the effect of the "grace" allowance. Sometimes a first-class salary, the award of which, according to the published rules, requires to be sustained by an average attendance of 35, is, by the operation of the "grace" allowance, given and continued to a teacher whose school exhibits a smaller attendance than 35. The "grace" allowance is the difference between the number required for any particular class and that degree which is immediately above the number required for the next lower class. For instance, 35 is the number required for a first-class teacher's salary; but if the school maintain an average of 30·1—that is, of ·1 above the number required for a second-class teacher—the Commissioners continue the first-class salary; and the second-class salary is continued to a second-class teacher so long as his school maintains an average of 25·1—that is, of ·1 above the number required for a third-class teacher; and so on, in reference to the third and probationary grades.

1076. Would this question of the relative number of teachers and pupils be brought before the Board solely by the Inspector's report, or would it be the duty of any department in the office to observe upon it in checking the quarterly accounts?—It is always the duty of the Inspector, when he meets with a case of the kind, to draw the attention of the Board to it; but it happens, in most instances, that the checking of the quarterly returns of the managers in the Registry Department of the office is the first proceeding which occasions a consideration of the matter.

1077. It may constantly happen, I presume, that more than a quarter of a year may elapse without an Inspector going to some schools?—It may happen frequently that two quarters elapse.

1078. Do I understand that in that case it would be the duty of some person in the office, through whose hands the accounts go, to note the deficiency, and bring it under the notice of the Board?—That is quite correct, my lord.

1079. Do the same observations apply to the monitors?—To the monitors not so much. Their case is not simply an affair of attendance. The institution of monitors is not exactly an institution of teachers, and the rules as to attendance, in relation to teachers, do not accordingly apply to the case of monitors. It is only when the attendance becomes extremely low that the question of reducing the number of the monitors would be considered. A senior monitor, for instance, is engaged for four years, and to a poor child like him it would inevitably be a tremendous hardship if at the end of the first, second, or third year, owing to some local circumstance producing a fluctuation in the attendance, he lost the opportunity of completing the training the Board had undertaken to give him.

1080. Taking an extreme case—that there was a school of 65 boys which had a first-class master, drawing £52 a year, and a second-class master of the first division, drawing £32, and a senior monitor drawing £10—what possible economy in the teaching staff could be enforced?—The case your lordship puts is that of a principal and an assistant in a school of 65. The maximum salary for the assistant in such a case would be £24, that of "First of Third." But if that happened which your question assumes—that is, the employment, in a school having 65 pupils of a first-class master, of the most highly classed assistant paid for by the Board in such a school, and of a monitor in the fourth year, the Board would not, under the circumstances, reduce the salary of the monitor, for it would be a manifest injustice to him not to permit him to complete his period of service; but when that monitor's time of service would have expired, the Board would certainly hesitate to appoint a successor to him. It is chiefly when a new appointment of a monitor is proposed that the question of the average is taken into consideration.

1081. What means has the Inspector of ascertaining whether the teachers have been at work and in regular attendance all the year round?—The opportunity of frequently visiting the schools in making his regular and incidental inspections; the considerable intercourse which he has with the managers and the gentry of the district; the necessity which he feels of making

inquiries from all manner of people as to the dutifulness of the teachers; and the ordinary examinations which he makes on every available occasion, into the actual condition of the accounts.

1082. Are any rules drawn up for the Inspector's guidance in checking the register?—There are rules for the guidance of the teacher as to how the register ought to be kept: the same rules assist the Inspector in the duty of checking it.

1083. Are those rules printed?—They are.

1084. Will you put in a copy?—Yes. The account-books of a school consist of the Roll Book, the Register and the Report Book. Besides, I add the quarterly return which the teachers make to the Board through the managers. [*Witness hands in copies of these documents.*]

1085. Would it be possible, in your opinion, in order to simplify the business of the office, to make the payments of the teachers annually, instead of quarterly?—The condition of the country demonstrates at once, that it would be impossible to adopt a system of that kind. The teachers are poor; the managers, generally speaking, are not rich; and to defer the payments for a year would be to reduce the teachers to such a state of indigence as to render their position miserable and their services utterly useless. The Education Office, I may add, does not require any such relief. It is perfectly competent to discharge the work at present imposed upon it.

1086. Has any application been made to the office, or representation by teachers, as to making the payments monthly?—Such representations have been made frequently by teachers and managers, but I am not certain as to whether the Board has ever formally considered the proposal. It would, however, be premature to discuss that question pending the explanation I hope to have an opportunity of offering you, and to which I referred on the last day, as to payment by results.

1087. But admitting the present system of salaries to continue?—I myself believe that it is not an impracticable project; but others quite as competent as I to offer an opinion on the matter think that to reduce the payments to a monthly recurrence would involve the office in such a multiplicity of detail and work as to produce embarrassment and confusion.

1088. How often in the year are grants of books recommended and made to schools?—There were, and still are, two classes of grants of this kind—one a grant of free stock, the other a grant at reduced prices. The first, the free grant, except in the case of new schools or schools under organization, is practically abolished; the second class of grant is made whenever the manager applies, and the circumstances of the school appear to warrant it.

1089. Does the Inspector when he visits a school look at the amount of books in store, and see how the teacher's account stands as regards that stock with the Board?—Part of his duty, and indeed a very important part of it, is to see that the school is properly supplied with books and school requisites; but besides those which are necessary for the scholars' immediate use, the adequacy or inadequacy of which he may observe by an inspection of the books in the children's hands, it is his business to see that the teacher has in stock a supply available for one, two, or three months' further service. If the teacher fail to maintain such a stock as that, the Inspector admonishes him to remedy the defect; and if he persist in keeping the supply low, the Inspector reports the matter to the Board, and the Board by official admonition try to correct it.

1090. Taking the case of a school on its first establishment, how is the grant of free stock made—or did you say that the grant of free stock is abolished?—I said that it is practically abolished. It is not abolished in the case of new schools; but new schools, on an average, amount to only about 150 a year. On the occasion of taking on a new school a free stock is granted according to a scale that has been for a long time in use in the office.

1091. Do I understand that no issue of free stock is made afterwards?—Unless under peculiar and exceptional circumstances. If the Inspector see that the circumstances of the locality in which the school is situated are such as to render the purchase of maps, black boards, and requisites out of the question, it is open to him to make a special recommendation to the Board for an award of free stock.

1092. That would in fact be a special assistance on the ground of poverty?—A special assistance on the ground of poverty; but I may add that on other occasions a grant of free stock may be made to a school as a distinction in recognition of its excellence.

1093. On the first establishment of a school, do you supply the master with a certain amount of stock to keep in store?—No, my lord. On the occasion of the establishment of a school the Commissioners make an award of free stock, consisting of maps, diagrams, charts, black boards, pointers, and such things as are of permanent advantage for collective use in the school. As a condition for such a grant the Commissioners require that the manager shall purchase a certain amount of books and requisites to serve as sale stock for the individual use of the pupils.

1094. How soon after the first establishment of a school, do you send down to the master a quantity of school requisites to keep in stock?—Immediately that the Board has ordered a recognition of the school, as a National school, forms are sent to the manager, containing instructions as to the supply of school requisites.

1095. On the subject of store stock, not of free stock?—Of both.

1096. How is the Board repaid for this store stock?—They require payment before they issue the books. The course is simply this: the manager, immediately that the school is taken into connexion, gets a notification of the award of the free stock; he is also at the same time told that he must make certain purchases of ordinary books for the school. He then sends up a requisition for the free stock and another for the sale stock, and a post office order for the price of the latter. In a few days, from the time of the receipt of the requisitions, the books are issued to him.

1097. As the stock so supplied is prepaid, the necessity of accounts, as between the Board and the school, does not exist?—Not in reference to such matters.

1098. How often in the year are gratuities to masters recommended by the Inspectors?—Gratuities are recommended annually only. Gratuities are of different kinds: for the order and cleanliness of schools; for teaching vocal music, drawing, physical science, or navigation; for instructing paid monitors and unpaid monitors; for preparing persons for pupil teacherships or teacherships; and if there happen to be an agricultural department in connexion with a school, for giving instruction in agricultural science. But gratuities are awarded only annually, and always about the beginning of the year.

1099. About what time?—About the close of January.

1100. Do the Inspectors recommend schoolmasters to be fined more than once a year?—A fine, if at all necessary, is recommended by the Inspector usually after the inspection of the school. As the Inspector inspects the school three times a year, and as he may visit it incidentally very frequently during the year, it is possible that such a recommendation may be at very different periods throughout the year.

1101. Does that answer apply also to depression of class?—It applies equally to the case of depression of class.

1102. Or to dismissal?—Or to dismissal.

1103. Have you any other class of penalties?—Admonition, and reprimand, and suspension of salary for a limited time.

1104. Are there any other forms of instruction for Inspectors?—There is a code of regulations for the guidance of Inspectors.

1105. Can you put in a copy?—Yes [copy handed in]. This code was drawn up and published in 1854.*

* For copy of Code see Appendix to Evidence, No. IV.

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It has not been reprinted. Since then various alterations, consequent upon the development of the system, have taken place, and various new instructions through the medium of circular letters have been issued to the Inspectors. The office has at present under consideration a new edition of this code, which will embody a complete detail and exposition of the present duties and functions of the Inspectors.

1106. Supposing a new Inspector to be appointed?—He has no information for the present but the old code and copies of the circulars that have been issued since 1855.

1107. Is this paper given in the Report for 1866?—No. It has not been printed since the Report of 1854, published in 1855, page 434. But each district (and there are sixty school districts in the country) has its "District Book," and the duty of the Inspector is to preserve in a guard-book every document that issues from the office in reference to the business of the district, and to the duties of the Inspectors. Consequently, the Inspectors have all the circulars that have been issued since 1855, along with the code of regulations which was then for the first time published.

1108. Who sees that those instructions are observed by the Inspectors?—The Head Inspectors, so far as their personal observation enables them to do so; and the authorities at the office, who have also numerous opportunities of seeing that the several instructions are attended to.

1109. How often do the Inspectors send in an account of the expenses incurred by them, which the office has to reimburse?—Once in every four months, a period officially designated a "Term," they send in a return of the travelling performed by them during the four months, and their claim for travelling expenses. On the occasion of an examination of teachers or monitors, they send in an account of petty expenses incurred, and of travelling expenses and allowances paid to the teachers or monitors in reference to the examination. They also send in quarterly accounts of their postage expenses.

1110. Who checks those various accounts?—They are invariably checked and countersigned by the Chief of Inspection, having been previously checked by the different clerks.

1111. What is the rule as regards travelling expenses, is it the actual cost, or is it paid by mileage?—In the case of a Head Inspector it is by the actual cost out of pocket. In the case of a District Inspector it is by an allowance per school. The rule is that for every school within four miles of the District Inspector's residence no allowance is granted for travelling; for every school within a belt of from four to twenty miles, 4*s.* is granted, and for every school beyond twenty miles from the Inspector's residence, 7*s.* is granted. The total amount of expenses under that head, for the sixty Inspectors, is £3,000 a year.

1112. Are there any other expenses incurred by the Inspectors in the office except those?—At this moment I don't remember any other.

1113. Is there an allowance made to the Inspector for stationery, or is he supplied with stationery?—He is supplied with stationery direct from the office.

1114. By any fixed quantities?—Well, the duty of the clerk who issues the stationery is to see that only a reasonable quantity is demanded and supplied.

1115. Have you any discussions of a troublesome kind under the head of allowances in settling with the Inspectors?—I should say that troublesome discussions have very rarely occurred. From time to time the attention of the Inspectors may have been drawn to matters connected with their accounts, but action in this respect, of a serious character, has, to my knowledge, occurred but rarely.

1116. Rev. Dr. *Wilson.*—I wish to call your attention to your evidence on Monday. I think you were asked on Monday, when the distinction was first made between vested and non-vested schools, what was your answer?—In 1840, I think I said.

1117. Did not the distinction exist at a much earlier period?—I said 1840, in reference to the rule as regards the right of the pastor to visit the school; but I added, if I remember rightly, that of course the distinction as to vested and non-vested schools prevailed from the time building grants were first made—a vested school always meaning a school which, as regards its erection, had been aided by a grant of the public funds.

1118. With regard to the right of the pastor to regulate religious education in the school, did you refer to that on Monday?—I have had no opportunity of seeing my evidence since Monday.

1119. You stated that non-vested schools furnished the best type of mixed schools?—I beg pardon, I said that in non-vested and vested schools you might indifferently meet with a mixture of different religions, but that on the whole there was a slight preponderance, in my opinion, of the mixed element in the non-vested schools as compared with the vested schools.

1120. I believe you said the public generally were not aware of the distinction between vested and non-vested schools?—I was asked a question which led me to make an observation to that effect, and I mentioned, I remember, that even in this parish in which you are now sitting, the head of one of the schools had to inquire of me whether the school was vested or non-vested.

1121. In answer to a question put by one of the Commissioners I think you said that a table contained in the Report of 1866, showing the average number of pupils in mixed schools under Roman Catholic and Protestant teachers jointly, referred chiefly to model schools?—I did.

1122. Is that your answer now?—Yes. I have since then taken occasion to inquire further into the matter, and I have an analysis of the 131 schools: model schools, 91; agricultural model schools, 2; workhouse schools, 7; gaol schools, 1; lunatic asylum schools, 2; ordinary schools, 28. These are the mixed schools under teachers of different religious denominations—the principal teacher being of one denomination, and the assistant of another.

1123. In the Report of 1866, page 11, do not the Commissioners claim an increase in the number of mixed schools in 1866 over 1865 and 1864?—They do, and correctly, claim it.

1124. Did you state on the last day that in vested schools religious teaching is not given to the children of different denominations?—As far as my experience and knowledge go, there is no distinction whatever between vested and non-vested schools in that respect.

1125. Is any of the fault of that attributable to the Commissioners of Education?—None whatever. The Commissioners of Education have, by their rules, given full power to the parents of the minority of the children to authorize their own clergy to give religious instruction in the vested schools. The fact simply is, that neither parents nor pastors take advantage of the rule.

1126. Then it is not the fault of the Board?—Not of the Board, nor of the system, certainly.

1127. Have the parents of the children, or others, made any complaints on the subject?—I have never heard of any.

1128. Allow me to inquire in reference to the organizing teachers about whom you were asked?—I don't remember any question having being asked me about organizing teachers, except indeed a question about tripartite arrangements, respecting which the Rev. Mr. Cowie put me a question.

1129. Do you approve of that system of school organizing?—Entirely.

1130. What is your opinion as to its success?—I have never heard a second opinion about its success. In every case—in every report I have ever read from an Inspector with reference to it, the advantages of the system appear to have been recognised.

1131. You have had no complaints from Inspectors about it?—One or two of the organizers have themselves been guilty of laches, have committed irregularities, and have failed to effect that amount of good which they ought to have accomplished. In such cases, of course, representations have come from the Inspectors.

1132. Your opinion is that the schools have de-

cidedly benefited by that system?—That is my conviction, certainly.

1133. Has the matter of school-fees always been considered as a necessary element of the system?—I think, that from the original foundation of the system, the idea of school-fees must have occupied the minds of its promoters; because a plan of education which would ignore as part of its resources for the support of the teachers a system of school-fees, would, in my mind, be defective.

1134. Have the Commissioners endeavoured to secure from the different districts of the country, a proper amount of school-fees?—The Commissioners have, from time to time, made, in that respect, as much exertion as they could legitimately venture on. I think they have very wisely, in reference to the remote and what might be called sparsely inhabited districts, almost altogether abstained from interference; but wherever the Inspector has informed them that their interference would bring about an amelioration, they have, to my own knowledge, always taken the necessary action. Their interference was limited to suggestions to the managers.

1135. Can you state any instance in which the terms of the payment of local fees led to difficulties?—A few cases have come to the knowledge of the Board where attempts were made to confine the schools to a high class of pupils, by charging a fee of much the same amount as that charged in the ordinary middle class schools. At present, I have in my mind two such cases. An effort was at once made by the Board to reform the condition of the schools in that regard.

1136. You stated that the payments to teachers must be made quarterly, at the least?—So I declared. As long as our present system of payment is maintained, to make them less frequently would be utterly destructive of the whole system.

1137. Looking to the system of payments as at present existing, do you think it desirable to continue the present payments of the teachers through the medium of the managers?—I think it is exceedingly desirable to maintain that medium of payment between the teachers and the Board: I think it is an essential part of the policy of the system.

1138. Mr. *Gibson.*—I observe that in the report for the year 1865, you give, in a tabular form, the religious denominations of the patrons or managers, and also the religious denominations of the teachers; and I find that that is omitted in the report for the year 1866?—Surely the religion of the managers is repeated in the report for the year 1866.

1139. Yes, but not the religion of the teachers: why is that omitted?—The explanation I have to offer in reference to that is:—that the Lords of the Treasury had been complaining that the reports were issued in an expensive form, and that we had been publishing those reports annually in two large volumes. They were of opinion, I understand, that the report might be reduced in dimension. Accordingly, one of the Secretaries deeming it important, on the one hand, to carry out the purposes of the Treasury, and at the same time regarding certain routine statistics as not sufficiently important to occupy space in the reports from year to year, the tables were recast, and the column to which you refer was, I suppose, omitted.

1140. The column is not more than a quarter of an inch in breadth, which gives the religious denomination of the teachers in the report for the year 1865; it is not given in the report for 1866—the expense of the paper occupied by that would be nothing?—So I suppose; but, owing to the reduction of the tables I refer to, the report for the year 1866 came out in one volume. It was looked on, I presume, that every column omitted was a column of an uninteresting and non-essential character.

1141. Considering that the leading feature of the system of education is mixed, combining the co-operation of persons of different religious denominations—don't you think it a matter of great importance to show where the managers and teachers are of different religious creeds: to show how many Presbyterian teachers, how many Episcopalian teachers, and how many Roman Catholic teachers are employed under managers of a different religion from the religion of the teachers—thus showing that the system is mixed, not only as to the scholars, but with the heads of the schools?—That information had been published annually for a great number of years.

1142. The fact that teachers may be Roman Catholics and under Protestant patrons, or *vice versâ*, would show the working of the system in combining persons of different creeds in its administrations. Is that so?—Yes: but I don't think that occurs to any considerable extent. It so happens that upwards of 400 Catholic teachers have been appointed by Protestant managers; but such appointments have been almost invariably made in the case of schools where the attendance is exclusively Catholic; and the fact that the patron is a member of the Established Church, and the teacher a Roman Catholic, shows nothing as to the mixture of pupils in the school.

1143. Not necessarily; but would it not be very desirable in reference to particular parts of Ireland—I speak especially of Ulster and of some counties in Ulster where the creeds are pretty nearly balanced—would it not be desirable where the patron was of one creed, and he appointed a teacher of a different creed, to show that fact?—I think it very desirable that such a statement should be made from time to time; it has been made over and over again in the reports, and when it is deemed advisable it will, I have no doubt, be repeated.

1144. Can you assign any other reason for its omission?—I am not personally responsible for the omission.

1145. I presume it is feasible to give the numbers of the Roman Catholic, Protestant, and Presbyterian managers who have teachers of a different denomination in the schools under them in the different counties and provinces?—Perfectly feasible. I have with me detailed information on that head; I have before me returns of the number of managers of different denominations, with the number of schools——

1146. That is not what I want—I want the denominations of the teachers?—I have also in a table the denominations of the teachers; and perhaps the information you are anxious to get from the tables you suggest might be derived from the table I have before me. If you will allow me I will read it: it shows how many Catholic teachers are appointed by Protestant managers.

Mr. *Gibson.*—That would not answer the question. I should prefer a formal return.

1147. Sir *Robert Kane.*—In answer to Dr. Wilson you referred to the 131 schools I inquired about on Monday last; you stated their distribution as to model schools, and so on; you mentioned with regard to the minority in these schools not being supplied with religious instruction, that the Board were not in any way responsible for that, as they provided full facilities for it. I understood from your answer, that you considered it was owing rather to the indifference or the inertness of the parents or the pastors of the children, of the minority of the pupils, that no religious instruction was given?—Quite so in relation to vested schools generally.

1148. Do you consider that the patrons have, in any way, interfered to prevent religious instruction being given to the minority of the children in their schools?—I have never known the case of a patron of a vested school interfering with the right of the parents, and refusing admission to the clergyman appointed by the parents to give religious instruction to the minority.

1149. So far as your experience goes, you have not found that the patrons of such schools have in any way interfered to prevent the practical realization of the arrangement which the Board afford for that purpose?—Most certainly, so far as I am acquainted with the system. I am not aware that they have introduced any obstacle to the carrying out of the arrangement.

1150. The absence of religious instruction from the minority of the children in the schools has resulted from

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inertness or want of attention on the part of the parents or pastors?—Quite so.

1151. Do you believe from personal experience that practically religious instruction is supplied elsewhere than in the schools?—In a few cases, but not as a general rule. As regards Catholic pupils, who amount to 29,722 in the 1,106 mixed National schools taught exclusively by Protestant teachers, I have never personally experienced an instance of a child retiring elsewhere to get religious instruction. I know, however, that a few such cases exist. On the other hand, in the instance of the 24,381 Protestant pupils, who are attending the 2,483 mixed National schools taught exclusively by Catholic teachers, I have not heard, except in a few cases, of any arrangement existing by which they would retire to a church or a meeting-house or any other place for religious instruction.

1152. Mr. *Stokes*.—In the Seventh Report of the Commissioners, that for the year 1840, it is stated in reference to the training schools, with regard to the students in training, that in the model schools a vigilant superintendence is exercised over their moral conduct; that on Sundays they are expected to attend their places of worship, and on every Thursday to receive religious instruction from their respective pastors, who attend at Marlborough-street for that purpose—is this practice continued?—No; in reference to the teachers generally it has been long since discontinued.

1153. Is no religious instruction given on week-days?—Religious instruction is given every day in the model schools in Marlborough-street; but, as I understood you, the point of your question was as to the attendance of clergymen to give religious instruction—that, so far as the Catholic clergy are concerned, has been discontinued for a long time. In the case of the Established Church, the Presbyterian Church, the Unitarian Church, and, I believe, the Methodist Church—but I am not sure about the last—the clergymen attend regularly to give religious instruction.

1154. The Catholic students, then, receive no religious instruction from a clergyman of their church?—None. They attend the school when religious instruction is being given to the children, and they participate in the instruction by assisting in giving it, or by joining in the religious services of the moment.

1155. Religious instruction is given on Tuesdays?—Religious instruction is given daily. On Mondays, Wednesdays, Thursdays, Fridays, and Saturdays, religious instruction is given for half-an-hour; on Tuesdays for two hours. Religious instruction, so far as Catholics are concerned, is imparted only by the teachers.

1156. The course pursued by the children is supposed to be for the teachers' advantage?—The course pursued by the teachers is for their own as well as for the children's advantage. But in reference to the Catholic teachers in training, their religious instruction, or rather their religious exercises—I can scarcely call it instruction—consist simply in joining in the prayers for the day, and participating generally in each religious practice going on.

1157. They receive no course of religious instruction at all?—They get no special course of religious instruction, and never did.

1158. That was left in the hands of the clergyman?—A course of religious instruction for the Catholic teachers in training was never laid down by the clergyman.

1159. Lord Stanley's famous letter to the Duke of Leinster lays this down:—"They will refuse all applications in which the following objects are not locally provided for:—1st, a fund sufficient for the annual repairs of the school-house and furniture; 2nd, a permanent salary for the master, not less than £ ; 3rd, a sum sufficient to purchase books and school requisites at half-price, and books of separate religious instruction at prime cost." Is that regulation maintained?—No. The particular regulation in reference to local subscriptions was never carried out. It was very wisely determined by the Commissioners who formed the original Board not to carry it out; for were it attempted in schools in the remote and poorer parts of Ireland, it would be found to be impracticable.

1160. With reference to the examination of the teachers, you stated that the examination is partly written and partly oral, and that for certain examinations identical papers are used at identical hours in the same day all over Ireland?—Yes.

1161. How does the Board preserve uniformity in the part of the examination which is oral?—The institution of Head Inspectors, who have to pass from district to district, communicating personally with Inspector after Inspector, and having themselves an understanding which they originally derived from meeting together in conference in Dublin, has tended to produce a certain degree of uniformity of standard. But the Commissioners altogether commit to the discretion of the Head and District Inspectors this question of uniformity of standard.

1162. You stated, I think, that the examination of the teachers and monitors is based on the books of the National Board—that the candidate acquainted with these books is able to answer the questions?—Yes. I mentioned that there were some questions, as, for instance, deducibles from propositions in science, proposed in the oral examination, based on matters not contained in the books.

1163. How, then, can it be truly said that the use of the books issued by the Board is optional?—It is universally understood that the arrangement made by the Commissioners is, that the examinations shall take place in their own books, the books which the teachers employ daily in their schools, which, I think, is a wise arrangement. No doubt, so far as the teachers are concerned in relation to the examinations, the Board make it in a certain sense compulsory to have their own books used.

1164. The master of the school not using the books of the Board would be placed in this position—first, he would lose the profit to be obtained on the sale of the books of the Board to the pupils; next, the pupils not being taught in the books of the Board, and being examined by the Inspector in those books, would do the teacher no credit at inspection; and the teacher himself would fail in an examination out of those books, and would, therefore, lose the increase of salary to be obtained by successful answering. Under such a system, is it not the fact that the use of the books of the Board is really made obligatory?—I can hardly deny the conclusion you have arrived at in that statement, but I have never known of any cases of complaint. At the same time, I am free here to answer that, if different unexceptionable books on the several subjects embraced in the curriculum of National schools were published, it would be desirable to confer on the people the advantage as well as the right of freedom of selection.

1165. Are the school registers marked once or twice a day?—The school rolls are marked only once a day. There is no interval in the schools from the commencement of the day's proceedings to the close, except in a few cases.

1166. In your rules, what do you understand by a quarter?—We have different quarters. January, February, and March constitute one quarter; April, May, and June make a second quarter; and so on.

1167. Does the quarter consist with you of a fixed number of days?—It consists of three months.

1168. But the holidays are not equally distributed in the quarters?—The managers are at perfect liberty to keep whatever religious holidays they choose. The holidays are not distributed equally in the quarters, because they don't occur equally. In the first quarter, for instance, the ordinary holidays of National schools are—the 17th March and the 25th March; these are the only holidays that occur in the first quarter, in eighty per cent. of the National schools taught by Catholic teachers and frequented by Catholic pupils. Then there are others ——

1169. By holidays I refer to vacation?—I beg pardon, I misunderstood you. Vacation usually occurs three times in the year, in National schools:—at Christ-

mas for about ten days—in some cases a fortnight; at Easter for a week, and at Midsummer for three weeks, and sometimes four weeks.

1170. The quarters in which the Midsummer and Christmas vacations occur, are of course shorter than the other quarters?—Generally so, of course. The Christmas vacation is at a fixed time, the Easter vacation is at Easter, but the Midsummer vacation depends on the circumstances of the locality as to the farming operations.

1171. You have no certain number of days to make up a quarter?—No.

1172. Do you argue from the average quarterly attendance to the average yearly attendance?—The average yearly attendance is not made up from the average of the four quarters' attendance; the yearly attendance is made up by the average of the daily attendances throughout the year.

1173. The week has no number of fixed days in it either?—If you allow me, I refer you to the form of report book in use in the National schools in Ireland: you will see that the averages are made up in this manner:—There is an account for each month. The month is divided into the first, the second, the third, and the fourth week, and the extra days that may occur. Then for the first week there are given tots of the totals on rolls and total attendances of all the days composing the week; and similarly tots are given for the second, third, and fourth weeks, and for the extra days. Then, again, there is a tot made of the totals on rolls, and total attendances of the whole month, which divided by the number of days included in the tots, gives the average on rolls and the average attendance for the month.

1174. How many school days are there in this week?—In most National schools there are only four, as Saint Patrick's day occurs in this week. In Dublin, however, there may be five, as Saturday is generally becoming, on the North side of the city, a school-day.

1175. Speaking generally, there are only four school days this week?—Yes; four.

1176. To ascertain the average attendance for this week, you would divide the tot by four?—Yes.

1177. To get the average attendance for last week, you would divide by five?—Yes. And the average attendance of the year is obtained by dividing the total attendances of all the school days of the year by the total number of school days; the number of actual school days, on the average, in the National schools throughout Ireland being 200.

1178. Is there any fixed period of a day during which the children must be under instruction to get credit for attendance?—The children in most National schools are permitted to arrive up to the hour of roll call, which may be as late as twelve o'clock.

1179. To take an extreme case—supposing fifty nurses of nineteen years were to carry fifty babes of two years old in their arms into a school, a few minutes before the closing of the school, would they count for a hundred?—That could not possibly occur, for the roll is called not later than twelve o'clock, and none are counted in the day's attendance who arrive after that.

1180. Well, then, take it a few minutes before twelve o'clock?—There are three hours of school business after twelve o'clock.

1181. But they might go away?—The teacher's business is not to let the pupils go away; but any such set of circumstances as you suggest, if it were possible to fancy their occurrence, would not, of course, be tolerated for a moment.

1182. Is it not, under the rules of the Board, the direct interest of teachers and of the Board to make the attendance on the books as large as possible?—The Board have no interest one way or the other in the question whether the attendance is large or small; but it certainly is the interest of the teacher that the attendance shall be at least equal to the number required for his class salary.

1183. Can you state the total number of children in attendance in National schools for the year 1867?—I cannot for 1867; but for the preceding year, 1866, the average attendance was 316,225.

1184. Do you know what was the actual number present at the inspection of the same schools during the same year?—There are three inspections of each school. At the inspections, when the primary examination of the year takes place, the total of all the pupils present generally corresponds with the average attendance, which, I have just stated, is 316,225.

1185. You can't tell exactly what number of children were seen in the schools by the Inspectors in one year?—Not precisely; but I may perhaps have an opportunity of referring to the tables published for the year 1865, containing detailed information as to the numbers examined by the Inspectors.

1186. You said the poverty of managers and teachers would make annual payments impossible—would not the difficulty be confined to the first year after the change?—How are the teachers to live for the first year?

1187. Supposing the first year's difficulty got over, would not the teachers and managers be able to arrange for every succeeding year?—You assume, as a starting point, the possession of £200,000 in the pockets of the managers and teachers for the purpose; an hypothesis which assuredly is not sustainable.

1188. Do you consider it impossible, or highly undesirable, for the Board, when the first quarterly payments fell due, to pay the managers the amount for the whole year?—I don't think that would be a judicious regulation. The teachers are not bound by any arrangement with the managers or the Board to remain for a single day beyond the time of payment.

1189. If the teacher left, the manager would appoint another teacher?—But if the manager failed to appoint another teacher, there might be some trouble or procedure necessary to get him to recoup the remaining portion of the year's imprest.

1190. Do you not think the integrity of the managers would afford security enough on that head?—I believe that the managers, as a body, are as honourable and as fully possessed of integrity as any set of men in the world; but I do not think it desirable to give any body of men, beforehand, the amount of money necessary to carry on a school for a year.

1191. Rev. Mr. *Cowie*.—In reference to the accounts sent in by your Inspectors, you said very few discussions arise in settling matters of an unpleasant character?—I did.

1192. Are your Inspectors, as a body, punctual?—They are remarkably punctual. Cases, to be sure, have occurred where Inspectors have failed to be so, but I venture to say it would be very hard to find a set of men who are more punctual.

1193. Are they diligent in their work?—As a body, they are as diligent as any public servants could reasonably be expected to be.

1194. Are they quite satisfied with the notice taken by the office of their recommendations?—I have very rarely met with a complaint on that head. I have an official knowledge of the sixty Inspectors and the six Head Inspectors, and I have not heard a murmur in reference to one decision out of 1,000.

1195. Have you any difficulty in settling the proper gradation of officers in your department: it seems to me your District Inspector may receive directions from Secretaries, Chiefs of Inspection, or from the Head Inspectors, so that he has got three masters; therefore I am puzzled at their extreme satisfaction?—You divide one of the masters into two, for the Secretaries and the Chiefs of Inspection, constituting what may be called "the office," may be regarded as one. The directions that emanate from the office proceed to the District Inspector through the Secretaries. The Chief of Inspection may be the author of such instructions, but the instructions positively, and practically, reach him through the Secretaries.

1196. Put these two together, there are many communications which pass to the District Inspectors that do not come through the Chiefs of Inspection?—Many; but only of a local character between the Head Inspector and the District Inspector.

1197. He may receive orders from the Head Inspec-

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tor at the same time which would clash with the orders from the office?—That is impossible. The Head Inspector's duties are so clearly defined, as are also those of the District Inspector, and the relations of each with the office, that it is impossible for any such clashing of orders to take place.

1198. You promised to give us the Code of Instructions to the Inspectors?—I have handed it in.

1199. Do you consider the plan now in operation, by which teachers sell books to the children and make a profit thereon, is advisable?—I am not altogether satisfied about the propriety of that arrangement. I am bound to say that, though there is on the whole, general satisfaction expressed with reference to it, and that a vast majority of the Inspectors and nearly all the authorities of the office are in favour of it, I am not myself perfectly sensible of its advantages.

1200. The Inspectors approve of it?—Yes; most of them do.

1201. And the masters and managers, of course?—Yes; the teachers, of course, who derive advantage from it, approve of it.

1202. Has this been long in operation?—Only about four years.

1203. Why was it introduced?—It was introduced with the view of giving teachers a special interest in having their schools well stocked with books for sale to the pupils.

1204. It gave them a pecuniary advantage?—Yes. I think, however, the object the plan was intended to secure might have been attained without offering the teachers the pecuniary inducement.

1205. It was not done with a view to increase the sale of the Board's books?—The Board had no such purpose in view. In having any such purpose in view they would be acting, to a certain extent, very irrationally; as they lose by every book, and the more sold the worse for their finances.

1206. Do they not gain on selling to the public?—The Commissioners do not sell to the public. Since 1849 they have not been permitted by the Lords of the Treasury to sell books to any other than teachers and managers for use in National schools.

1207. Do they buy from their publishers?—The Commissioners have two classes of books: one class they print and publish themselves, and sell at reduced prices; another class they purchase from private authors, and sell at the same reduced rates as the books published by themselves.

1208. Do you think it would be a just suspicion that the Board had in view the forcing their books upon the schools?—I think it would be a very unjust suspicion. I never heard anyone state that such a suspicion existed in the country.

1209. I mean by the plan of issuing books to the teachers to dispose of at this profit of twenty per cent.?—I think it perhaps justifiable in a stranger, not knowing the circumstances of the country, to entertain such a suspicion; but the object of the plan was as I have stated.

1210. Do you think none but strangers would imagine that?—I think anyone acquainted with the general working of the National system would imagine very differently.

1211. You were asked about the editing of the annual report; are you responsible for editing the annual report in any sense?—No; I am responsible only in reference to the inspection. I am responsible for the appearance, in the appendix to the annual report, of extracts from the Inspectors' Reports, and if there are statistics accompanying those extracts, I am responsible for them also, as they are prepared by the clerks in connexion with my department, and are issued under my fiat.

1212. We may consider you responsible for the statistical tables?—The statistical tables in connexion with the inspection. The finance tables come from the Accountant's department, with which I have no connexion.

1213. Mr. *Gibson*.—You stated it was in order to give an interest to the teacher in keeping up the stock of books in the school that this profit was given; was there not another reason, that the children were very badly supplied with books, inasmuch as the Board's depot might be at a considerable distance, and much time be required to get books from it. Was it not, in fact, rather to facilitate the supply of books to the children rather than merely to supply the school itself or advance the teacher?—So far as I know, tracing back to my first connexion with the inspection in 1848, I am not aware that any such system as that of the teacher's going to the depot to purchase the books, ever prevailed.

1214. Though this system was enforced, was there not always a depot of books at some particular part of the district from which the school was supplied?—Just as at present; there has been no change made. Each Inspector has a depot which contains the parcels sent from the office.

1215. Does this arrangement very much facilitate the supply of books to the schools?—It has given such an interest to the teachers to keep an adequate stock on hands, that I believe it has considerably facilitated the supply of books to the school; but I think the purpose might have been effected by other means.

1216. Were complaints made as to difficulties in getting school-books owing to the distance of the depots?—The arrangement could not have been conceived for any reason of that kind, as the depots remain unchanged.

1217. Rev. Mr. *Cowie*.—You state that the Board did not gain by sale to the public. I will read you a passage from the Seventh Report, page 161:—"We make to the managers of schools, wherever situated and whether in connexion with us or not, the same allowance upon the purchase of them that we make to booksellers; but although the pupils get them on very moderate terms they never get them under the cost to us. On the contrary, the price they pay yields a profit to us on the transaction"?—I think I mentioned that since 1849 the Board has ceased to sell their books to any but persons connected with the National schools for use in National schools. Before 1849 they sold them to everybody. They sold them to managers of schools in the colonies and in England; and they gained, up to that period, a slight profit on sales made to persons extern to the system.

1218. Rev. Dr. *Wilson*.—Are the books, as a matter of fact, forced on the schools in consequence of this arrangement?—Certainly not.

1219. Have you found any extravagant increase in the sale of books since the arrangement was made, considering the necessities of the schools?—Certainly not.

1220. Master *Brooke*.—Do you find other books in use in the schools besides those books sanctioned by the Board?—The difficulty of selecting books suitable for use in schools attended, or liable to be attended, by children of different denominations is so great, that, practically, the books of the Commissioners are almost exclusively used in the National schools. A set of books that could be unequivocally approved for use in the National schools, so far as I at present know, is not to be had in the English language, except the books published and sanctioned by the Commissioners. I lament that fact myself very much. I am aware that various teachers and managers have tried to get other sets of books, but I have never yet seen that a selection was successfully made.

1221. Are you acquainted with Chambers's series of elementary school-books?—I am, to some extent; they are not adapted for use in the National schools. Of course I do not refer to the books on arithmetic, algebra, geometry, or such subjects.

1222. What is the reason they are unsuitable?—Because of the religious difficulty. I refer only to books of a literary character as being unsuitable, for of course there are scientific books very generally used in our schools which are not the books published by the Board. With every disposition on the part of a great number of managers to select other books, I have never known, as I have already said, a case in which they succeeded in getting books that could be adopted.

1223. I asked you whether in point of fact other

books are used in National schools besides those of the Board?—The only books other than those published by the Board that are in use in National schools are books on arithmetic, geometry, algebra, and subjects into which the religious question could not possibly enter.

1224. Is it any part of the Inspector's duty to inquire as to the books and to report to you?—Yes; he has to report as to what books he finds in use in the schools, and if he meet with any that are not the books published and sanctioned by the Commissioners he has to give a statement of their contents, or send copies of them to the Board for examination.

1225. If books, other than the books sanctioned by the Board, are in use, they must be known to the National Board?—It is impossible for a particular book to be in use in a school without the Board's learning the fact very quickly.

1226. Are the reading-books and histories of the Christian Brothers' schools used in National schools?—They are absolutely prohibited by the Board. In different schools attempts were made to introduce them, but the Commissioners invariably resisted the proceeding. I refer in all my observations to the literary books. To the Christian Brothers' arithmetic for instance, no exception, of course, has ever been taken, it (as well as all the other books of the Christian Brothers) being in a scholastic point of view, unexceptional.

1227. The Bishop of *Meath*.—You have stated that in the case of a school having had a certain number of pupils, and which number has fallen below the number required for the class to which the teacher belongs, a grace is allowed?—Yes.

1228. For how long is that grace allowed?—So long as the school maintains the minimum number covered by the grace allowance, the grant of class salary is continued.

1229. What is the grace allowed?—A first class requires an average attendance of 35. The grace average enables a teacher in the first class to get his full class salary with an average of 30·1. That indulgence may remain perpetual.

1230. Did you say there was a deficiency of teaching power; and if so, did you refer to quantity or quality?—There is an excess of teaching power, in my opinion. I mean as to the employment of assistant-teachers.

1231. Under the present rules, an examination is substituted for training in the central schools. For the purpose of promotion to first class, a man may be raised now from one class to another by the result of examinations, instead of by the result of training at your schools?—The rule always enabled the Inspectors, subject, of course, as to their recommendations, to the revision and approval of the Board, to classify teachers in the country—to classify untrained as well as trained teachers; but it limited the power of the Inspectors in the classification of untrained teachers to the higher division of the second class. Since the alteration of the rule your lordship refers to, the Inspectors in the country have the power to promote even the untrained to the first class.

1232. Do you consider that desirable?—I do. I think it was a very great injustice to a very large number of teachers, who, from the conscientious scruples of their managers, were not permitted to come up for training, and who were, therefore, debarred the right of attaining to the first class.

1233. Do you consider that a man who is in the first class from the result of examinations, is equal to a man trained at your schools in Dublin who gets a first class?—It is very likely that the untrained man who gets to the position of first class by examination had been originally a monitor, and had afterwards passed through the different grades of his profession; and then it is certain that he must be a man of considerable aptitude as a teacher, and that he must possess the acquirements of a scholar. I do not see, upon the whole, why such a man may not turn out to be quite as useful a teacher as a person trained in the Normal schools at Dublin.

1234. What special advantages have the teachers trained here?—The special advantage is, that they have an opportunity of seeing, when in Dublin, well organized model schools, with all the arrangements that are serviceable in connexion with school-management, and that they have the opportunity of attending courses of lectures by the professors and their assistants on the different subjects of the curriculum of the National schools, as also the valuable lectures of Mr. Joyce, the head master, on method and school organization.

1235. Has the number of trained teachers fallen off since the rule was made—I mean the number trained in Dublin?—It has.

1236. Do you consider the qualifications of teachers should be enlarged, so as to embrace other branches than what they at present acquire; such, for example, as Latin and modern languages?—I think that for the purposes of the country the requirements at present enforced are ample. But should classical studies be introduced into the schools, it will be for those who have to teach the classics to show proficiency in them.

1237. Do you consider it desirable that primary education should be so developed as to extend into that sort of intermediate education?—I do not desire that it should extend into what is popularly understood as intermediate education; but I think that the ordinary National schools attended by the children of the peasantry and others might legitimately afford opportunities for classical instruction to numbers of pupils of genius and promise, who from their isolation or poverty might for ever be debarred from getting a classical education in an intermediate school.

1238. Are there many of the National teachers who as matter of fact possess knowledge of that higher kind?—In most of the sixty school districts a few teachers so qualified would be found.

1239. Do you find that such persons stay with you?—As I have said, they are not numerous, but they are generally excellent teachers, who are pretty well to do.

1240. Do you think it at all likely a teacher possessed of those qualifications would confine himself to the extent that he ought to the primary education of children of meaner capacities—that he would limit himself to the most essential parts of his business?—Such a man, if a more remunerative class of employment offered, would, I have no doubt, abandon primary teaching; and I am sure that we lose many such men every year;——

1241. The object of my question is this, whether you think imparting that higher education to your primary teachers has a tendency to improve the primary education of the country or not?—I have no doubt in the world it will not interfere with it.

1242. Lord *Clonbrock*.—Do I understand you to say the National Board sell their books only to their own schools?—Only to their own schools. The public generally cannot procure them from the Board; but since 1849 the copy-right of our books is public property, and any publisher in England, Ireland, Scotland, or elsewhere, who chooses to print, publish, and sell them, has perfect liberty to do so.

1243. Are they the same books as those published by the Board?—Books identically the same as those published by the Board are published by private persons in England, Ireland, and Scotland. They print, publish, and sell them.

1244. Those other publishers issue other editions with the same matter in them?—Precisely the same matter. For instance, Mr. Thom, the printer to Her Majesty's Stationery Office, has editions of our books for sale. Again, Mr. Falconer, of Sackville-street, has published a set of National school-books corresponding *verbatim et literatim* with the books of the Board.

1245. You have no copyright in the books?—We possess no copyright.

1246. Mr. *Dease*.—With regard to the question of monthly payments, I think you stated there had been instances of requests from teachers for such payments?—For a number of years it has been a moot point.

1247. Did those requests come from any teachers?—From different bodies of teachers, meeting in different parts of the country, discussing their own affairs, and making representations of their wants and desires.

1248. As to the payment of school fees, are the re-

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quirements as to payment of those fees by the children the same in the schools of all classes in Ireland?—The Commissioners have no rule rendering it compulsory on parents to pay any fixed rate in any school, except in their own Model schools; and they have laid it down that in their own Model schools, except in the case of Trim, to which I referred on Monday, certain fees shall be paid by those who choose to attend them.

1249. As a matter of fact, are the school fees paid as much in ordinary schools as in, we will say, the convent schools, or more in one than the other?—Oh, in the convent schools, much less in the shape of school fees is required to be paid by the pupils than in the ordinary schools, as in convent schools the desire of the conductors is, to impose as few difficulties as possible upon the admission of children. Accordingly, in convent schools, the rules about school fees are not at all as rigid as in ordinary schools.

1250. I think you stated, in reply to a question asked of you, that there was no instance where patrons of vested schools had prevented religious instruction being given by pastors not of the same religion as the patrons?—I am not acquainted with any such case. If any such case arose, the Board would interfere to prevent it.

1251. Have there been any such cases arising with patrons of non-vested schools?—In the case of non-vested schools the rule authorizing the respective pastors to give religious instruction in the school was long since abolished; but instances have occurred where the patron of a non-vested school has not permitted a clergyman to give religious instruction, though the clergyman was anxious to do so, to children of his own creed.

1252. Professor *Sullivan.*—That is contrary to the original principle of the Board?—The original object of the Board and the original principle appear to have been otherwise.

1253. Mr. *Dease.*—Is the allowance of 20 per cent. upon the sale of books made in all classes of schools?—All classes of schools, save Model schools.

1254. In reference to what you stated on Monday as to the teaching of history being excluded from certain classes of schools, has there ever been any plan thought of by which that omission could be supplied?—Well, Lord Powerscourt has a school in Enniskerry in which an arrangement prevails which appears to me to be a very excellent one. In it history is taught at a *separate* time just as if it were the hour for religious instruction. It is publicly notified that at a certain hour of the day history will be taught in the school, and that at that time the parents and guardians who object to that historical teaching may withdraw their children. I think an arrangement of that kind might be generally adopted, by which history could be introduced into the National schools without any difficulty; to have the historical teaching at an appointed time, and to leave it perfectly optional on the part of parents whether their children shall attend it or not.

1255. In your opinion does the constitution of the National Board facilitate the ends of justice in reference to dealing with any cases of complaint that may arise between different grades of officers?—I think the composition and constitution of the Board are particularly favourable to dealing fairly with remonstrances on the part of the different grades of officers and the managers. The Board, consisting as it does, when its numbers are complete, of twenty members, who are perfectly independent of one another and of the central administration, residing in different parts of the country, and having friends, and connexions, and correspondents in every direction, have the very best opportunities of hearing of cases of complaint, whether as between the different grades of officers or as between the managers and the Board, and of drawing the attention of the Board generally, or of the officers at head-quarters, to them. In that important respect, I conceive that the fact that our Board is a large and representative one, is highly conducive to the carrying out of the principle to which you appear to refer in your question.

1256. With regard to the class-roll, you stated that it was called at twelve o'clock?—Not later than twelve; but teachers have perfect liberty, with the sanction of the managers, to arrange to have it called at an earlier hour.

1257. I presume the process of calling the roll is effected by calling on each of the pupils to answer to his own name when it is called?—The ordinary process is that the teacher takes up the roll, and calls out each name; then if the child answers "present," he is marked as such for the day.

1258. Would this mode of calling the roll practically obviate the difficulty suggested by Mr. Stokes in his supposititious case of the nurses with the babes in their arms, as babes would not be likely to answer to their names?—Perhaps so; but in the case of infant schools the teacher has simply to observe whether so and so is present, without requiring an answer.

1259. Professor *Sullivan.*—Do you know of any cases where the code of regulations for the guidance of the Head Inspectors and the District Inspectors has been objected to by the Head Inspectors and District Inspectors?—The code of 1855 is the only code published.

1260. Has any objection ever been made with regard to some of the rules in that code?—A remonstrance was at one time made by the Head Inspectors, and perhaps it is to that document you are alluding; but it is so long since that I am not at present prepared to say from memory whether it referred to points in that code.

1261. Were not some of the rules laid down very objectionable?—There is only one edition of the code, and I don't remember that there is any rule in it that any person might reasonably take exception to. So far as I at this moment recollect, no exception was ever taken by the Head Inspectors or District Inspectors or anyone else to the code of instructions; and so far as the Head Inspectors are concerned, for the very good reason that practically they are the authors of it. In the year 1855 a conference of Head Inspectors took place in Dublin, and during this conference the regulations, which were ultimately embodied in the code, were suggested or drawn up by one or other of the body, and, as I remember, written out in form by myself, who, as the junior Head Inspector, had the secretarial or clerking duties of the staff to perform. That code was drawn up, I recollect, with the assent of the whole body.

1262. Did you ever hear of some circular letter of the Head Inspectors?—I do know of such a circular; it was not, I should say, in relation to the code.

1263. What had it reference to?—Why, it is a long time since it was written; it had reference, as well as I can remember, to the various instructions that issued through Mr. M'Creedy, the first Chief of Inspection. Exception was taken by the Head Inspectors to his proceedings, and the Board were anything but pleased at their taking such exception.

1264. That document is on record?—That document is in the office. I have not seen the Head Inspectors' letter since I signed it. I was one of the Head Inspectors who signed it.

1265. Could we have a copy of that document?—I dare say you could. I have never seen it since.

1266. Could you give me from the report of 1866 the distribution of the Inspectors in the school districts of Ireland according to their religious denominations?—I have not a list before me, but I think I can supply the names to you from memory.

No. 1, Letterkenny, Mr. Barrett, Roman Catholic;
No. 2, Londonderry, Mr. Duggan, Roman Catholic;
No. 3, Coleraine, Mr. Bole, Presbyterian;
No. 4, Ballymena, Mr. Wilson, Presbyterian;—

1267. Rev. Dr. *Wilson.*—I presume you are giving the distribution at this moment?—Yes.

No. 5, Lurgan, Mr. James Brown, Presbyterian;
No. 6, Strabane, Mr. Nesbitt, Methodist;
No. 7, Maghera, Mr. Irvine, Unitarian Presbyterian;
No. 8, Belfast North, Mr. McIlroy, Presbyterian;
No. 9, Belfast South, Mr. Molloy, Roman Catholic;
No. 10, Newtownards, Mr. McDonnell, Roman Catholic:

No. 11, Donegal, Mr. Kealy, Established Church;
No. 12, Sligo, Mr. Robinson, Established Church;
No. 13, Enniskillen, Mr. Healy, Roman Catholic;
No. 14, Omagh, Mr. Adair, Established Church;
No. 15, Dungannon, Mr. Morell, Presbyterian;
No. 16, Armagh, Mr. Osborne, Presbyterian;
No. 17, Downpatrick, Mr. Kennedy, Presbyterian;
No. 18, Monaghan, Mr. Eardley, Roman Catholic;
No. 19, Newry, Mr. Porter, Established Church;
No. 20, Ballina, Mr. Wood, Established Church;
No. 21, Swineford, Mr. Donovan, Roman Catholic;
No. 22, Boyle, Mr. Rogers, Presbyterian;
No. 23, Cavan, Mr. H. W. M. Rogers, Presbyterian;
No. 24, Baillieboro', Mr. Simpson, Presbyterian;
No. 25, Drogheda, Mr. McCreanor, Roman Catholic;
No. 26, Westport, Mr. Nichols, Established Church;
No. 27, Roscommon, Mr. McSwiney, Roman Catholic;
No. 28, Longford, Mr. Bradford, Established Church;
No. 29, Trim, Mr. Conwell, Roman Catholic;
No. 30, Dublin North, Mr. Sheehy, Roman Catholic;
No. 31, Ballinamore, vacant, but will be occupied by a Protestant—not certain whether Established Church or Presbyterian;
No. 32, Tuam, Mr. Cowley, Established Church;
No. 33, Mullingar, Mr. Darcy, Roman Catholic;
No. 34, Galway, Mr. Gordon, Presbyterian;
No. 35, Ballinasloe, Mr. O'Neill, Roman Catholic;
No. 36, Parsonstown, Dr. Samuel Brown, Presbyterian;
No. 37, Naas, Mr. O'Galligan, Roman Catholic;
No. 38, Dublin South, Mr. O'Carroll, Roman Catholic;
No. 39, Carlow, Mr. Coyle, Roman Catholic;
No. 40, Wicklow, Dr. McSheehy, Roman Catholic;
No. 41, Portarlington, Mr. Graham, Established Church;
No. 42, Gort, Mr. Stapleton, Established Church;
No. 43, Thurles, Mr. Lalor, Roman Catholic;
No. 44, Athy, Mr. W. R. Molloy, Roman Catholic;
No. 45, Ennis, Mr. O'Driscoll, Roman Catholic;
No. 46, Tipperary, Mr. John Brown, Presbyterian;
No. 47, Kilkenny, Mr. Harkin, Roman Catholic;
No. 48, Youghal, Mr. Mahony, Roman Catholic;
No. 49, Waterford, Mr. O'Connell, Roman Catholic;
No. 50, Enniscorthy, Mr. Fitzgerald, Roman Catholic;
No. 51, Limerick, Dr. Potterton, Established Church;
No. 52, Newcastle West, Mr. Hanlon, Roman Catholic;
No. 53, Clonmel, Mr. O'Hara, Roman Catholic;
No. 54, Tralee, Mr. Lane, Roman Catholic;
No. 55, Macroom, Mr. Strong, Established Church;
No. 56, Mallow, Mr. Bateman, Established Church;
No. 57, Killarney, Mr. McNamara, Roman Catholic;
No. 58, Bantry, Mr. Seymour, Roman Catholic;
No. 59, Dunmanway, Mr. Connellan, Roman Catholic;
No. 60, Cork, Mr. Gillic, Roman Catholic.

1268. Professor *Sullivan*.—How is it that the districts of Coleraine, Maghera, Ballymena, Belfast North, Downpatrick, Lurgan, Armagh, and Dungannon, the great centres of the Presbyterian population in Ireland, should have Presbyterian Inspectors?—Well, so far as my own opinion goes, I would think it much more desirable that Protestant Inspectors should be in Catholic districts, and Catholic Inspectors in Protestant districts. Such a recommendation as that was made, I remember, by the Chief Secretary for Ireland, in his place in the House of Commons, in the year 1860. How it happens that such a uniformity prevails I really am not prepared at this moment to explain.

1269. You admit, however, that it is a remarkable fact that the great centres of the Presbyterian population are precisely the places in which Presbyterian Inspectors are stationed?—Yes; and I think it desirable that an alteration should take place, so as to break up that uniform arrangement.

1270. Besides Mr. Thom and Mr. Falconer, do any printers and publishers in Ireland take advantage of the right to print and publish the books of the Board?—Several. There is a publisher in Thomas-street who has published an edition of our First Book at exactly the same price at which we who lose by its sale dispose of it to the National schools. Several others publish the National school books.

1271. What led in 1849 to the change with regard to the mode of printing and publishing the books?—An agitation arose amongst the great London publishers, who regarded the practice of the Board as an interference with the principles of free trade in the sale and production of books for public schools. They remonstrated with the Government, and Earl Russell, who was then Prime Minister, communicated with the Board upon the subject. I happen to be personally acquainted with the controversy, as I was deputed to discharge some business in London in connexion with it. However, the upshot of the negotiation was, that although the Board made every effort to retain their old right of selling books to persons, whether connected with their own schools or not, Earl Russell decided that the Commissioners were to confine themselves strictly to the sale of books in their own schools, and by the same minute rendered the copyright in our books the property of the public.

1272. What is the present arrangement with regard to the printing of books—does the Board buy indiscriminately from all those who produce them?—No. The Board makes contracts with printers. For instance, Mr. Thom has certain books to print, Mr. Falconer has certain other books to print. I am not personally familiar with that part of the business of the office—I suppose competition enters into the matter, but I am not quite sure.

1273. Is there a revision made of each book under the superintendence of the Board before it is reprinted?—No. The same edition is printed over and over again, and no revision, in the sense of altering the matter, takes place when an order is given to the printer to print off a new lot.

1274. So that, in fact, Mr. Thom or Mr. Falconer might stereotype the book?—I am not acquainted with their arrangements, but I dare say they do.

1275. If the books be not revised before new contracts for printing are entered into, would not persons not previously contractors for the Board be practically shut out?—I think a person who has the contract for one period has an immense advantage over others in a subsequent competition, owing to the circumstance to which you allude.

1276. Has a practical monopoly in fact?—Well, I suppose to a considerable extent it is very much of a monopoly. At the same time, I should observe that latterly we have been revising our books, and that new editions of the first four of our books have appeared, and that a new edition of the fifth is in the press. Of course the printers in these cases have had to set up new type.

1277. Has not that arrangement, by which the books have not been revised previous to entering into new arrangements with the printers, been very detrimental to the trade in Ireland?—I dare say that Mr. Thom, or Mr. Falconer—assuming that they stereotyped the books—have been able to print the works at a much lower rate than if they had, again and again, to set up the type. I am not acquainted with the arrangements of Mr. Thom, or of Mr. Falconer.

1278. When was the text book on natural philosophy last revised?—That book has not been revised for a great number of years. When the Government suggested to the Board a general revision of all their books, it was contemplated to revise that book as well as all the rest. The Board, however, has not yet come to that stage of the revision, and the "Natural Philosophy" remains to-day pretty much what it was some twenty years ago.

1279. Are you aware that Mr. Thom stereotyped that work, sold it at 1*s.* 6*d.*, stamped it with the name of the Board, and circulated it as the science of Ireland within the last three or four years?—I am not aware of that.

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1280. Mr. Justice *Morris*.—Do you attend the meetings of the Commissioners?—I do not, unless I am specially summoned.

1281. It is not a portion of your duty to do so?—No.

1282. Is the course of instruction in the ordinary National male schools throughout the country very much the same as in the female schools?—There is a programme of proficiency for males, that, to some slight extent, is different from that used for females.

1283. What is the course in an ordinary National school?—Reading, writing, writing from dictation, arithmetic, grammar, geography, spelling, and, in some schools for boys, geometry, algebra, mensuration, agriculture, and so on. For girls, the course is reading, writing, writing from dictation, arithmetic, spelling, grammar, and geography, with needlework.

1284. The subjects are very much the same?—The essential subjects of reading, writing, arithmetic, and so on, are common to both.

1285. Have you had representations from the managers of schools as to the non-necessity for grammar?—I have heard many managers and teachers express an opinion that grammar is an unnecessary study for junior boys and girls, and I myself agree very much with managers and teachers in that opinion.

1286. Has there been any alteration made since this Commission issued?—None that I am aware of; and I am sure I would have heard of it if anything of the kind had occurred.

1287. I find by the report of 1866 that a great number of the District Inspectors report substantially that there is a great deal of time wasted in teaching the children of the humblest classes grammar and the parsing of sentences, which becomes a mere mechanical operation?—Well, I quite agree with any Inspector who says that.

1288. Why have no steps been taken to rectify that?—It would be a very serious revolution in a system of education to suddenly exclude so important a study as grammar. The question must first be well discussed by the Inspectors, and by the public generally.

1289. I don't ask as to the total exclusion of grammar, but as to whether some of the time given to it might not be more profitably devoted to reading, writing, and arithmetic. When the District Inspectors and the managers have been for years complaining that time is wasted in teaching the children of the humbler classes to parse sentences, why has there been no change made in that respect?—The question has never assumed that general condition of remonstrance which your question would appear to indicate.

1290. Are you not aware that a great number of the Inspectors state that parsing is a mere routine process—an attention to technicals—to the exclusion of reasoning and common sense that everyone complains of. I ask you whether, as Chief of Inspection, you have brought the subject before the Board?—I apprehend I must myself from time to time have written, for the information of the Board, much to the same effect.

1291. Haven't these complaints been going on for years?—All I have to say is, that I am not in any way responsible for the retention or removal of this subject in the teaching of the junior classes.

1292. Who is responsible?—The Board. The Board has been advised by the Inspectors in the different reports you make allusion to.

1293. Do the Board consist of gentlemen whose business in life enables them to give any real practical attention to matters of detail of that sort?—I think the Board has shown that it is capable, in matters of detail, even in matters of a technical character, of dealing very intelligently with its duties.

1294. You don't attend the meetings of the Board?—I know the result of their deliberations by their decisions.

1295. Has the result been, that though there has been a constant remonstrance from the managers and District Inspectors for years as to the time of the children of the humble class of the peasantry in Ireland, of the south and west especially, being wasted in parsing sentences, to the loss of learning reading, writing, and arithmetic—and though you consider these complaints are well founded, yet, there never has been any reformation?—As I have said, the subject is a very serious one—and altogether one of opinion. A change in it, in an educational point of view, would constitute an immense revolution. I dare say that in due time, as is generally the case in all such controverted matters, we shall have the existing system of teaching the junior classes thoroughly discussed, and, if necessary, rectified.

1296. You are conversant with the system of the Model schools?—I am.

1297. Now, without getting into the question at all as to whether they should be denominational or otherwise, I ask you do not the Model schools afford undue advantages, in a financial point of view and in a free-trade point of view, to the children of persons who ought to pay for their teaching?—They are open to the children of every class.

1298. Are you aware that in many towns the children of magistrates, the children of aldermen, of town councillors, of doctors, and, in fact, of the *elite* of the town are taught in these Model schools?—I am aware of that fact. I myself think it a very unobjectionable arrangement.

1299. Do you think it fair to the tax-paying community that education should be given, in towns in which these Model schools are, to the children of persons who are as well able to pay for the teaching of their children as any other members of the community?—If they were admitted to the exclusion of the poor, I would say an injustice existed; but special care is taken that they shall not be admitted to the exclusion of the poor.

1300. Do you think it is not a protective system under which the State, in particular localities, pays for the education of the children of the *elite* of the locality?—Why, if the magistrates and the other persons to whom you refer were to send their children to the ordinary schools, the Commissioners could not interfere.

1301. In ordinary schools they would have to pay for them?—Not in the ordinary National schools.

1302. I mean by ordinary schools schools not connected with the National Board?—But my answer referred to ordinary National schools.

1303. Do you think it is fair, as a question of taxation, that the poor taxpayers of the community should have to pay for the teaching of the children of the *elite* of the locality?—As to the Model schools, I think that their case is identical with that of the ordinary National schools, and it must be admitted that there can't be any possible objection to anyone who chooses to become a pupil in an ordinary National school. I think that is the great principle of the National schools, that they are open to everyone, utterly irrespective of class and creed.

1304. But, putting class and creed aside, should the assistance of the State to the education of children be given, wholly irrespective of the ability of the parents of the children to pay for their education?—When the system was first started it was pronounced to be a system of non-restriction and non-compulsion; and it remains so still.

1305. If there is a school in a town which, up to the establishment of Model schools, has been supported by payments from the parents of the children of the *elite* of the locality, and that there is a Model school established, supported by the State in the locality, must not the necessary result be that that school which had previously existed must cease to exist after a little?—I am quite prepared to admit that the establishment of a Model school, efficiently conducted and well supplied with teachers, will have the effect of interfering with the prospects of such a school as you now refer to; but I don't well see at this moment how the State can step in to interfere with the institution of Model schools simply on that score.

1306. In a financial point of view, would not this be the result: that all the schools that existed on a free trade principle would be gradually driven out?—If you refer to ordinary private schools belonging to private people, the effect of the institution of every State system

of education, is, to some extent, to drive such schools from the school world.

1307. Do you think therefore that that is not, independent of any other, a substantial objection to Model schools in the abstract?—Well, I think it is not a substantial objection to the institution of Model schools any more than it would be to the institution of common National schools—that is my decided conviction. If it were an objection to the Model schools now in existence, and supported entirely by the State, the same objection would apply to the class of Model schools under local management suggested on a recent occasion, and still under consideration.

1308. Is music a part of the course in any of the small National schools?—It is not an essential part, but whenever managers choose to introduce it into the school course, the Commissioners favour it by awarding a premium to the person who teaches it, if it be efficiently and successfully taught.

1309. Have you heard any complaints from managers or District Inspectors of the fact that in National schools the teaching of playing on the piano, to the children of humble peasants, interfered very much with their learning needlework and other things that might appear, at all events, to an ordinary person, much more practical education than the piano to such persons?—In the first place, I have never heard any complaints in reference to music at all; but in reference to the second part of the question, that of teaching the children of the humble peasantry the playing on the piano, I have never heard of a case of the kind.

1310. Have you ever heard of it in convent schools?—I have never heard of the children attending National schools, convent or ordinary, being instructed in the piano as a part of the routine business of the schools.

1311. Do you know of children of the artisan class being taught music in these schools?—Vocal music is taught in many of the schools.

1312. Do you know of such children being taught instrumental music?—The only persons, unless under extremely exceptional circumstances, taught instrumental music, in convent as in model schools, are the senior children who can remain at extra hours to receive such instruction, and they are almost invariably the monitors who are preparing to become school teachers, and to whom the ability to perform on a musical instrument may be important.

1313. You have never heard complaints on the subject from the parents of children that the desire of the children to learn music interfered with the learning of needlework?—I have never heard of any such complaints; and my experience of convent schools leads me to the conclusion, that one of the most attractive features in their organization is the provision for teaching the harmonium to the monitors, and singing to all the pupils.

1314. Have you never heard complaints of its being so attractive, that so much time was devoted to the attraction, that the ordinary business of needlework, of reading and writing, was neglected?—That can't have reference to convent schools, for needlework is not neglected in that class of schools. I may have an opportunity of reading for the Commission the statistics of convent schools, and of showing that their proficiency in that respect over the ordinary schools is remarkable.

1315. Is music part of the teaching in the female model schools?—Vocal music is, and the harmonium, in a few instances, is taught to the senior pupils and monitors.

1316. Rev. Dr. *Wilson*.—How many District Inspectors and managers of schools reported against grammar and parsing in the ordinary schools?—A considerable number of the Inspectors think that there is a great deal too much time given to the subject, in the case of the junior classes; but in the way of formal communication from the managers to the Board, nothing of the kind has ever occurred. One's cognizance of their views is merely a matter of information which is derived from intercourse with the Inspectors.

1317. With regard to magistrates and persons of that class sending their children to model schools, do you find that the persons referred to pay the highest rate of fees in these schools?—Certainly.

1318. And so aid the financial position of the schools?—I think the schools are benefited in every sense. I think the poor derive incalculable advantages from having an opportunity of mixing with the children of a better rank, and I am convinced that the latter are equally benefited by contact and intercourse with the poor.

1319. Can you say whether teaching the piano or harmonium to the children of the humble peasantry ever occurs?—I have already said that, except in the case of monitors, and a few senior pupils at extra hours, I have never known anything of the kind.

1320. Are there any first-class teachers now in the service of the Board who had been trained elsewhere than in the Central Model School?—Well, there is in Ireland no actual training institution but the one, except the training institution of the Church Education Society. I can't say whether any of our first-class teachers have been trained there.

1321. Are there any first-class teachers in the service of the Board who are not trained at all?—I could not say; I should say very few.

1322. Perhaps you could furnish a return of such schools?—Certainly.*

1323. Can you say how the 143 first-class paid monitors were distributed down to the end of the year 1866?—Certainly.†

* The answer to this question was subsequently supplied by Mr. Keenan, as follows:—

RETURN showing the NAMES of FIRST-CLASS TEACHERS who have not been trained in the NORMAL ESTABLISHMENT.

Name.	School.	County.	When Classified 1st Class.	Name.	School.	County.	When Classified 1st Class.
Patrick M'Closkey,	1164, Derrybeg,	Donegal, .	1867.	Bartw. M'Padden,	Central Model, .	Dublin, .	1868.
Charles Morris, .	Enniskillen, D.M.	Fermanagh,	1862.	Margaret Kelly, .	Moneenamuck, F.	Kilkenny, .	1867.
James Wilson, .	2950, Market-st.	Londonderry,	1867.	Judith Dowling, .	Ballyuskill, F. .	do.	1867.
Michael Phelan, .	7690, Derry, D.M.	do.	1861.	Michael Mitchell,	Parsonstown, M.	King's, .	1843.

† The answer to this question was subsequently supplied by Mr. Keenan, as follows:—

DISTRIBUTION of 143 FIRST-CLASS MONITORS.

—	Convent Schools.	Monks' Schools.	Ordinary Schools.	Total.
In actual service on the 31st of December, 1866, ...	68	1	53	122
Re-appointments of persons whose period of service had expired before 31st December, 1866, made from the 31st December, 1866, to the time of compiling the Annual Report for 1866, *i.e.*, in May, 1867—the period of service reflecting in each case back to 31st December, 1866, ...	11	1	9	21
Total number returned in Report for 1866 as being in the Board's service on 31st December, 1866, ...	79	2	62	143

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1324. Do I understand you to say that in non-vested schools it was contrary to the original rules of the Board for a patron not to admit clergymen of a different denomination to give religious instruction to the children of his own communion?—That is my opinion.

1325. You have read in the first volume, page 147:—"The school, as your Excellency will observe, is conducted by a committee chosen by the parents of the children. The time for religious instruction is so arranged as not to interfere with the scientific or secular business of the school; no children are required to be present at it whose parents or guardians object to their being so; and such children are permitted to absent themselves whenever their parents or guardians think fit, for the purpose of receiving such religious instruction as they may provide for them. All this in substance agrees with the regulations of a school called the Temple Meeting-house School, to which we granted assistance in 1833." And farther on:—"The rule that the hours from two till three of each day, except Saturday, shall be employed in reading and instruction in the Holy Scriptures, is quite compatible with the regulations of the Commissioners, provided that such children only as are directed by their parents to attend be then allowed to continue in the school, and that all others do then retire." Hearing that statement and opinion of the Commissioners of that day, do you adhere to the opinion you have already given?—I adhere to the opinion I have already given. I reply to what you have read from the sixth report by reading the following rule published in the first report of the Board:—"One day in each week, independent of Sunday, is to be set apart for the religious instruction of the children, on which day *such pastors or other persons* as are approved of by the parents or guardians of the children shall have access to them for that purpose, whether those *pastors* have signed the original application or not." I think that is conclusive.

1326. Professor Sullivan referred to the fact of a considerable number of Presbyterian Inspectors being located in Presbyterian districts in the North of Ireland. Have these Inspectors, or any one of them, ever been in Roman Catholic districts?—Many of them. Mr. Bole, who is in Coleraine, was in Bailieboro'; Mr. Wilson, of Ballymena, was in Galway; Mr. M'Ilroy, the Inspector of Belfast (North), was a long time ago in Westport; Mr. James Browne was in Tralee; and Mr. Osborne—I don't remember whether he was ever in a Roman Catholic district.

1327. Was it owing to any desire of any manager, or on the part of the public in the North of Ireland, that these Inspectors were transferred to the North; or was it owing to an arrangement with the Commissioners?—Well, I think it was brought about in this manner: the Presbyterian Inspectors like to live in the neighbourhood of their own friends and people, just as Catholic Inspectors like to live in the South with their friends and co-religionists. One way or another the arrangement has been made which satisfies both sides; but I think the arrangement is not exactly one that conduces best to the public interest.

1328. The arrangement is made by the Board?—Decidedly.

1329. Have you ever heard any desire expressed on the part of managers or the parents of children, that they ought to have Roman Catholic Inspectors?—I have heard Catholic managers express a desire of that kind. I have also heard Catholic managers express a desire for Protestant Inspectors.

1330. Have the Presbyterian Inspectors failed to give satisfaction to the Board and the public?—The Inspectors, whether the Presbyterians in the North, or the Catholics in other parts of the country, have given, I may say, almost universal satisfaction. At the same time, I should add that complaints occasionally arise—as a representation from a Catholic manager, for example, in the county of Antrim desiring to have a Catholic Inspector.

1331. Has there not been a fair representation in the Northern districts of Roman Catholic Inspectors from time to time?—No. Roman Catholic Inspectors have an indisposition to go there, and the Presbyterian or Protestant Inspectors have a strong desire to get there.

1332. Give the names of any Roman Catholic Inspectors serving, in the last two years, in the North of Ireland, as, for instance, in the counties of Antrim, Down, or Londonderry, which are the parts referred to by Professor Sullivan?—Messrs. J. Molloy, Macdonnell, and Dugan, have served, within the last two years, in the counties of Antrim, Down, and Londonderry.

1333. Where is Mr. Gillic now?—He is in Cork.

1334. Was he not up to a late period in the North?—About four years ago he was in Ballymena.

1335. You have three Catholic Head Inspectors?—Yes.

1336. Have any of them had charge of a northern district?—I myself, when Head Inspector, had the honour of having the province of the North under me in 1855, 1856, and 1857; and I am a Roman Catholic.

1337. Was there any of them since?—Yes; Mr. Fleming, who was stationed until recently in Derry, and who is now in Belfast. There is one Catholic Head Inspector in the North, and there are six Catholic Inspectors, beginning northwards, amongst the first twenty that are to be met with.

1338. The *Chairman.*—You said, I think, that a teacher might go directly after quarter-day—that he is not bound to give notice of his intention to go?—I am sorry to say that he is not bound to give notice to the manager, nor is the manager bound to give notice to him. No arrangement was ever made by the Board requiring notice on the one side or the other.

1339. Do you think it desirable that a change of teachers should be the subject of notice on either side?—I think it highly desirable that the teacher should be bound to give notice to the manager, and the manager to the teacher.

1340. Should you say a month or a fortnight?—I should say at the least a month. It might, perhaps, be only reasonable to expect even a longer notice in a case where *change* produces, as in the instance of the teachership of a school, a disruption of so serious and public a character.

1341. In cases of personal misconduct on the part of teachers, would not a period longer than a month be very destructive to the school?—When I say I should have notice given by the manager to the teacher, I assume that the teacher is a person of good conduct. Bad conduct is a sufficient justification to remove a teacher immediately.

1342. How is the paper supplied for the books printed for the Board?—For the Report Books, Roll Books, Registers, Inspectors' Observation Books, District Books, and the numerous other official books and forms in use in the system, Her Majesty's Stationery Office supplies the paper, and the printing and binding also.

1343. How is it paid for?—Through Her Majesty's Stationery Office, which debits the National Board with the amount.

1344. Then is the cost of the paper in the books printed for the National Board to be estimated in addition to everything that appears in the parliamentary estimates under the head of National Education in Ireland?—No; we are charged in the estimates with it; the Stationery Office debits us with the amount. In the case of the school-books, the persons who contract for the printing also contract for the supply of the paper—that is, the contract includes printing and paper.

1345. In what way do you contract for books?—I am not personally acquainted with the arrangements for contracting.

1346. Mr. *Stokes.*—Are the Head Inspectors paid monthly?—Yes.

1347. Are you acquainted with the state of the law with regard to the dismissal of servants?—I have some slight idea that a certain notice is necessary, and that that notice in the case of ordinary domestic servants is a month. The difficulty in our case is this—the man

ager appoints, the Board pays, and no notice is necessary on either side.

1348. Professor *Sullivan.*—Are the Inspectors sent to special districts by promotion?—Not by promotion; one district in that sense is regarded as being quite as honourable as another.

1349. Are not the districts in the North that I have named amongst the smallest districts in Ireland?—They are certainly amongst the most desirable in the sense that they are small.

1350. How does it happen that all the districts I have named, with two exceptions, are under 400 square miles in the greatest extent, and that one is only 193 square miles?—It happens that the areas are limited from the schools being so closely packed together in those districts.

1351. While a considerable number of other districts exceed 600 square miles?—Well, the mountain districts in the South and South-west must be very large.

1352. Do you think that a district of 193 square miles and a district of 690 square miles in extent would give the same amount of labour?—Certainly not; but my answer requires a little explanation. There are two classes of objects that Inspectors—supposing them to have something of a choice, which, as a matter of right, they have not—desire to keep in view: first, an easy district, and secondly, a district which will recompense them as much as possible in the way of travelling allowances. As I mentioned to his lordship to-day, travelling allowances are paid by a fixed scale:—nothing for schools under four miles; 4*s.* for schools between four and twenty miles; and 7*s.* for a school above twenty miles. Those who desire easy districts—districts limited in area—have to forego the advantage of the high travelling allowance. Those who look for the high travelling allowance, have to relinquish the comfort of an easy district. Some desire to secure the one object, and many aim at the other object. Hence this question of the relative nature of districts is one of a compound consideration. The only consideration, however, that I, as Chief of Inspection, if I had my own way in the matter, would recognise or respect, is the public interest; and in that interest I would remove numbers of Protestant Inspectors from the North to the South, and numbers of Catholic Inspectors from the South to the North.

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1353. Mr. Justice *Morris.*—As a matter of fact—however it comes about—the District Inspectors wishing, as you expressed it, to live with their own people and co-religionists, that end has been practically achieved some way or other?—As a matter of fact it is so.

1354. Rev. Dr. *Wilson.*—Have you not found in your experience that some Established Church and Presbyterian Inspectors desire to remain in Roman Catholic districts?—Very likely, some cases of the kind have occurred; but my experience of the Inspectors is that Protestant Inspectors and Presbyterian Inspectors desire to get to the north of Ireland; and that Catholic Inspectors desire, on the other hand, to get to the south of Ireland.

(Adjourned.)

Fifth Day.—Dublin, Thursday, March 19, 1868.

Present:

The Right Hon. The Earl of Powis, *Chairman.*

The Right Hon. The Earl of Dunraven, K.P.
The Right Hon. and Most Rev. The Lord Bishop of Meath.
The Right Hon. Lord Clonbrock.
The Right Hon. Mr. Justice Morris.
Sir Robert Kane, F.R.S.
William Brooke, Esq., M.C.
Rev. David Wilson, D.D.
Rev. Benjamin Morgan Cowie, B.D.
James Arthur Dease, Esq.
James Gibson, Esq.
Scott Nasmyth Stokes, Esq.
William K. Sullivan, Esq., PH.D,

George A. C. May, Esq., Q.C.
D. B. Dunne, Esq., } *Secretaries.*

Patrick Joseph Keenan, Esq., further examined.

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1355. The *Chairman.*—I think you stated yesterday that you were not quite satisfied that the present mode of supplying books to the teachers was the best that could be adopted—is that so?—My observation had reference to an objection which I entertain to the allowance of 20 per cent. to the teachers as a commission on the sale of books.

1356. Are you prepared to suggest a better mode of supplying the books?—I am not at present prepared to suggest any other mode; but I think that the system of allowing 20 per cent. might be abolished.

1357. Do you think a smaller allowance would be sufficient to remunerate the teachers for the trouble of taking care of the stock, and for having to pay down the money for it in advance?—I think that the salary which the Board awards the teacher is in recompense of that part of his duty—the sale of books to his pupils—as well as of the various other duties which he discharges.

1358. Do you see any objection to a moderate allowance that would not leave room for a great pecuniary profit, but that would be in consideration of the trouble necessarily caused to the teacher?—I think no allowance whatever should be made. It should be distinctly understood by the teachers that they are not to make profit on the sale of the Board's books; that, in short, they are not to become booksellers. As an illustration of the evil of countenancing teachers to become booksellers, I may mention that in Belfast it was recently discovered that the copy-books which the Commissioners intended to be sold at a penny each, were sold at three-halfpence each—the teachers thereby making a profit besides the 20 per cent. commission.

1359. In that case was the teacher dismissed?—It was discovered to be a very general practice. The Inspector's attention was directed to the irregularity with a view to its discontinuance.

1360. Is the teacher bound to have the prices of the different school requisites hung up in the school?—He is not *bound* to have an advertisement of the prices of books hung up in the school; but in most of the books there is a little fly-leaf, on which the prices are set forth. In the new editions of the books we are inserting the prices on the title-page.

1361. Are the books now in use in the ordinary schools as good and as perfect as you would wish them to be?—Well, not nearly as good or as perfect as I could *wish* them to be, but the Board, in making an effort to improve them, have, for the last few years, been engaged upon their improvement and revision. That revision is not yet completed.

1362. Who revises the books?—Two of the Inspectors were called up to Dublin to undertake the task,

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and a literary assistant was appointed to them. They were occupied for a considerable time in the discharge of that duty.

1363. Were the books so revised brought before the Board?—In every instance; and three books so revised are at present under the consideration of the Board. They have been many times submitted to the Commissioners, but have not yet obtained their final approval.

1364. Do you consider it desirable that the books in use in the schools should be changed from time to time?—I have a very decided opinion that it is desirable that the teachers should, as far as possible, enjoy the option of selecting the books for the use of their pupils. I also think it advisable that the pupils should have some variety in the books they use. With that object in view, the Commissioners, when the revision of the books was first undertaken, determined to publish, besides the regular class-books—the First, Second, Third, Fourth, and Fifth Books—supplements, as it were, of a literary character, which would afford matter of interest to the pupils in literary reading generally.

1365. Have any of these supplements been published?—Not yet.

1366. Is it in contemplation to publish them?—The design has not been abandoned. I may mention that some of the selections for these books have been made, but have not yet obtained the approval of the Board.

1367. Has much substantial change taken place in any of your books in use?—No substantial change has taken place in the greater portion of the books. The only great change as yet accomplished is that in the reading class books. Lessons of a higher order of literary merit than that of the old ones, and lessons taken from the writings of poets and authors, with whose names and lives the people of this country are familiar, have been introduced. The latter idea was not a characteristic of the old books.

1368. Have any of the books been finally passed by the Board as revised?—Four: the First Book, the Second Book, the Third Book, and the Fourth Book, have been passed by the Board as finally revised.

1369. With regard to the Books on arithmetic, do they require much change?—I think that all the old books require revision. The books on arithmetic require it. I yesterday had occasion to answer a question from one of the Commissioners in reference to the book on Natural Philosophy, which decidedly requires change.

1370. When were these four books finally passed by the Board?—At different periods within the last few years—the last was about a year since, perhaps not so long.

1371. Is it likely that many other books will be passed in the course of the year?—The Fifth Book, the Girls' Reading Book, and the first volume of the Poetical Selections, are actually ready for the final revision of the Board, and are at present in the hands of the Commissioners. I think that they have been considering these books in full meeting on one or two occasions.

1372. What class of books will come next for revision?—The books of literary selections, to which I have referred.

1373. In the case of literary selections, should you consider it desirable to make some additions to the existing books, or provide alternative volumes?—I should prefer alternative volumes. Except the ordinary class books and poetical selections, we have not hitherto had any variety of books of a literary character on our list.

1374. Would these books of a literary character of which you speak be of a new class?—Quite of a new class, intended for supplemental reading for the children, either at home or in school.

1375. For what members of classes would they be intended?—For the senior or upper classes.

1376. Is it your particular office to suggest from time to time the expediency of revising any particular books?—It is competent for any officer of the Board to make such a suggestion; but the immediate action of the pending revision was the result of a recommendation of the Government in the year 1860.

1377. If a school is reported as insufficiently supplied with books, how do you deal with such a case?—A letter would be addressed to the manager, calling his attention to the fact, and suggesting that immediate steps should be taken to have the books supplied. In case the Inspector, on the occasion of his next visit, found the deficiency continuing, the manager would then be informed that, unless the school were kept properly supplied with books, strong measures would be resorted to in reprehension of the neglect of the teacher. In many cases the Commissioners send down the books that are required in the school, and stop the amount from the next accruing salary of the teacher.

1378. What steps will the Commissioners take in cases where the schools are reported to be deficient in matters relating to the building—either as to the repairs of the premises or ventilation?—As in the case referred to in my last answer, the Commissioners draw the attention of the manager to the defect, and request that he may take steps to have it remedied. If the manager hesitate or neglect to act upon the Board's suggestion, another letter, but couched in more urgent terms, may be addressed to him; and, finally, if the school become, in point of repair or otherwise, unsuitable as a schoolhouse, the Commissioners strike it off the roll.

1379. Do you admit poverty is an excuse for continuing aid to an inefficient school?—There are parts of Ireland where, owing to the chronic poverty prevailing, we have tolerated not only bad buildings, and schools badly supplied with books and requisites, but even an inefficient quality of teaching. These are the remote parts of Donegal, Mayo, Galway, and so on.

1380. In the case of a vested school reported as being wanting in out-offices, is the duty of providing them thrown on the Board as to the question of repairs, or on the local manager?—If the school be vested in trustees, and the want be such a one as you have suggested—the providing of out-offices—the duty of undertaking the work devolves upon the trustees, but the Board grant two-thirds of the expense, and the trustees or manager provide the remaining third. The expense of repairs falls entirely on the local parties. In the case of a school vested in the Commissioners in their corporate capacity, the whole expense of the repairs is undertaken by the Board—that is, the Board make the grant, but the works are directed and payment made by the Board of Works.

1381. Then are all the schools vested in the Board properly supplied with out-offices?—The Board of Works make it a *sine qua non* that every house built by them shall have out-offices.

1382. In cases where there are local endowments, do the teachers receive them in addition to their salary?—They do, my lord.

1383. Where there is an endowment, do you deduct any portion of the salary due to the teacher on account of his getting the endowment besides?—Certainly not. The local endowments are very trifling. For all Ireland the endowments and subscriptions together amount to only £12,000 a year, which, when distributed over the large number of schools in the country, yields but a very small average.

1384. Are there not some which amount to as much as £10 a year?—There are. In individual cases there are some considerable subscriptions or endowments.

1385. Would you mention the largest amount received by ordinary schools arising from endowments?—I have a table here which will give that information; but I should observe that in our statistical tables, under the head of "endowments," are included subscriptions and all local sources of school revenue, except the pupils' fees. At the end of the year 1865, of the 5,533 schools from which returns were obtained in reference to endowments, it was found that 4,470, or 80·5 per cent., had no actual endowments of any kind whatever.

1386. How many were there above £10 a year?—

Of those that were £10 and above £10 a year, there were only 417, that is 7·5 per cent. of the whole number; of those that had £5 but under £10, there were only 365, or 6·6 per cent. of the whole number; of those under £5, there were 301, or 5·4 per cent. of the whole number. The district where the greatest number of endowments above £10 a year is met with is that of Armagh, there being 31 cases in that district. The district of Maghera, which embraces some of the London Companies' estates, in the county of Londonderry, is the second best: it has 22 such schools.

1387. Do you think it would be unfair to make some deduction from the salary paid to the teacher where he receives a considerable endowment?—Well, I think such a thing as a considerable endowment in the sense of £50, or £80, or £100 a year hardly exists. I don't know of any case of the kind; and where the endowment is a moderate sum like £15, or £20, or £30 a year, I don't think it would be desirable to diminish in any respect the other element of income that the teacher possesses.

1388. What is the practice with regard to managers taking part in the teaching of the schools?—The manager has a perfect right to take part in the business of the school; but, as to the actual practice of managers in that respect, I should say that very few take part in the ordinary literary instruction of the pupils. I have, however, met with instances where managers having a great taste for educational affairs, spend a very considerable portion of each day in the schools; and I am happy to say that the number of such managers appears to be increasing from year to year.

1389. Has any other person who is not the actual manager a right to take part in the business of a school?—No right whatever.

1390. With regard to the supply of monitors, is that sufficient for the wants of the schools?—The monitorial system is a most popular element of our organization, and every year its advantages are more and more appreciated by managers and teachers. I have no doubt that a considerable increase to the number of the monitors will continue to be sought for by managers and Inspectors from year to year.

1391. Do the teachers find a difficulty in getting monitors?—In some parts of Ireland they do, in the case of male monitors; for instance, in Belfast, where there is at present an immense demand for the labour of intelligent lads of the monitorial age, it is extremely hard to find candidates. However, in the rural districts in most parts of Ireland there is no difficulty experienced by teachers or Inspectors in this regard.

1392. Are the monitors taken from the actual schools, or do they move about much?—Very rarely does a monitor change from school to school. But cases now and then occur. A family, for instance, might change from one district to another, and one of its members, if a monitor, might get a place in the school of the new district.

1393. Does it ever arise from the difficulty in the Belfast neighbourhood that Belfast managers and teachers get their monitors from a distance?—It happened in my own experience in Belfast so far back as 1857. In that year it devolved upon me as Head Inspector to inaugurate the Belfast Model School, and I had to send to all parts of Ireland for the staff of monitors I employed in it.

1394. Do the teachers move about much?—Very much, indeed, I regret to say. Their proneness to move about from school to school is so great, that the slightest temptation, in the way of a better income, induces them to change.

1395. Does the manager certify every quarter on the pay-sheet to the teacher's attendance?—He certifies in the quarterly return as to whether the teacher had been in constant attendance during the quarter.

1396. Are these certificates of much value, or are they signed as a mere matter of form?—In a certain sense, they are signed in most instances as a matter of form, but the responsibility theoretically attaches to the managers, who, indeed, are sensible enough of the fact to take sufficient pains to guard against the possibility of misrepresentation.

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1397. Why is it that the number of the teachers drawing good service allowances is so small compared with the total number—I see that in the year 1866 the number of males was 327, the number of females 117?—First of all, there is a limit as to the class of teachers. No teacher is eligible for good service salary who is below first of third class. Nine hundred and sixty males and 441 females are at once excluded by class; leaving 3,125 males and 1,446 females who possess the necessary qualifications in that respect. The second qualification is that the average attendance of pupils at the schools of candidates shall amount to 35; which again excludes a very considerable number. I have not at this moment the precise means of saying how many schools there are whose average is under 35; but I do happen to know that there were as many as 1,188 schools, 20 per cent. of the number from which returns were obtained, whose average, in each case, did not amount even to 30. The third qualification is, that teachers shall have given not less than eight years' service under the Board, the period of service to be reckoned from the date at which salary as a classed teacher was first paid. I do not exactly know the number of those who have given eight years' service, but I do know the proportion of those who have given ten years' service, and this may indicate the number who have given eight years' service. The number that have given ten years' service and above, is only 44 per cent. of the male teachers, and only 26·3 per cent. of the female teachers. The next condition is, that candidates must be distinguished for dutifulness and efficiency, and that they shall never have been fined or depressed, or seriously reprimanded — elements of further elimination—so that the residue, the eligible candidates, are the *elite* of the teachers of the country.

1398. The conditions under which good service allowance is granted are exceedingly stringent?—Yes, exceedingly stringent. It is regarded as a great distinction for teachers to be in receipt of that allowance.

1399. Is corporal punishment prohibited in the schools?—It is not absolutely prohibited, but an undue infliction of it is deprecated by the Board. As a general rule, it is not much resorted to in Ireland.

1400. Are there many cases where the Inspectors, whether directly or indirectly, become aware of its excessive use?—From time to time complaints of undue chastisement have reached the Board, and the Inspectors have been directed to inquire into them. The Inspectors themselves have sometimes met with cases and reported them.

1401. Would it be a matter the Inspector would note in his report of a school?—Certainly, as a serious blemish on the character of the teacher.

1402. Had you many such reports in the last year?—I should say that, during the past year, not more than ten or twelve such cases came to the knowledge of the Board. In every instance of excessive chastisement a fine is inflicted on the teacher.

1403. Do you say that ten or twelve are the most mentioned in the Inspectors' reports of the schools?—Forming my opinion from my own experience of the cases, I should say ten or twelve would be the maximum. They are cases that come to the knowledge of the Board, either through the parents themselves reporting them, or through the Inspectors discovering them, and in their ordinary reports making the Commissioners acquainted with the facts.

1404. Do you consider there is no ground for complaint or apprehension on that head?—None whatever.

1405. Now that the Board contributes so largely to the building of vested schools, and also that these schools are conveyed to persons who take charge of the whole of their responsibility, what is the attraction to patrons of having non-vested schools?—On the part of the Catholic clergy there appears to be a considerable objection to vesting the schools, either in the Board in their corporate capacity or in trustees nominated by themselves. As to the origin of that disposition on their

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part, I, of course, am not prepared to speak; but such is the fact. And for a considerable time it happened that the Presbyterian clergy manifested an indisposition to receive public grants towards the erection of their schools; they appeared to have some reason for preferring non-vested schools—what it was I am not acquainted with.

1406. Does that often arise from the owners having a limited interest in the land, and not being able to convey the land absolutely?—In an immense number of cases, I have no doubt, the difficulty of obtaining sites is the first consideration in deciding managers to be satisfied with common rented houses to be employed as ordinary non-vested schools.

1407. Are you aware whether the question of applying to Parliament for powers to give sites for schools has ever been under the consideration of the Board?—It has never, I think, been under the consideration of the Board; but it is a very important question. There are some parts of Ireland where, from the hostility of feeling to the National system, it is utterly impossible to get sites.

1408. I am not speaking of compulsory powers, but powers to owners to give sites?—It has never come before the Board, but it has been mooted.

1409. In deciding the class of a teacher, what proportion is given to his intellectual qualifications as a teacher, and what to his practical experience, and his power in working schools?—The intellectual qualifications are measured in reference to the requirements of the programme of proficiency laid down for each class—such a course for the third class; such a higher course for the second class; and such a still higher course for the first class. A respectable proficiency in the subjects laid down for the class to which the teacher aspires is, of course, indispensable. The per-centage of answering determines his success or failure. With regard to his practical experience and his power in working schools, it is to be remembered that before the teacher was summoned for examination, his candidature, according to the rule of the office, had been *considered* and *approved* by the Board, and that that consideration and that approval had entire reference to his character as a practical school instructor. Primâ facie, the mere appearance of a teacher at an examination as a candidate for promotion, signifies that his claim, on the score of schoolmastership, to such promotion, is to a great extent recognised. For, had he failed as a teacher—had he been recently reprimanded, fined, or depressed, the office would have ignored his candidature. The per-centage of the answers points, if it be very satisfactory, to a classification in the highest degree of the class to which the teacher aspires; and if his merit as a schoolmaster correspond with his intellectual qualifications, then that highest degree of the class is conferred upon him. But, as a general rule, a balance of scholarship and schoolmastership determines the classification.

1410. Can a high rate of practical ability in conducting a school elevate a man to a higher class than his literary qualification warrants?—Some cases of the kind have occurred, and I think very properly; cases of men who were pretty well advanced in years, and whose capacity for study had passed away, but who yet exhibited, as practical instructors, great zeal and great ability. Such cases have been always specially considered, and the promotion always specially conferred.

1411. Are these rare cases?—Very rare indeed. I should say that in all Ireland we have not had as yet twenty such cases.

1412. Have the schoolmasters any difficulty in getting money for the Post Office orders, in which their salaries are paid?—I don't think there is any difficulty at present about getting the money; but some years ago there was very considerable difficulty. At the time I refer to, the Post Office arrangements were not at all sufficiently complete to enable the teachers to get their money immediately on presenting the orders at the Post Office. The explanation, as I learned it, of that was, that each local postmaster had to give, in reference to money order arrangements, a certain security to the Post Office, and the remittances made to him from the Dublin office never exceeded the amount of that security; but if the total amount of the orders presented to him for payment happened to exceed the amount he had given security for, he was obliged, as to the liquidation of some of them, to wait until he had got a fresh remittance from head-quarters. I have not latterly heard of any complaint on that score.

1413. Do you know, are the police paid through the Post Office?—I cannot speak as to that.

1414. Do you know anything as to the existence of private adventure schools—whether many exist, or what sort of state they are in?—It is very hard to obtain statistics of private adventure schools. The census of 1861 gives an enumeration of them. The exact number I forget. In many parts of Ireland they are pretty numerous still.

1415. Do children that have begun their education in them come under the National schools?—In most parts of Ireland the adventure school is now the school of some dismissed National teacher, or some old man or woman, or some broken-down but kindly person, for whom a sympathy exists in the place, and so on. The children are exactly the class of children who frequent the National school, and who but for this local influence that attracts them to the adventure school would undoubtedly be pupils of the National school. In the long run, however, they are sure to enter upon an attendance in the National schools.

1416. Sir *Robert Kane*.—In reference to the fund for paying the good service allowances to teachers—is the total amount of that fund limited?—It is limited by grant from Parliament, the Commissioners estimating each year for the amount. The amount for this year is £5,000.

1417. Is the number of masters to whom you are practically able to make the allowance limited by the financial circumstances of the grant?—The Inspectors are aware that the sum at the disposal of the Board for this particular service is limited, and they regard the selection of candidates with that knowledge, of course, in view. The number of recipients of the supplemental salary being limited, the distinction is held to be all the greater by those who obtain it.

1418. May not the proportionately small number of your masters who obtain that distinction be, to some extent, accounted for by the fact that the fund from which they are to be paid, is, by the circumstances of the case, limited to a definite amount?—Practically, of course, so far as the central office is concerned, it would be entirely limited by the amount, for beyond the £5,000 the Board could not possibly go. But the Inspectors are not at present limited to any particular number of cases in their respective districts. When the original scheme was projected, about eleven or twelve years ago, there was a limited number for each district—so many masters and so many mistresses—I think it was confined to twelve in each district as a maximum. It was found, however, that some districts had a greater number of eligible candidates and meritorious persons than other districts; accordingly, that old arrangement was broken through and the Inspectors were instructed, whenever they met with a very meritorious candidate, to make a representation to the Board in reference to his claims. No case of rejection has ever occurred to my knowledge from the fund being limited. It in practice happens that the good service salaries granted have not yet amounted to £5,000 in any year.

1419. The amount necessary to carry out the recommendations of the Inspectors in any one year has not exceeded the grant?—In no case.

1420. In reference to the indisposition you mentioned as existing amongst the Roman Catholic clergy to vest their schools in the Board, or in trustees, is that owing to the Synod of Thurles forbidding the vesting of schools?—I believe there is such a clause in the statutes of the Synod of Thurles, but it is a long time since I read them.

1421. It has not come formally under your notice?—

Not in an official form, but I am sure that there is such a statute. At the same time I should add that during the period—about eighteen years, I think—that has elapsed since the Synod of Thurles, the Catholic clergy have, in small numbers, taken advantage of the building grants. There is not a complete abstinence on the part of the Catholic clergy from availing themselves of these building grants. My answer to his lordship's question was intended to show that a very small number of such grants are now made to Catholic clergymen.

1422. From the fact of some schools being vested by clergymen since that time, you would infer that statute is not absolute?—I presume from the fact that many Catholic clergymen have availed themselves of building grants since then, that it is not absolute.

1423. In every case in which they avail themselves of building grants the vesting of the school is involved?—It involves the school being vested. But since the passing of the statutes of the Synod of Thurles a change has taken place in the circumstances connected with vesting. In 1860 the Government suggested an alteration in the plan of vesting, which from the time of the charter of incorporation of the Board in 1846, had limited the grants to schools vested in the Commissioners themselves. In 1860 the option was given to managers of vesting, either in the Commissioners themselves or in trustees; so that the circumstances connected with the vesting of schools have somewhat changed since the time of the meeting of the Synod of Thurles.

1424. The cases of vesting by Roman Catholic clergymen to which you refer are under the new arrangement?—The greater number of cases that have occurred since the Synod of Thurles have been since that new arrangement of 1860, but the number is still very small; perhaps not more than twelve or fifteen annually.

1425. Mr. *Gibson.*—Does the difference in the rule respecting religious instruction in the vested and in the non-vested schools, considerably influence people in making their choice?—I think not. I think managers of vested schools are anything at all but generally acquainted with that rule.

1426. It is for the patron of the non-vested school to say whether any and what religious instruction is to be given in the school?—Quite so.

1427. But in the vested school?—The patron is bound to admit whatever teacher the parents provide to give religious instruction to their children at the appointed times.

1428. You said the supplementary books now in course of preparation, are intended for the reading and improvement of children at home?—And at school.

1429. In reference to that matter, have you ever thought of the establishment of libraries in connexion with the schools, for the purpose of imparting a taste for the acquisition of knowledge amongst children?—I made a report upon that subject in 1855.

1430. Do you consider that the establishment of libraries in connexion with the schools would materially contribute to create a taste for reading, and in that way lead to a higher amount of intellectual attainment on the part of the scholars?—I think one of the most salutary arrangements that could be conceived would be the institution of such libraries.

1431. Do you think the supplementary reading books to which you refer would do away altogether with the necessity for such libraries?—No; I think their publication would assist in promoting the formation of such libraries.

1432. Is it your opinion that a list could be made out for such libraries of books that would not offend the opinions of any sect, and that would at the same time contain a vast mass of information that would be highly useful to young men?—In the way of travels and discoveries, natural history, and so on, I am sure it would be perfectly practicable to select a very suitable library.

1433. Will you read the portion of your report of 1855 referring to school libraries. It is at page 95 of the 2nd volume of the 22nd Report?—Yes. "Every National School ought to have a library for the use of the senior pupils, the ex-pupils, and the teacher; and the expense should be defrayed partly by the State and partly by the locality; but the desideratum in respect to libraries for the poor is, that good books may be so attainable that every family may, at a nominal cost, have a little library of its own. From the time that Mr. Thomas Mayhew started the 'Penny National Library,' the forerunner of all the cheap educational publications, down to the present, there have been enterprises of every kind undertaken by publishers, booksellers, and educational societies, to widen the field of cheap literature. In many respects there is little cause for grumbling at the present price of books; but the publications of the National Board are so *cheap* that, judged by their prices, all other books are comparatively *dear*. It would be desirable, therefore, that the Commissioners should keep a stock of books, of an interesting nature, in their depository in Dublin, and supply them to the National Schools on the same terms as the books at present issued in 'the sanctioned list;' and ex-pupils of National Schools should have the privilege of purchasing them at reduced rates. I seldom meet with a teacher who possesses a book outside the publications of the Board; and if it were only to announce the *names* of good books, to suggest courses of reading, and to excite a taste for general literature, the adoption of such a plan as that which I suggest would lead to beneficial results. It may be objected that, inasmuch as the books in question should be free from every sectarian bias—in order to obtain circulation in the National Schools—it would be impossible or, at all events, difficult to procure *good* books of this class in sufficient number to form a comprehensive list. But I have little fear upon this point. Two years ago the Charitable Institutions of Paris met in conference to form a catalogue of good books for circulation amongst the poor throughout France, and in their circular to the booksellers, inviting them to send in specimens of the kind of publication desired, they thus define "good books:"—'By "good books" the Committee of the Charitable Institutions does not merely understand elementary treatises and books of piety, to which this title has been given until now. It calls good books not only those which may edify the soul, and those which may honestly recreate the mind, but all those that treat of every branch of human knowledge, of philosophy, of history, of archæology, of political economy, of agriculture, of the natural sciences, of the exact sciences, of all the useful arts, and of all the liberal arts, provided that the love of art, and of science, and of erudition, is not made in them, as is too often the case, a pretext for attacking the revealed science, the science of sciences.'"

1434. I suppose you are aware the Kildare-place Society prepared books for that purpose?—I am aware of the fact, and that, besides the books they produced, they were the first in Ireland to establish the sale of diagrams, charts, and such educational appliances.

1435. Up to that time there was a class of books in extensive circulation through the country—books of a very injurious character—about rogues and rapparees?—I am sorry to say that the circulation of such books has not ceased, for the Inspectors inform me that they frequently meet hawkers through the country with their knapsacks well charged with such books. I myself found in the gaol of Cork, when inspecting its school, about twenty years ago, no other books in the hands of the pupils than such works as the lives of Hanlon the Robber, and Freney the Highwayman.

1436. You think the establishment of those libraries might lead to a better literary taste, and assist to expel those books which you say are still in circulation amongst the people?—I think the establishment of such libraries, with the publication, on the part of the Board, of the books to which you are referring, would assist in getting rid of them.

1437. Would not the effect be to attach the children for a longer period to the schools?—I think that would be one of the innumerable advantages that would result from the establishment of libraries.

1438. You said those new editions were prepared by two Inspectors and a literary assistant?—Chiefly.

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1439. Were the professors of the Board not required in any way to assist in reference to these editions?—I believe one of the professors has been commissioned to revise some of the books about which I was asked yesterday.

1440. I ask as to the books already revised—were the professors employed in revising them?—I believe that in the revision of the books already completed, the professors have not taken any part.

1441. Are not the professors the persons most conversant, so far as the training schools are concerned, with the nature and quality of the books?—The professors are two in number. One is a most eminent man who has written a great number of valuable educational works—I refer to Dr. Sullivan—and I think it would have been merely a matter of empty compliment on the part of the Board to invite him to take part in the revision; for at his age, and with his duties, and in his independent position, it is not likely he would consent to act. The other professor, Mr. Butler, has, according to a Parliamentary paper I have seen, been invited to revise the philosophical and mathematical works that are on the list. I was not aware of that fact till I saw it stated in the Parliamentary paper. Perhaps I should explain in reference to an answer I gave, that besides the two Inspectors who were called up, and the literary assistant appointed to them, the Board requested the Chiefs of Inspection and the Secretaries to assist in the matter, and that, besides, it appointed a committee of its own members to supervise the whole proceeding.

1442. Was the assistance of the professors called for in any manner in the revision of these book?—I don't think they were specially invited, but they had daily opportunities in the office of seeing the work as it progressed from page to page.

1443. Rev. Dr. *Wilson.*—In speaking of school books, you referred to Chambers' publications as unsuitable for the National schools?—When I was asked the question in reference to Chambers' set of school books, I answered, if I remember rightly, that they were not suitable for use in National schools. Since then I inquired in the office for the case that was in my mind yesterday when I gave expression to that opinion. In July last the Inspector of the Monaghan district reported that in one of the schools of his district—the Annaneese school—the following books were in use:—Brewer's "Guide to Science," Colenso's "Algebra," and Chambers' "History of the British Empire." As a matter of course, a manager may, subject to the rules of the Board on the question, introduce any book he pleases into a school, but the Inspector is bound to report the fact, when he ascertains it, that such book has been introduced. On receipt of the report on the school, the Inspector was asked to give his opinion as to the suitability of these books for use in a National school. Brewer's "Guide to Science," and Colenso's "Algebra," he at once approved; but in reference to Chambers' book he said:—"On page 51, the following occurs—'In the opinion of many this authority of the Roman Catholic religion had in the course of time become much abused, while the religion itself was corrupted by many superstitious observances.' Again in page 10, writing of Queen Mary—'She therefore commenced that career of persecution which has rendered her name so infamous.' And at pages 67, 84, and 128, the following expressions are used: Popish religion, Romish priests, Romish Church." The Inspector adds—"I am therefore of opinion that the use of this work in National schools is open to grave objection."

1444. Have you any objection to state the name of the Inspector?—Mr. Eardly, a Roman Catholic Inspector.

1445. You had that book in your mind when you stated the general unfitness of these books?—Yes.

1446. With regard to the arrangement of allowing the teachers twenty per cent. on the distribution of the books, can you say when that was made?—The arrangement was first suggested about four years ago by the late Mr. M'Creedy, with a desire to secure a sufficient supply of books in every National school; and he at the same time entertained the conviction that it would be hardly possible to secure that great object without, in a measure, inviting the teachers to become booksellers, and giving them the advantage which local booksellers, under ordinary circumstances, would look for.

1447. Does the average sum which each teacher thus obtains amount to much?—To twenty per cent. of the entire cost.

1448. Can you say whether it is a large or a small sum?—It cannot be very considerable.

1449. Have you any idea of the average amount?—I have never considered the matter, but it can be arrived at.

1450. With regard to the sale of these copy-books, which you mentioned were sold at three halfpence instead of a penny each, how was it discovered?—It was discovered by the gentleman most interested in the circulation of the books—the author of the books—who saw clearly that such a proceeding was exceedingly irregular. He drew the Inspector's attention to the matter, and he also communicated officially with the Board. The Inspector was instructed to investigate the matter, and it was soon settled.

1451. With regard to the use of different kinds of books in different schools, you stated that the teachers and the pupils would be benefited by it—would not this system of different editions lead to confusion?—I don't think it would. I am perfectly satisfied that, as in England, where different books are used in different schools, it would be perfectly practicable. The only condition which should be imposed in reference to the variety of books is, that they should be suitable for use in the National schools.

1452. You stated that the First Book, the Second Book, the Third Book, and the Fourth Book had been passed as finally revised—do you mean to say that they have received the sanction of the Board to be used in the schools?—Yes; and they are absolutely in use in the schools.

1453. Is this decision of the Commissioners final?—Every decision of the Commissioners is subject to revision. I presume there may be a revision of it.

1454. Was the rule at page 49, of the Report for the year 1866—the fifth rule—observed:—"The Commissioners will not withdraw or essentially alter any book that has been or shall be hereafter unanimously published or sanctioned by them, without previously communicating with the Lord Lieutenant"?—They have not withdrawn any book, for the new editions are merely revisions of the old books.

1455. Is it acknowledged that there is any essential alteration?—There are not essential alterations, for, as I observed in answer to his lordship's question, the general character of the books remains the same.

1456. In the opinion of many parties has there not been an essential alteration?—Yes; recently such an expression of opinion has come to my knowledge, but I do not agree with those who entertain that opinion.

1457. Are we to understand that His Excellency was not consulted with regard to this revision?—The books were not submitted to His Excellency, on the ground that no occasion for doing so arose under the rules.

1458. His Lordship asked you did you make any suggestions in connexion with the revision of the books, and you stated that any officer could make a suggestion—did you make a suggestion?—When the revision was originally started, I was, as a matter of course, consulted, and was invited to take part in the deliberations of the Commissioners who formed the Committee of the Board for that purpose. My colleague, Mr. M'Creedy, and I then drew up a joint report, suggesting a general outline of the revision; and subsequently I took a slight part in the proceeding from time to time, but only incidentally, according as my other duties would enable me.

1459. Do you refer to this late revision?—I refer to the late revision only, for, in my personal experience, there has been only the one.

1460. When did it begin?—I should say about the year 1862. It was suggested by the Government in the year 1860, but I don't think operations were commenced until the year 1862.

1461. When was the process of revision actually begun?—I should say about the year 1862—it might have been commenced in 1861—in 1861 or 1862.

1462. How often have the books of the Board been revised?—This is the only general revision of the books that I have become personally acquainted with. I have heard that on previous occasions Archbishop Whately frequently revised them, brought out new editions, and made various alterations.

1463. Can you fix any date for the late revision?—I have merely to repeat that it extended from 1861 or 1862 to the present time, and that it is not yet completed.

1464. Give the names of the parties employed in the revision?—Mr. Gillic and Mr. Robinson were the Inspectors intrusted with the work, and Mr. Clarke was their literary assistant.

1465. I presume you would not be the party to give us an idea of the cost of the revision?—I happen never to have calculated it. I could not say.

1466. You stated that Mr. M'Creedy was associated with you at first—why did you and he not carry it out?—We were associated in drawing up a report at the request, I think, of the Committee of the Board—it might be of the Board itself, but I think it was only of a Committee of the Board—to give a general outline of what the revision should accomplish. We did so, and when that was done, my active interference in the revision, I may say, practically ceased, for after that I merely took part in the matter incidentally.

1467. Do I understand that you and Mr. M'Creedy were not called on to undertake the revision yourselves?—I certainly was never instructed to do anything of the kind, and I never undertook it.

1468. Was Mr. M'Creedy?—I am sure he was never so instructed; but he had a taste in that particular line, and he worked very hard at it in the beginning.

1469. Was he not appointed for that purpose?—Not at all.

1470. On what principle were the two Inspectors and the literary assistant appointed?—Both happen to be gentlemen of very considerable literary tastes and acquirements. One is a Catholic, and the other is a Protestant; and it was thought that such a selection would inspire confidence.

1471. Did they receive any instructions as to the revision of the books?—I think they were referred to the report drawn up by Mr. M'Creedy and me, and approved of by the Committee and by the Board, as general instructions with respect to the course they were to pursue.

1472. Did they receive any definite instructions?—I now remember that they were directed to wait on Mr. M'Creedy, who in the meantime had become Secretary, to receive instructions.

1473. Was that an appointment of the Board?—I should say so; I am almost certain it was.

1474. Have the late revised editions given general satisfaction—first to the patrons and managers?—Until recently, when my attention was drawn to some articles that appeared in the northern newspapers, and to the fact that at meetings of the Presbyterian Church in the North of Ireland, exception was taken to certain passages in some of the books, I was under the impression that their acceptation was universally favourable.

1475. Has there been any expression, on the part of managers, of dissatisfaction with the revised books?—On the part of Catholic managers, I should say the expression is one of nearly universal satisfaction. On the part of a few Protestant managers, official remonstrances have been made against them.

1476. Are these remonstrances confined to Presbyterians?—No.

1477. Have patrons and managers of the Established Church also expressed their dissatisfaction?—There is a Rev. Mr. Anderson who made a communication to the Board, strongly protesting against them, and requesting permission to use the old edition of the books; at this moment I can't say whether he is a Presbyterian clergyman or a clergyman of the Established Church; he resides somewhere in the North.

1478. Have not the Established Church patrons and managers objected?—I think some remonstrances have been received from the Established Church clergy also.

1479. What has been the action of the Board in reference to these?—I think the Board have considered the objections, but they have not yet come to any final decision on the appeal of the managers, or on that which emanated from the moderator of the General Assembly.

1480. Has this late revision given dissatisfaction to the teachers and parents of the children?—As far as I have heard, it has given universal satisfaction to the teachers and parents of the children, except, of course, in the cases of schools under the clergymen to whom you have made reference.

1481. Are there at the present time in use two or three distinct issues of the same reading-book in any one class of schools—the old and the new, and the first form of the new before it was finally settled?—It is very possible, but I am not aware of any particular case.

1482. If such a thing existed, would it be desirable?—I think it would be much more convenient that the same editions should be in use by pupils of the same class, but if the manager of a school happened to have a stock of any particular edition, I think that that edition would be quite good enough.

1483. But with the use of two or three editions, might there not be confusion?—I think that if in the same draft one child had one edition, and another child had another edition, and a third child had a third edition, it would be very confusing and embarrassing to the teacher and the Inspector.

1484. Will you, as one of the Chiefs of Inspection, obtain for the Commissioners full information on this subject of the use of different editions of the same book in the same class?—I take it that every Inspector would entertain the opinion I have just expressed—that it would be very inconvenient and embarrassing.

1485. But as to the extent to which it exists, will you procure us information?—Yes. It will require a circular letter to the Inspectors to obtain the information.*

1486. Do you know that, under these circumstances, and not knowing how often there may be a change, the children refuse to buy the new books?—I never heard of such a case.

1487. Have not the teachers who had laid in a stock under the arrangement to which reference was made—for getting 20 per cent. discount—good cause for complaint?—If they had large stocks of the old books, and their managers made representations to the Board that loss might occur to the teachers, the Commissioners, I am perfectly convinced, would in every case take back the old books and furnish new ones to them.

1488. Were libraries ever proposed to the Board previous to the time you proposed them?—I am not aware.

1489. You know of nothing being done as to libraries previous to your communicating with the Board about them?—I am not aware.

1490. Has any action been taken by the Commissioners on your report?—None.

1491. With regard to the repairs of school-houses, may I ask, have complaints come to you from, or in reference to, teachers being left to make these repairs of schools?—The Inspectors constantly represent that the teachers are subject to great hardship from being themselves driven to execute repairs.

1492. Does your answer apply to all parts of the country?—Pretty generally.

1493. Is it not desirable that you should have in connexion with the system of education a few well endowed schools to which the teachers could be pro-

* This information, subsequently procured, will be found in the Appendix to Evidence, No. V.

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moted as a sort of prize?—I think it would be the life and soul of the system to have some schools of that class as prizes available to the teachers.

1494. In reference to monitors, may I ask when were they first established?—At a very early date in the history of the system.

1495. State the date?—I do not at this moment remember it—it is given in my Report for the year 1856.

1496. When were they first set a-going?—I should say at a very early date—perhaps about the year 1833.

1497. In the last Report the number is stated?—The number of monitors on the occasion of the last Report was 3,030, consisting of 143 first-class, 2,426 senior, and 461 junior monitors.

1498. Are they distributed generally over the country?—Pretty equally; I think that every part of Ireland has its share of them, and that no part is neglected.

1499. The original design was, I believe, to have them spread over the country?—It is still the design, and, I am sure, the fact.

1500. Have you the return now which I previously asked for, of the 143 paid monitors of the first class?—I have.

1501. Will you put it in?—Yes. The number of first-class monitors on the 31st December, 1866, was 122, of whom 68 were in convent schools.

1502. The number of paid monitors, 143 first-class, is stated in your Report?—The return I quote from is that which was prepared in January, 1867.

1503. I should like you to look to your published Report?—I have no analysis as to that.

1504. Will you furnish such a return?—With pleasure.*

1505. Do the monitors in general remain long in the service of the Board?—The general rule is that female monitors remain pretty much to the end of their term, especially in the case of convent schools. In the case of the male monitors they do not, as a general rule, remain on to the end of their term—they are attracted off by one object or another before they complete their period of service. But numbers of both classes complete their term.

1506. They leave the service of the Board for more remunerative employment?—Yes.

1507. Do you find the demand for monitors in connexion with managers to be general over all parts of the country?—Generally in all parts of the country the institution of monitors appears to be very much prized.

1508. And acceptable to all parties?—And acceptable to all parties.

1509. Do you approve of the Head Inspectors or District Inspectors paying the teachers?—That proposition was considered in reference to Head Inspectors and District Inspectors twelve years ago, but it was not deemed practicable.

1510. Do you think it would not be desirable?—I am not prepared, in an off-hand way, to say whether some arrangement might not be made by which the Inspectors would be brought into play beneficially in the interest of a speedy distribution of the salaries.

1511. Are the Commissioners in the habit of granting a salary to a new school in a locality where sufficient accommodation already exists?—They are, on the principle of the "modified" grants.

1512. Have they ever granted this salary in opposition to the reports and recommendation of their Inspector?—It is very possible that they have, but at this moment a case does not occur to my mind. A statement might be made by an Inspector as to the actual or expected attendance, as to the circumstances of the locality, and as to the likelihood of the school's succeeding, and he might at the end of that statement express an opinion that the application should be rejected. The Commissioners, considering the same facts, might entertain a different opinion, and adopt the school.

1513. Have cases occurred in which the Commissioners made a grant to such a school, and where the effect was to injure existing schools?—The opening of additional schools in many localities has had the effect, no doubt, of diminishing the attendance in some previously existing schools, and perhaps of obliterating others.

1514. That had been in connexion with the Board?—Yes.

1515. Have you ever had complaints from managers on the subject?—In the case of the managers of the schools unfavourably affected, remonstrances have of course from time to time been received; but such cases have not been very numerous. I should perhaps explain, otherwise my answer might be unintelligible in reference to this subject, the principle on which the modified grants are given to schools in a locality already provided with National schools. The great object of the "modified grant" is to secure that every locality shall, if possible, have schools in it, where the children may obtain not only a literary but a religious education: and if it appeared to the Commissioners that in a certain locality there were under, we shall suppose, the Roman Catholic priest, a number of schools, in which no arrangement for the religious instruction of Protestant children was provided, and that a Protestant gentleman—the rector or landlord—chose to establish a school, and appointed a Protestant teacher, and that one of his main purposes in the institution of the school was to provide for the religious instruction of the Protestant children of the locality, the Commissioners, in such a case, if the school were otherwise unexceptionable, would make a grant.

1516. Irrespective of all such considerations, and referring to the element of teaching power, and without any reference to religious denomination, have such cases occurred?—No. I think that in no case has a modified grant been made to a school in a locality already supplied with National schools, where this religious want was not manifest.

1517. Master *Brooke*.—In the books sent up here as specimens of all the lesson books of the Board, I see in the Fourth Book for the year 1863—first let me ask you is that a book of those last revised?—[The book is handed to the witness]—No, the last revised has pictorial illustrations—this is not the last. The new Fourth Book came out in the year 1867.

1518. But this book is in 1867?—That is a copy of the old edition that was published early in 1867; the new one was published subsequently in 1867.

1519. Then, we have not here specimens of any of the new books?—I was not aware of that.

1520. The *Chairman*.—Will you have them sent?—I shall.

1521. Master *Brooke*.—Is there any rule on the appointment of monitors, as to the proportion to the numbers teaching the school and the number of monitors to be appointed?—There is no rule or regulation. The essential provision is that there must be, for a senior monitor or for any monitor an average of, at least, 35 pupils. But the Inspector is bound always to look to the wants of a school, to its attendance, to the number of teachers employed in it, and to the capacity of those teachers to instruct and train monitors, before he determines on recommending the appointment of a monitor. Even, however, in a thinly-attended school, irrespectively of any consideration of its teaching staff, but yet having the essential number of 35, the Inspector would be justified in recommending the appointment of a monitor, if he found a very superior lad who gave promise of becoming a useful teacher, and the loss of whose services it might be desirable to avert.

1522. Is that same proportion as to the thirty-five pupils observed in the multiplication of monitors?—It is not. Your question refers, I presume, to a school having a pretty considerable attendance—fifty, sixty, eighty, &c., &c.

1523. In one of the convent schools I see something like eighteen monitors?—In convent schools it is required that, after the thirty-five necessary for the first monitor, there must be at least thirty pupils for every other monitor. There are not, however, as a

* This return, handed in by Mr. Keenan, is given above, in a foot note to question 1323.

matter of fact, in convent schools, monitors for every thirty pupils, nor anything like it.

1524. The Board in that case pay for them?—The Board in every case pay the salaries of the monitors, besides the capitation grant to the conductors of the schools.

1525. Not exactly in every case. I see in the case of the Baggot-street Convent school there are sixty unpaid monitors?—We don't recognise these. I speak of paid monitors. Every well-organized school has a staff of unpaid monitors, but they don't individually come into the contemplation of the rules of the Board.

1526. What is the precise condition of pupil-teachers?—Pupil-teacher is the name a male monitor bears when in a model school, and is resident there; also in the case of a limited number of superior monitors in the model schools, who reside at their homes.

1527. Must he or she be a monitor of any particular class?—Not necessarily so, but, generally speaking, pupil-teachers are those who have passed four years of the ordinary monitorship.

1528. The term belongs to the model schools?—The term "pupil-teacher" is applied only to persons in model schools.

1529. The Bishop of *Meath*.—Are books extensively used in the National schools different from those on the sanctioned lists?—Not very extensively; but a considerable number of other books are in use in our schools. Some of the very books Master Brooke referred to—Chambers's—are in use.

1530. I see it is provided that the manager or patron of a school must send up to the Board a list of the books in use. Has the Board any censor to examine those books?—The procedure in all cases of the kind is exactly the same as that which was adopted in the case of that book of Chambers' to which I referred in an earlier part of my examination to-day. If the Inspector, on visiting a school, meet with an unsanctioned book, or if the manager carry out his instructions (which, in this respect, a manager rarely does), and state the name of a new book in use, the Inspector makes a report of the matter to the Board. He is asked to give his opinion as to the suitability of the book. If he find a difficulty in forming an opinion, he submits the book to the Board.

1531. Then the District Inspector is a censor?—The *ipse dixit* of the District Inspector would not be taken, unless supported by facts, such as I read from Mr. Eardly's letter to-day.

1532. Are you aware whether the books of the Board are extensively used in any other primary schools in Ireland?—I have heard that there is a considerable disposition to use them in other primary schools.

1533. For instance, in the Christian Brothers' schools?—I never heard of any case of books of ours getting into use in modern times in the Christian Brothers' schools, but I have heard that into the Church Education Society's schools some of our books have been introduced.

1534. Are you able to say whether the Christian Brothers object to the books of the National Board?—They have a very excellent set of books of their own—books which they themselves have produced.

1535. With regard to changing of teachers, have many of your teachers been induced to leave the service of the Board for any other educational employment in this country or elsewhere?—Frequently our teachers have got appointments of considerable value in the colonies, in Australia, in the West Indies, in Newfoundland, and so on; and not unfrequently even in England and Scotland.

1536. I suppose it is the higher class of teachers generally leave?—High and low leave; but the class I refer to as going to the colonies for those important appointments, are the higher class. Both high and low leave us rapidly.

1537. In equal proportions?—I should say the low class abandon our service in a greater proportion than the high.

1538. Of those teachers who have emigrated, a great number, I suppose, have emigrated to America?—Yes.

1539. Have you any information as to their setting up schools in the United States?—I have heard of cases of our teachers becoming teachers again in America, but I think they generally look for occupations of a more lucrative character.

1540. I asked you yesterday a question bearing on this point as to giving your teachers a high standard of education; now, unless you are able to increase their salaries proportionately, would you not lose them in the same proportion that you educated them?—If we have a very high class of teachers, receiving a very low rate of remuneration, we are, undoubtedly, certain to lose that high class of teachers very soon.

1541. Would your present scale of remuneration be sufficient to retain the services of men much better qualified than your higher class at present—men, for example, who had learned Latin and French?—Such men would, of course, attain to the higher ranks of our classification, and the salaries attached to those ranks are comparatively high enough to attract a large proportion of our first class teachers to remain in our service. The tendency to leave us is not so great, as I have already said, on the part of the higher class as on the part of the lower class of teachers.

1542. With regard to the revision of books—with whom did the idea of the revision of your books originate?—It originated in the House of Commons, in discussions in the course of which Members drew attention to the operations of the National system, and very unsparingly criticised its various books. Those who objected to the system referred pretty generally to the composition of the books as one of the grounds of their hostility. The attention of the Government of the time having in that way been directed to the matter, the Chief Secretary, in a speech in the House of Commons, in August, 1860, announced that the Government would suggest to the Commissioners of Education a revision of the books, with the view of making them more attractive and more generally acceptable to the people, and of bringing the scientific instruction into accordance with the present state of knowledge.

1543. Do the changes these books have undergone relate as well to additions as to omissions?—To both.

1544. In general terms, what class of extracts have been omitted?—I can, perhaps, best answer that question by mentioning, in the first instance, what class of extracts have been retained. All lessons relating to Scriptural history have been retained. That, in point of fact, was as to retaining lessons, the only obligatory or governing principle. It would be difficult to classify the other lessons. Extracts of a purely technical description, or of an uninviting or unimportant character, were omitted to give place to lessons of a higher class on subjects of general interest.

1545. Serious objections were made to those revised editions. Now, the gentlemen who made those objections evidently regarded the changes as essential changes. If they were merely the kind of alterations you speak of, they would scarcely have objected?—I have given you a description of the changes. I don't think the objections relate to matters that could be regarded as essential. An essential feature of the books, I take it, was the appearance in their contents of Scripture history lessons. These lessons have not been touched. A lesson bearing upon an ordinary literary subject can hardly be called a lesson on the essential plan of the course of instruction the books contain. One of the objections, I understand, that have been made to the new Books is, for instance, to Dr. Newman's little dissertation, "On the Character of a Gentleman." That lesson has been objected to; but surely its appearance does not essentially affect the character of the books. So that I think I am correct in stating to your lordship that the objections do not, in any instance, bear upon what might be regarded as the essential features of the books.

1546. You mentioned that sometimes a new school is established for the purpose of enabling a clergyman,

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a landlord, or other person to have a school in his district in which to educate the children of his own religious persuasion?—I did, my lord; and would you allow me to read for your information the rule which bears upon the subject. It will be the best answer I could give to your question. But before I read the rule I should perhaps state, that in all cases where there is a sufficient attendance for the old school, and a sufficient attendance for the new school, there is no difficulty. There might be a dozen such schools in a town. But the rule as to modified grants to which I refer (page 17, Part IV., section 4, rule 7,) sets forth the conditions on which such grants are made, and then there is added a note as follows:—"These modified grants the Commissioners are prepared to make where the means of religious instruction are not attainable by children of a particular denomination, within a reasonable distance of their homes in any existing National school; but they reserve to themselves the power in all cases of preventing the unnecessary multiplication of schools in any district, and will require as a condition of this modified aid that the managers of such schools shall be either clergymen or other persons of good position in society."

1547. Take this case: a patron wishes to set up a school for the children belonging to his estate, or belonging to his own religious persuasion. There are other National schools sufficiently near for those children to attend, would he get a grant for that new National school?—If the gentleman you refer to were of the same religious denomination as the patron or manager of the school next adjacent, and that that adjacent school were sufficient for the wants of the locality——

1548. But suppose he was not of the same religious persuasion?—Supposing he was of a different religious denomination from the patron of the adjacent school, and was able to show that there would be a reasonable attendance at his proposed school, the Commissioners would make a grant no matter what might be its effect on the adjacent school. They would make the grant on the assumption that the children of the applicant's own persuasion might not have the opportunity of receiving religious instruction at the adjacent school. Of course if at the adjacent school such children had an opportunity of receiving religious instruction in their own creed, the Commissioners would not make the grant.

1549. In that case the principle of combined education is entirely abandoned?—With great respect, I don't think that conclusion follows.

1550. Why not?—The school under the patron whose case you have supposed, is open to children of all denominations, and it is possible that children who are not of his own denomination may frequent it.

1551. He withdraws his children from the mixed school for the purpose of getting a separate school, and the Board enable him to do so by giving him a grant, is not that abandoning the principle of combined education?—No; because the principle never was a compulsory principle that every school *should* be mixed.

1552. Mr. *Dease*.—Have the managers of schools, so far as your experience goes, had any special education that fits them for the various duties they have to perform?—I am very sorry to say managers have not had opportunities of receiving a training for the effective discharge of their functions as managers of schools—such a training, for instance, as managers receive in other countries. In Prussia, the law requires a person who is a candidate for holy orders to attend a training school for a specified time before he can be ordained.

1553. Does that rule apply to the clergy of all religious denominations?—No; the law refers only to Protestant clergymen. But the Catholic clergy in some parts of Prussia—certainly in the Rhenish part—have voluntarily adopted the same regulation, and have established a normal school to which candidates for holy orders are sent for a time—generally six weeks or two months—to undergo a training in the art of governing schools. I also know that, in England, the late Bishop of Norwich, Dr. Hinds, instituted a system of examination of candidates for holy orders in the subject of school management; but nothing of the kind has ever been attempted in Ireland.

1554. Have you ever considered the possibility of remedying any disadvantages that may arise from that defect in the education of managers to which I have alluded?—I have no doubt that if the attention of the heads of the different churches were drawn to the matter, and that opportunities were presented to the ecclesiastical authorities, by the institution of training schools in which they could have entire confidence, and in which candidates for holy orders might to some extent be trained in their duties as managers of schools, the subject would be taken up with some degree of energy and interest by them.

1555. You instanced a case of teachers charging three-halfpence instead of a penny for copy-books as an argument against allowing the 20 per cent. discount to the teachers on the sale of books—would not such a charge be equally possible were the teacher not allowed the per-centage, and if so, how does the per-centage militate against the advantages that arise from the system?—Allowing the per-centage to some extent gives the teacher the position of a bookseller, and it is only when he considers himself in the capacity of a bookseller that he can think he has a right to look for profit. By giving him the 20 per cent. in the first instance, he gets the *habit* of making a profit—the very *habit* that might appear to justify him in imposing an extra charge. The per-centage system gives an interest to the teachers to *sell;* but it might possibly be attended with consequences which would indispose the pupils to *buy*.

1556. I infer from that answer that you think it desirable to take away the right of selling books altogether from the teachers?—No; I do not think it necessary or desirable to take away the right from the teachers of selling books to the pupils; but I would have them sell only as the agents of the Board, as a part of their ordinary duties, and at the rates fixed by the Commissioners.

1557. What security would you have in that case that you have not at present against their being overcharged?—No greater security, but less liability. I presume from your question you think my only objection to the 20 per cent. allowance is, that it suggests to the teacher to charge more than the regulated prices. That is not my only objection.

1558. I thought you urged that as an argument against the 20 per cent. system?—But only as *one* of my objections to the system.

Would you allow me to refer again to the question you asked me about technical training in school matters for clerical students, as I am afraid I may not, in my brief answer, have made myself clearly understood. It is an interesting subject, and has been frequently considered by influential persons interested in the spread of education. The opinion I wished to express is, that if in the principal places throughout the country there were in operation Model or Training schools, which the clergy could patronise and use, and in which they could have implicit confidence—such Model or Training schools would present facilities for the technical training which your question suggests.

1559. With reference to the case alluded to just now by the Bishop of Meath, where there are two schools in a district, the teachers of which are of different religious denominations, do you find, as a general rule, that there are many children of one denomination attending schools taught by teachers of a different denomination, when they have the option of attending a school taught by a teacher of their own denomination?—I mentioned in my answer it was possible that some children, who are not of his own creed, might go to the landlord's school.

1560. I am asking you as to your knowledge of the actual working in such cases?—Well, as a matter of fact (and as a matter of natural inference independent of fact), Protestant children prefer, of course, to go to a school taught by a Protestant, where they are certain of getting religious instruction in their own creed; on the other hand, Catholic children frequent the school

taught by a Catholic teacher, for the same reason—the certainty of getting religious instruction in their own faith.

1561. In point of fact, where two such schools exist in the same district, the children always go to the school taught by a person of their own religion?—As a matter of fact they almost invariably do so.

1562. When, therefore, there is a sufficient admixture of children of different religious denominations in any district to keep in operation two schools such as I have described, the mixed system is not in operation?—A mixture, so far as an actual and palpable admixture of pupils in the one individual school, does not, in such a case, prevail. That is the answer I gave to his lordship. But I should, perhaps, add that that same school is subject to the supervision of an Inspector who may be of a different religious persuasion from the patron and teacher; and further, that in that school the same books are used and the same rules in operation as in the other National schools of the country.

1563. Are there any instances of children not Roman Catholics attending convent schools, and if so can you state the number?—I have a return before me for 1867, and according to that return the number of Protestant children who in that year attended convent schools was exactly seventy-three for all Ireland.

1564. What was the total number of children attending convent schools in 1867?—The total number was 73,331. Of the seventy-three Protestant children attending, sixty were of the Established Church, and thirteen Presbyterians.

1565. Comparing the decennial periods from the respective Census Tables from 1841, 1851, and 1861, have you ever calculated the relative proficiency of of males and females in the different schools of Ireland?—I have, and I have before me an abstract of the Census Returns, from which I think I shall be able to give you an answer. May I distinguish the males from the females in giving the answer?

1566. Yes. I am asking the question as to the relative proficiency of males and females in these several periods?—First, as to males: in 1841, 32 per cent. could read and write; in 1851, 36·6 per cent. could read and write; and in 1861, 42·6 could read and write; so that between 1841 and 1861 there was an increase of 10·6 per cent. Now, as between 1841 and 1861, the period during which the National system may be said to have been operating in improving the intelligence of the country, there was a decrease in the population of male inhabitants of 1,182,206, and although there was also an absolute *decrease* of 78,456 in the number of males who could read and write, yet the proportion of 42·6 per cent. who could read and write in 1861, if calculated upon the population of 1841, would show a relative increase in the number who could read and write of 424,380. This I hold to be highly satisfactory. Now, as to the females: in 1841, 16·3 per cent. could read and write; in 1851, 22·9; in 1861, 33·5; so that between 1841 and 1861 there was an increase of 17·2 per cent. But between 1841 and 1861 there was a decrease in female inhabitants of 1,193,951, an absolutely greater reduction than in the case of the male population, yet there was an actual *increase* during the same period, in the number who could read and write of 218,258; but the proportion who could read and write in 1861, that is 33·5 per cent., if calculated upon a population equal to that of 1841, would exhibit a relative increase of no less than 714,011. So that I regard the advance made in female education between 1841 and 1861 as very remarkable.

1567. In fact from these figures it would appear that the increase in the number of females who have learned to read and write is nearly double that of the males?—The increase in the case of females is considerably greater than in the case of males.

1568. To what do you attribute that remarkable improvement in female education in Ireland?—In 1841 there were only 2,337 National schools, in 1861 there were 5,830. Of course the increase has been going on gradually during the twenty years; but in the case of females, I specially attribute the very remarkable advance made in their education to the operation of the convent schools.

1569. Are there any statistics in connexion with the convent schools that would bear out that view?—First of all, the pupils are more regular in attendance in convent schools, and of course the class of pupils most regular in attendance is exactly the class most likely to be benefited by the instruction.

1570. How do you account for the greater regularity of attendance?—By the attractiveness of the schools and the efforts of the conductors to secure punctuality of attendance. But besides the regularity of attendance there are various evidences as to the relative superior proficiency of the pupils in these schools compared with the ordinary schools. For instance, take the case of monitors. Monitors are educated and trained alike in convent and ordinary schools. I have here a return of the answering of the monitors for 1867 in the two classes of schools. There were 548 monitors of convent schools and 754 female monitors of ordinary schools examined.

1571. Do you speak of female monitors?—Female monitors exclusively. I have here the result of the examination of those monitors, and in nearly every subject the monitors of the convent schools show a superiority over the monitors of ordinary schools. For instance, monitors are required to write out from week to week exercises in arithmetic, grammar, geography, and so on, and at the annual examination to submit these books of exercises to the Inspector, who assigns a mark that indicates their merit. On the average, the 548 monitors in convent schools got in that subject 75·4 per cent., while the monitors in ordinary schools got only 56·6 per cent. The 548 monitors in convent schools got for penmanship an average of 74 per cent.; the 754 monitors in ordinary schools got only 65·1 per cent. In spelling and dictation the convent school monitors got 79·6 per cent.; the ordinary school monitors, 74·2 per cent. In composition the convent school monitors got 78·6 per cent.; the ordinary school monitors, 58 per cent. In grammar the convent school monitors got 57·3 per cent; ordinary school monitors, 50·1 per cent. In geography the convent school monitors got 47·4 per cent.; ordinary school monitors, 41·7 per cent. In the Lesson Books of the Board, convent school monitors got 43·8 per cent.; ordinary school monitors, 36 per cent. In arithmetic convent school monitors got 46·5 per cent.; ordinary school monitors, 38·2 per cent. The marks I have been enumerating are the marks for the written examinations alone, and on the total of all the subjects the monitors of the convent schools obtained 60·3 per cent., while the monitors in ordinary schools obtained 51·3 per cent. In the oral examinations the superiority of the convent monitors is not so great as in the written examinations, a circumstance that may, perhaps, be accounted for by the diffidence at an oral public display, natural to persons accustomed to the subduing discipline of conventual education. In the oral examinations the convent school monitors got 54·3 per cent., while the ordinary school monitors got 53 per cent.; showing a superiority of only 1·3 per cent. in the oral, whereas in the written there is a superiority of 9 per cent. That, I think, shows at once that, so far as the education of the monitors is concerned, the convent schools have the advantage over the ordinary schools, and to that fact, as indicating their superiority, along with many others, may be attributed the general character which they bear for efficiency and usefulness.

1572. Do you observe that in the other classes below the monitors, the same proportion of superiority exists?—I do.

1573. Is the teaching of needlework in the ordinary National schools as general as is desirable?—The Commissioners require that in every girls' school needlework shall be taught, and they demand, as an indispensable qualification, of every female teacher, that she shall be capable of giving instruction in needlework.

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1574. Is that instruction, as a general rule, given?—It is given, as a general rule, but I am sorry to say I don't think that it is given with even tolerable success. But the Commissioners are endeavouring to effect an improvement in this respect; for they have in preparation, and nearly ready for publication, a treatise on needlework, the copyright of which they have purchased, and which, no doubt, will bring about considerable improvement in industrial instruction.

1575. Is needlework teaching general in convent schools?—Yes; of the higher descriptions of needlework as well as of the humbler.

1576. Do you consider convent schools have an advantage in that respect over ordinary schools?—Naturally.

1577. An advantage in the results?—Yes. The ladies of the convent schools having considerable taste in matters of the kind, a higher order of proficiency in their pupils may naturally be expected.

1578. Have you found the Board's rules are generally observed with fidelity by the teachers of convent schools?—I have never found any difference between the convent and the ordinary schools as to the observance of the Board's rules.

1579. Amongst the different model schools referred to, there is one in Galway?—Yes.

1580. You were asked yesterday, by Mr. Justice Morris, whether the establishment, by the State, of a model school in any district, inasmuch as it was an infringement of the free trade principle as applied to education, would not be an unwholesome interference with private enterprise, and produce a monopoly—can you inform the Commissioners whether such a result followed the establishment of the model school in Galway?—I am not aware that such a result followed its institution. I know, on the contrary, that the establishment of a model school, indeed the establishment of any superior school in a place, has the effect of improving the taste for education, and of increasing the number of good schools, in that place and its neighbourhood.

1581. The majority of the population of Galway is Roman Catholic?—Yes.

1582. Do you find the attendance of Roman Catholics in the model school at Galway has increased or diminished?—Considerably diminished.

1583. Is there other education going on in Galway to your knowledge?—Yes, one of the six monks' schools, in connexion with the Board, is in Galway.

1584. Professor *Sullivan.*—According to the Report for 1865, the total number of schools returned as having bad out-offices or none at all, was 2,665, or 44·6 per cent.; can you tell me whether the state of things, represented by the report, has improved?—The Commissioners have made great efforts, by constant communication with managers, to improve the condition of their schools in this respect. I cannot say that any very decided improvement has occurred since the table to which you refer was published.

1585. Have you any means of finding out what proportion of these schools are vested or non-vested?—There are very few vested schools that have not got out-offices. In fact, nearly the whole of the 2,665 schools you refer to as not having out-offices are non-vested.

1586. According to the same report, thirty-five per cent. of the schools had no play-grounds, or bad play-grounds?—Yes.

1587. Has the Board ever taken any measures to encourage the addition of proper play-grounds?—They have not, I may say, taken much action in that respect, except in the case of the schools that are vested. When a manager proposes a site for a school, and applies for a building grant, the Commissioners generally suggest—but don't absolutely require—and, in nearly all cases, succeed in getting, the addition of play-grounds.

1588. Am I to understand that the bad condition represented by these tables, belongs rather to non-vested than to vested schools?—Of vested schools there is a very considerable number without play-grounds, so that this table applies pretty much to the one as to the other class, but, of course, more to the non-vested than to the vested. When schools were first erected by the Board, the advantage of play-grounds was not very generally recognised; accordingly, in the very old vested schools play-grounds are rarely to be met with.

1589. More attention is paid to that matter now?—Yes. Independently of the action of the National Board, the Board of Works desire to have pretty extensive premises, and that desire on their part brings about the acquisition of land enough for the play-ground.

1590. Are the printed specifications of the Board of Works issued to persons applying for building grants?—Yes, directly from the Board of Works. At one time they were issued directly from the Education Office; but now that the Board of Works have the matter in their own hands, they, of course, issue the specifications.

1591. Then must a person seeking a grant for the building of a National school apply to the Board of Works instead of to the Commissioners of National Education?—No; the application is made in the first instance to the Commissioners of National Education, and is first considered by them. The steps are simply these:—A manager who desires to establish a vested school, addresses an application to the Board of National Education. The manager is then called upon to fill up a form giving, under various heads, the necessary information. Then the Inspector of National Schools is instructed to report upon the case. He reports, first, as to the necessity of establishing a school at all in the place; secondly, as to the existence of other vested or non-vested schools in the neighbourhood; and, then, he gives a general statement of his views, and of all the information he possesses in reference to the establishment of the projected school. If a *prima facie* case is made out in the Inspector's report for the establishment of the school, the manager is asked to send up answers to the lease queries as to the terms of the tenure, and so on. When his answers to the lease queries are received at the office, the Commissioners forward the document containing these answers, and the map and particulars of the site, to the Board of Works. Then the Board of Works for the first time appear in the transaction. They send their Clerk of Works to inspect the site, to report as to its suitability, and as to the expense of enclosing it. The Board of Works then report their views to the Education Board, who, if the representations of the Board of Works be favourable, consult their law adviser on the legal phases of the case, and then, if everything be *en règle*, make the grant. When the grant is made by the Education Board an intimation of the fact, with an abstract of the lease, is conveyed to the Board of Works. From that point the matter is entirely in the hands of the Board of Works till the house is completed.

1592. Must the specification, sent by the Board of Works, be strictly adhered to in order to entitle the school to a building grant?—No. The Board of Works, as a matter of obligingness, permit managers to make reasonable deviations; and should any manager desire to carry out plans of his own, the Architect of the Board of Works is always ready to receive and consider such plans, and scarcely ever disapproves of any reasonable plans submitted to him.

1593. Have you ever heard that schools could not be built for the amounts specified in the printed plans?—In some outlying districts managers find it impossible to erect their school-houses on the plans of the Board of Works at the prices laid down in the specifications. In Kerry, for instance, there are many such cases, where the managers have been unable to carry out the plans of the Board of Works.

1594. What happens in these cases?—In many of the cases the works remain suspended for years—the manager not inclined to proceed with the erection of the building without a higher rate of grant—the Board of Works not choosing to yield. Such cases are not very numerous; they are confined chiefly to Kerry.

1595. In case the school is once commenced accord-

ing to the plans and specifications sent forward, and that they cannot be finished for the specified amounts, does the Board give supplemental grants?—Yes; some cases of the kind have occurred. I may say of the Board of Works, that they are exceedingly liberal in dealing with cases of the kind. If they commence with their own plans, and managers choose to deviate, they are, as I have already stated, very ready to yield to the views of the managers.

1596. The Board of Works have sent here a copy of a letter which they addressed to the National Board, and in which they say:—"The Board desire to add, that revised plans of all classes of schools of an improved character were prepared by this department, and submitted to the National Education Commissioners for approval on the 4th of June, 1867, but no sanction of them has yet been received at this office." Have you seen those plans?—I know that such plans have been received at the office, but they have never come under my notice. Until I heard now what you have just read, I was not aware that they were lying so long at our office.

1597. You cannot say in what respect they differ from the printed plans?—No. It is very likely they are an improvement, for one of our Inspectors, Mr. Robinson, drew up a little treatise on school architecture, and presented it to the Commissioners of National Education. The Commissioners, in turn, sent it to the Board of Works. The treatise was examined by all the leading people at the office, and its plans were very much approved. I take it the new plans of the Board of Works are most likely founded upon the suggestions of Mr. Robinson.

1598. In districts where the population is so thin that there may not be a necessity for a school having a number of sixty on the roll, does the Board under any new regulation provide for smaller schools?—Yes. Mr. Vere Foster, who has taken an immense interest in National education, and spent vast sums of money in the erection and improvement of school-houses, suggested to the Board to reduce the cost of school buildings; and after much consideration, the Board of Works having been, in the meantime, consulted, the Board of Education resolved to make grants of a modified class—the total cost of the house in every such case to be only £100, the local contribution to be only £33 6*s.* 8*d.*

1599. When did this rule come into force?—About four or five years since.

1600. Has it been much acted upon?—Very few cases, I am sorry to say, have occurred.

1601. Some have occurred?—I am at present certain only about one, but I think a second occurred.

1602. Are there many districts of Ireland so thinly peopled that even such a school could not be erected?—There are many parts of Ireland so thinly peopled that to establish a school of even that class would be to establish it in a place where the full ordinary school attendance could not possibly be secured. But I think that is a very serious defect in our arrangements.

1603. Have you ever brought this under the notice of the Commissioners?—I have. I have made a report on that question of schools in thinly peopled districts.

1604. What is the date of that report?—I think 1855 or 1856. I have myself had experience in the county Donegal of a district twenty miles in length, without a single school, for the simple reason that no matter what point you selected in its whole length, you could not have a sufficient number of children to constitute a school within walking distance. Yet scattered throughout the district you would meet with many a stray cabin-full of poor neglected children.

1605. Would you give a summary of the results you arrived at?—I mentioned in the report on this subject that there are many parts of the country, like the district in Donegal to which I referred in my last answer, where it is impossible, within any convenient space, to meet with a sufficient number of children to constitute a school. I proposed different plans for such cases, but the plan to which I drew special attention was the appointment of itinerating teachers in those localities where the population is not dense enough to supply a reasonable average attendance for a school at any period of the year—such teachers to have three schools each in their charge, and to attend two hours per day, or two days per week, or four months per year, at each. Then I went on to show how, in other countries, arrangements for providing for cases of this kind have been made. I mentioned that in Sweden, for instance, the parishes are divided into school districts, and whenever a district is too poor, or too thinly populated to support a permanent school, a teacher is appointed to itinerate from one part of it to another. Norway provides for the education of a great body of its people in this way. I showed that the same system prevails in the mountainous parts of Austria. I also mentioned that the General Assembly of Scotland, in the report for 1833, drew attention to the question; that a committee of the Assembly proposed that each teacher in the Western Highlands should have three stations, and should remain at each station for two years, and thus in a period of six years be able to communicate the rudiments of education to all the children in a very wide-spread district. I also alluded to the case of Wales and to the report of the Rev. H. L. Jones, one of Her Majesty's Inspectors, in reference to the establishment of ambulatory schools in parts of the Principality. This question, I may add, is now occupying the attention of the Scotch Commission, of which the Duke of Argyll is chairman.

1606. What is your opinion with regard to the space in the Irish schools?—The rule of the Board requires eight superficial feet for each child. The old rule was six feet, but for a great number of years the rule has provided for eight feet. This space is ample.

1607. Is it your experience that there is much crowding in the schools in the cities?—In the cities there is at all times very considerable crowding. This does not happen generally throughout the country districts. But during certain short seasons, even in the country, crowding to a great extent takes place.

1608. On the whole, do you think the available space approaches to the measurement you stated?—On the whole, I think the accommodation is equal to the wants of the system. The only defect of accommodation is as to the cubic dimensions of the schools, for managers are obliged at times to take up hovels or cabins as school-houses in places where they cannot get sites for the erection of schools. In such cases, of course, the cubic dimensions are entirely inadequate to the attendance.

1609. That observation does not apply to schools built upon the regular plans?—No—nor even to a considerable proportion of the non-vested schools; but, as a general rule, there is not sufficient cubic space in the school accommodation.

1610. Have you ever calculated the per-centage of pupils on the rolls in each of the five classes of books, and compared them with the per-centage of the pupils of different ages?—I have.

1611. Is there any coincidence between the distribution of the pupils in the several books and the ages of the pupils?—There is a very considerable correspondence between age and classification: 46·4 per cent. of all our pupils are under nine years of age, and 45·4 of all our pupils are to be found in the First Book. The per-centage of children in the schools between the ages of nine and twelve years is 30·2, and the proportion of children in the Second Book is 29·9. Of children from twelve to fifteen years of age, the per-centage is 18·1, and the per-centage in the Third Book is 17·6. The proportion of pupils from fifteen years up is 5·2, and the per-centage in the Fourth Book and Fifth Book combined is 7·1. So that the proportions of pupils who are under nine years of age, between nine and twelve years, between twelve and fifteen years, and from fifteen years up, appears to have some considerable relative correspondence with the proportions in First Book, Second Book, Third Book, and Fourth and Fifth Books.

1612. About 76 per cent., or more than three-fourths of all the children on the rolls do not exceed twelve years of age?—A little more than three-fourths are under twelve years, and nearly the same proportion are classified below the Third Book.

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1613. What practical conclusion do you draw from such a great preponderance of children under twelve years of age in the schools?—I have a conclusion which, with the permission of the Commissioners, I would like to express in connexion with my observations on the system of paying the teachers.

1614. What is your experience as to the age at which the children are withdrawn from the schools?—I am sorry to say they are generally withdrawn from the schools at an early age.

1615. What is generally the age?—It would be very hard to say; they are withdrawn for various reasons and to perform various duties. As a general rule, in the manufacturing towns they leave at a decidedly early age, and also in the country districts at an earlier age than is desirable. There are, however, parts of Ireland where they remain in attendance in the schools for a considerable period.

1616. Do you find much difference with respect to the attendances, between the tillage and pasture districts of the country?—A very considerable difference in favour of the tillage districts. The most wretched schools in Ireland are in the pasture districts, as, for instance, in Meath. There is, besides the tillage and the pasture districts, a third class—the mountainous districts—in the valleys and along the slopes of which are to be found some of the very best schools in Ireland.

1617. What is your experience with regard to the fishing districts?—Of course one would expect that in the schools of the fishing districts that which would be serviceable to young fellows likely to become sailors—the study of navigation—would be pursued. I am very sorry to say that in very few cases has that study been introduced into the course of education.

1618. You have some schools in which navigation is taught?—We have some regular navigation schools, but they have not been successful. There are, however, some ordinary National schools, that are not specially organized as navigation schools, in which navigation classes have been conducted with most gratifying success; for instance, in Glenariff, in the county of Antrim, there was a National school taught by an ordinary National teacher, who has exhibited very considerable ability in mathematical pursuits. That man has trained sixty or seventy of the most distinguished captains that the English marine has in our age possessed. Amongst others he trained the captain of the *Marco Polo*, Captain M'Donnell, who discovered considerable and most important improvements in the navigation to Australia. The captains to whom I refer were all from that glen country, and all pupils of that remarkable teacher.

1619. To what do you attribute the failure of such schools?—They have not been established in the proper places. There is one in Limerick, an utter failure—and one in Waterford, also an utter failure. There is one in Dublin, a failure with respect to the attendance of nautical pupils, but pretty successful in the training of teachers in the science of navigation. The one in Derry is a failure, and the one in Belfast is an utter failure. It is not at all in any of the large towns that, in my opinion, navigation schools should be established: it is in the small fishing villages along the coast.

1620. Have navigation classes been formed in Howth and Kinsealy?—There are none at all in the neighbourhood of Dublin.

1621. Have you ever suggested any remedy with reference to the early withdrawal of the children from the schools?—I have; I made a report on that topic.

1622. In what year?—I forget the year.

1623. It is in the same volume before you, page 64?—I made a suggestion which bears to some extent on a question that was proposed at an early period of my examination to-day. I stated in the report that—"To remedy or check the early withdrawal of children from school is a question of great importance to the educationist." Then I mentioned the countries where obligatory laws prevail as to the number of years children should remain at school; for instance, Prussia, Austria, Wurtemberg, Bavaria, Switzerland, Denmark, Hanover, and other North German States, where the children are obliged to attend school for at least six years. After describing the effect of the early withdrawal of the children from the schools, I suggested "that annual premiums should be offered to males and females who had spent five years in a National school, who are in employment, have good certificates of character from their employers, and are over fifteen and under twenty-one years of age; that there should be annual examinations for these premiums, and that the number of premiums to be allotted might be determined by the population, the number of ex-pupils of National schools, and other peculiarities of each district. In order that as little as possible of the time of the candidates should be taken from their employment, the examination should be conducted chiefly in writing, and last for one day only." I then went on to say that, "besides offering an inducement to those in employment to continue their studies, a scheme of this kind would have other beneficial influences; and foremost amongst these would be the *eclat* given to the possession of knowledge by the humblest member of the community." Then I suggested that to pupils who conducted themselves well and made satisfactory progress in their studies, honorary certificates of distinction should be granted on their finally leaving school, an arrangement which, I felt satisfied, would produce a salutary effect in inducing children to remain long enough at school to qualify for the certificates.

1624. That is, in point of fact, the principle of a plan since adopted to some extent, in reference to the middle classes in the Royal Dublin Society?—Quite so, but my proposition had reference solely to the pupils of the ordinary class of National schools.

1625. And to the whole country?—And to the whole country.

1626. I heard you say that you attached very little importance to averages?—Very little indeed.

1627. With regard to the average daily attendances in the schools, have the Commissioners taken any steps to obtain the nominal attendances of the pupils as distinguished from the average?—Yes, in one case we obtained a nominal return of all the pupils in attendance at the schools during a year.

1628. Of every pupil on the rolls?—Of every pupil on the rolls of the National schools during one year.

1629. In fact, a census by name of all the pupils in attendance?—Yes, a census of all the pupils in attendance. In June, 1866, a suggestion was made by the Government, with respect to the introduction of a new plan of paying the teachers' salaries—of paying for ascertained results. In England it was found that a child should make 200 half-day attendances, which could be accomplished in 100 days, and which are, therefore, equivalent to 100 of our whole-day attendances, before he could be presented for examination to the Inspector. Inasmuch as the results' scheme was recommended for adoption in Ireland, it became necessary to inquire whether the English rule, about the minimum number of attendances to qualify for examination, could be applied to Ireland. As we have but one attendance in the day in Ireland, the question was whether we should adopt as a standard the 100 days' attendance. We had no means of ascertaining, from any available statistical returns, the number of children who gave attendances of 100 or, indeed, of any particular number of days. We had totals on the roll, and we had averages, but we could not tell the number of children in the country who gave any specific number of attendances. Accordingly, a return was called for of the actual number of attendances made by each individual child in the National schools during the year 1865. I have here a copy of the form that was issued to every National school. When the form was filled up by the teacher, it was handed to the Inspector. The Inspector received specific instructions to examine it very minutely, to compare it with the rolls, and to testify as to its correctness. When the Inspector felt satisfied as to the accuracy of the return, he forwarded the document to the office. At the office this vast mass of returns was carefully examined, and in every instance where there was the slightest appearance of inaccuracy or incompleteness, the imperfe-

return was altogether rejected from the calculation. In 1865, the year to which the return relates, there were 922,084 individual pupils on the rolls; but, owing to the rigid exclusion of every imperfect or faulty return, and to the fact that from many schools, no returns at all were received, the nominal return was ultimately found to embrace only 756,570 pupils—a number, however, as ample as is necessary for purposes of generalization.

1630. Lord *Clonbrock*.—Did that number attend 100 days?—No, my lord; only a small proportion of them.

1631. Professor *Sullivan*.—Will you give an abstract of the attendances?—Yes. The abstract shows, in the varying degrees, the number of those who gave 220 or more attendances, down to those who gave under 50 attendances.

Number of Attendances.	Actual Number of Pupils who made the different degrees of Attendance.	Per-centage of Pupils who made the different degrees of Attendance.
220 days or more,	7,693	1 per cent.
210 days or more,	14,967	1·9 per cent.
200 days or more,	25,569	3·3 per cent.
190 days or more,	38,957	5·1 per cent.
180 days or more,	54,492	7·2 per cent.
170 days or more,	72,400	9·5 per cent.
160 days or more,	92,059	12·1 per cent.
150 days or more,	113,972	15 per cent.
140 days or more,	137,573	18·1 per cent.
130 days or more,	163,484	21·6 per cent.
120 days or more,	191,557	25·3 per cent.
110 days or more,	221,600	29·3 per cent.
100 days or more,	253,370	33·5 per cent.
90 days or more,	287,014	37·9 per cent.
80 days or more,	322,816	42·7 per cent.
70 days or more,	360,599	47·6 per cent.
60 days or more,	402,245	53·1 per cent.
50 days or more,	448,588	59·2 per cent.
Less than 50 days,	307,982	40·7 per cent.

It may, therefore, be perceived that if the English rule as to the minimum number of attendances to qualify for examination had been adopted without inquiry, we should have only 33·5 per cent.— the 100 days' attendants—of the pupils of all the National schools who would be eligible for examination.

1632. The Royal Commissioners have asked for such an abstract in the tables sent to the National Board?—I can let you have the abstract now.

1633. Would it be possible to get a similar return for each of the school districts, or for the counties?—Certainly. The original documents and the abstracts for the several districts are in the office, and they are a most interesting record of the attendances during the year 1865 of every individual child of the 756,570 embraced in the return.

1634. Do you think it would be very important to have the abstracts for the districts or counties printed—what is your opinion as to the value of them?—I think the abstracts are most invaluable in connexion with any consideration of the statistics of our schools.

1635. In what way?—The immediate point of interest which I have before my mind is, as to their value in connexion with the plan of paying chiefly for ascertained results. But there are numerous other points suggestive of important statistical investigation connected with these returns. For instance, there is the very question of averages to which you have drawn my attention. Averages are the delusions of statistics. Take a few illustrations. Take the common case of a school with 100 pupils on the rolls, and an average attendance, for the 200 days constituting the school year, of 35. In regard to the actual attendances of each individual of the 100 on the rolls, how is that average brought about? In endless varieties of ways—some representing a condition of things pretty satisfactory, others a condition of things utterly hollow and useless. Here is one way of producing an average of 35, *for* 200 *days*, from 100 pupils on the rolls, the result of which, as it exhibits 70 pupils giving a useful attendance of 90 days each, is satisfactory:—

70 pupils make 90 attendances each;
20 pupils make 30 attendances each; and
10 pupils make 10 attendances each.

Here is a second combination of 100 pupils producing an average of 35, which, as it shows 50 who make, at least, 90 attendances each, may be held to be tolerably satisfactory:—

10 pupils make 150 attendances each;
40 pupils make 100 attendances each;
15 pupils make 50 attendances each;
5 pupils make 30 attendances each; and
30 pupils make 20 attendances each.

Here again is another combination of 100 pupils producing an average of 35, which, displaying, as it does, only 36 pupils who make more than 90 attendances each, is unsatisfactory:—

12 pupils make 200 attendances each;
8 pupils make 175 attendances each;
5 pupils make 140 attendances each;
11 pupils make 100 attendances each;
14 pupils make 50 attendances each; and
50 pupils make 14 attendances each.

In the last illustration, to which I shall draw your attention, of the delusiveness of these averages, where *extremes* are brought into combination, you will perceive how entirely worthless the issue is. In this case there are only 25 who make more than 90 attendances, yet the average of the 100 pupils for the 200 days is, as in the other cases, 35:—

10 pupils make 190 attendances each;
8 pupils make 180 attendances each;
7 pupils make 150 attendances each;
1 pupil makes 51 attendances each;
1 pupil makes 50 attendances each;
8 pupils make 48 attendances each;
20 pupils make 40 attendances each;
20 pupils make 35 attendances each; and
25 pupils make 25 attendances each.

These averages, varying in their scope from 1 attendance to 200 or more attendances, are altogether shadowy and deceptive. The only sterling and reliable exponents of attendance are the abstracts, which I read for you, of the actual proportions of pupils that made the different degrees of attendance.

1636. Then would not the publication of the abstracts for the counties give us the actual condition of the schools, as to attendance, in the geographical divisions of the country?—Yes.

1637. Of which the mean average has been hitherto made up, as you state?—Yes. Of 100 pupils on the rolls for the whole year round, the average attendance has been, as I represented it in those illustrations of averages, about thirty-five. I have here a copy of an abstract for a school district. We made them out for school districts.

1638. About how many such sheets are there for each district?—Two or three. The details of about 45 schools are set forth on each sheet, and there are about 100 schools in each district.

1639. You consider these tables afford a complete basis for applying the principle of payment by results?—They afford a complete exposition of the quality of the attendance at our schools. Such a return as that could not be produced often, for it involved on the teachers, in writing out the nominal returns, and also on the Inspectors, in checking the returns and the abstracts, an immensity of labour; and again, it involved considerable labour on some of the clerks of the office and on others, to produce the little summary which I have communicated to you.

1640. When was the principle of organizing schools introduced?—In 1856.

1641. What led to that system being introduced?—In 1855 there was a conference of Head Inspectors, to which I had to make allusion yesterday, in answer to a question which you proposed. At that conference various suggestions were made; and the institution of a staff of organizers to improve the condition of the schools was one of those suggestions. In 1856 a staff of organizers was appointed, and about the beginning of 1857 the system was in full operation.

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1642. What led to the making of the suggestion?—The Head Inspectors saw that it was very desirable to have a staff of persons whose sole business it would be to proceed from place to place and improve the organization of the schools, as well as to promote the knowledge of the teachers in matters of education and schoolmastership. The Head Inspectors accordingly made the suggestion to the Board, and the Board adopted the suggestion.

1643. Is that system of organization still in operation?—It is still in operation, but not at all as extensively as it was soon after it was originated. The staff has been reduced in number by retirements and promotions.

1644. On what ground has its operation been reduced?—One of the grounds really is, that for the last five or six years we have been so pre-occupied at headquarters with the consideration of very troublesome affairs connected with the controversies which, from time to time, have arisen, that that class of our ordinary functions which relates to purely educational improvements and enterprises has been partially suspended.

1645. Then you consider the system was successful?—I don't think anything could be more successful.

1646. Who drew up the circular letter that was issued at the period of the organization system being introduced?—I had the honour of drawing it up.

1647. Will you furnish us with a copy of it?—I shall.*

1648. When was the monitorial system introduced into your schools?—I failed, at the moment, to-day, to fix with certainty the date in answer to the Rev. Dr. Wilson. It was in 1833. I gave a history of the monitorial system in one of my reports.

1649. Do you refer to the report of 1856?—Yes; in connexion with the organization, I gave a history of the monitorial sytem.

1650. Would you give us a summary of the observations in your report on the monitorial system?—The observations are contained in my report—in the appendix to the 23rd Report of the Board.

1651. State the substance of the report on that subject?—As far as I remember the general argument of the report, it was this:—It gave the origin of monitorial instruction, the places in which it was first tried, and by whom first tried, under what circumstances it first succeeded, and again under what circumstances it failed, and the estimation in which it was held amongst educationists at the time the National system of education was established. The first effort of the Board to try the experiment of introducing the system into the Irish National schools dates so far back as March, 1833. It was then introduced in a very modified shape, and it has developed itself since that time, in various forms, to its present condition. I showed that different *classes* of monitors arose from time to time; that first the class we now call senior monitors was instituted; and that such monitors were employed at ages ranging from fourteen to eighteen years. I explained the further development of the system to a new class, called the junior monitors, who were appointed at ages beginning at eleven and rising up to fourteen years; and then I showed that, as a sort of result of the system of organization established in 1856, a further new class of monitors was founded—an unpaid class; but for the instruction of which unpaid class of monitors the Commissioners make to the teacher a small annual award. The general purport of the whole report is, that the introduction of the monitorial system into Ireland has been a very great success. Since I wrote that report, the system has been still further developed by the establishment of another class of monitors, called "first-class monitors," to which reference was made in the early part of my examination to-day. There are now, accordingly, four classes of monitors. First there is the class of unpaid monitors, in schools that have been organized. Secondly, there are the junior paid monitors from eleven to fourteen years of age. Thirdly, the senior paid monitors from fourteen to eighteen; and lastly, the first-class monitors who have completed the preceding stages, and whose period of service is two years.

1652. The *Chairman.*—Do the "first class monitors" get more than £10 a year?—They are engaged for two years, and for the first year they get £15, and for the second £17.

1653. Professor *Sullivan.*—Have you ever turned your attention to the subject of the instruction of the Irish-speaking part of the population?—Very much. I have had on different occasions to consider that question minutely.

1654. In what parts of the country is Irish still spoken to any considerable extent?—In the counties of Galway, Mayo, Cork, Kerry, and Waterford—these are the chief. In the county of Galway 62·1 per cent. of the people speak Irish.

1655. Mr. Justice *Morris.*—Is that Irish alone?—No; some Irish only, and others Irish and English. It is very important, in the consideration of another part of the question, to consider this latter class. In the county Mayo, 61·1 per cent. of the population speak Irish; in Kerry, 57; in the West Riding of Cork, 53·1 per cent.; in Waterford, 52·1; in Clare, 47·6; and in Donegal, only 30 per cent. It is chiefly in the maritime portions of Donegal that Irish is spoken; but the per-centage is calculated upon the population of the whole county. Those who spoke *Irish only* in the country generally in the year 1861, amounted 70,650 males and 92,625 females; total, 163,275, or 2·8 per cent. of the whole population of the country.

1656. Lord *Clonbrock.*—Your first table gives those who can speak both languages?—The first table gives those who speak Irish and English both.

1657. And who prefer the Irish?—They prefer it, and speak it, when they have the opportunity. Those who speak Irish and English both, numbered for all Ireland 942,261, or 16·3 per cent. of the population. The total of the Irish-speaking population is 1,105,536, or 19·1 per cent. of the whole population.

1658. Professor *Sullivan.*—Has the National Board ever made provision for teaching the people through the medium of Irish?—I am very sorry to say it has not.

1659. What is your opinion with regard to instructing the people in Irish, with a view to their learning English?—I believe it to be next to impossible to teach, skilfully and effectively, the Irish-speaking population by the ordinary process adopted in our schools, which at once gives them the English alphabet, English books, and English everything, without reference to translation into or from their vernacular language.

1660. In your opinion they would, if taught Irish, learn English better?—I think those who desire that the people shall soon speak English (and every lover of his country must be desirous that they shall) should teach them, in the first instance, to read Irish, in order that they may all the more readily and naturally soon afterwards learn to read English.

1661. Does the fact of the Irish language being spoken in those districts materially influence the number who are able to read and write?—Yes; that is an important consideration. It is a very material fact in reference to the return in the Census Report of the number of those who can read English. A child whose family all speak Irish at home, may attend a National school, and learn to read and write English fairly, and ultimately leave the school a tolerable scholar; but, owing to the domestic habit of speaking nothing but Irish, that child, as he grows into manhood, and as the impressions of his schooling begin to fade away, loses the faculty of reading English, and ultimately becomes, in the census returns, a non-English speaking individual. I think that allowing so interesting a portion of the population to remain without any instrument or help that would enable them to learn English rapidly, is a very great misfortune.

1662. Would you propose that they should learn Irish only at first, or both Irish and English together?—I propose that that should be done which is done in

* Mr. Keenan subsequently presented a copy of this circular letter, which is given in the Appendix to Evidence, No. VI.

Scotland, and which the present Scotch Commission approve for Scotland. I propose that the children should commence their school education in Irish books, and that their instruction in English should begin when they have learned to read Irish.

1663. Do you think those who read Irish and subsequently learn to read English will continue to read English?—I think they will be through life afterwards an English-reading people.

1664. Has the Department of Education of the Privy Council in England made any provision for the Welsh-speaking population of Wales?—I think under the Revised Code no provision is made, but I remember that under the old plan special gratuities were awarded to teachers of Gaelic in the highlands of Scotland, and to teachers of Welsh in Wales; but I understand from the Rev. Mr. Cowie that that is now abolished.

1665. What has been the result in Wales of teaching Welsh exclusively?—I cannot speak as to that. I know that the present Secretary of the Council on Education, Mr. Lingen, was very strongly in favour of continuing to teach Welsh to the Welsh-speaking people in order that they might learn English.

1666. Have you ever drawn attention to the subject of teaching Irish to the Irish-speaking people?—I have in various reports drawn attention to the subject.

1667. Did you recommend to the Commissioners the plan you have now stated?—Yes; I recommended a plan something to that effect.

1668. At what period?—I recommended it in 1855, and again in 1856, and, I think, again in 1858.

1669. No step has ever been taken on the subject?—No; my project was not favourably received.

1670. Are you acquainted with the results of the valuation of Ireland under an Act called the Tenements Act?—I am acquainted with the figures which have been published as to the valuation of the different counties under the Tenements Act.

1671. Have you ever compared the net annual value of the property rated under the Act with the amount of actual subscriptions to the National schools and the amount of school fees paid by the pupils in various parts of Ireland?—I have; I have a table which includes that amongst other statistical points of information.

1672. Perhaps you could give us an analysis of the table?—I have it arranged in counties. I suppose you wish me only to read the general summary?

1673. Yes?—The average attendance at our schools for 1866, was 307,028. The net annual value of property rated under the Tenements Act, was £12,540,181. The amount of local subscriptions to National schools, was £12,441 8*s.* 5*d.* The average amount of local subscriptions for each pupil therefore was 9½*d.* The amount of school-fees paid by the pupils was £40,529 8*s.* 2*d.*, and the average amount per pupil was 2*s.* 7½*d.*

1674. The *Chairman.*—Are endowments included under the head of local subscriptions?—Endowments and everything provided by patrons and others towards the support of the schools are all included—everything but the school-pence.

1675. Do you know what portion of the whole amount consisted purely of subscriptions?—I have no means of ascertaining that.

1676. The Earl of *Dunraven.*—I believe the endowments form a very small proportion?—Yes, a very small proportion.

1677. Professor *Sullivan.*—So that the entire amount of subscriptions given by the upper class, amounted to £12,441?—Yes, the subscriptions were only £12,441 8*s.* 5*d.*, whilst the school-fees paid by the pupils amounted to £40,529 8*s.* 2*d.* Now, as regards the counties, I have a statement of the averages, ranging from the worst to the best, under the two heads of fees and subscriptions. In the case of fees, Leitrim is the lowest, being only 1*s.* 2*d.* a head; then follow Mayo, Roscommon, and Longford, all under 1*s.* 6*d.* per head. The counties that are 1*s.* 6*d.*, but under 2*s.* per head, are Cavan, Galway, Donegal, Sligo, Carlow, Kerry, Fermanagh, and Queen's county. Those in which the fees range from 2*s.* to 2*s.* 6*d.* per head, are Westmeath, Kilkenny, Meath, Clare, and Monaghan. Those where they range from 2*s.* 6*d.* to 3*s.*, are Louth, Wexford, Tyrone, Dublin, Wicklow, Cork, Kildare, Waterford, Armagh, and King's county. The counties where the fees amount to 3*s.* or over, are Tipperary, Limerick, Londonderry, Antrim, and Down. With regard to local subscriptions, the counties range as follow:—Longford is only 2¾*d.* per pupil; Fermanagh is only 3¼*d.* per pupil; Clare, Cork, Wexford, Cavan, Kerry, and Carlow—are all under 6*d.* per pupil. The counties which subscribe 6*d.* and under 9*d.* per pupil, are Antrim, Galway, Waterford, Roscommon, Limerick, Tipperary, and Leitrim. The counties where the local subscriptions amount to 9*d.* but under 1*s.*, are, Kildare, Down, Queen's, Kilkenny, Louth, Monaghan, Donegal, King's, and Sligo. The counties where they amount to 1*s.* but are under 1*s.* 3*d.* per pupil, are Tyrone and Mayo; and finally, those where the subscriptions are above 1*s.* 3*d.* per pupil, are Armagh, Waterford, Meath, Dublin, Wicklow, and Londonderry—the last being the best in Ireland, the fees amounting in that county to 3*s.* 2*d.* per head.

1678. Has this great disparity in the amount of fees in the several districts brought about any tendency to change on the part of the teachers?—Immense. The fact that there is such a variety of payments in the different districts, partly from the school-fees of the pupils and partly from local subscriptions, has led to the occurrence of endless changes on the part of the teachers, from district to district.

1679. Have you found any difference between the districts where the landlords are resident and the districts where the landlords are non-resident?—I should hardly like to observe on that; but I may remark, that the best county in Ireland is Londonderry, where there are comparatively few resident gentry: a large portion of the county belonging to the London companies.

1680. Is it not peculiarly circumstanced as to the non-resident gentry?—It is peculiarly circumstanced owing to the occupation of so large a portion of it by the London companies.

1681. But one condition on which the London companies hold their land in that county is, that they shall subscribe to the schools?—Yes; hence you have in that county of Londonderry, three shillings and two pence per head from local subscriptions. The amount of fees paid by the pupils in the county is also very high, amounting to 3*s.* 4¾*d.* per head. Therefore, the circumstances of Londonderry do not establish any superior advantages over the rest of the country with regard to resident or non-resident landlords.

1682. The London companies are bound by their charters to subscribe to the local schools?—I think that is one of the objects provided for by their charters.

1683. Have you any tables which will show us the difference, if any, between the different classes of schools, with respect to the amount of the local subscriptions, and the amount of the school-fees—say, the difference between the convent schools and the ordinary schools?—In the convent schools the average amount of school fees per head is only 8¼*d.*, compared with 2*s.* 7½*d.* in the schools of Ireland generally; and the average from subscriptions, per pupil, in convent schools is 4¼*d.* per pupil, compared with 9½*d.* in the schools generally. With regard to the expense to the Board of pupils in convent and in ordinary schools ——

1684. That is a question I was about to ask: have you a return showing the total cost to the Board of the pupils in the different classes of schools?—The cost is made up under different heads—salaries to the teachers, premiums and gratuities to the teachers, amount paid for industrial instruction, and salaries of the monitors. In the shape of salaries to the teachers of the ordinary schools, the Board pay 13*s.* 7*d.* per head; and to the conductors of the convent and monastic schools 4*s.* 3½*d.* per head. The average of premiums and gratuities paid by the Board to the ordinary schools is 5½*d.* per head, and to the convent schools 1*s.* 1½*d.* per head.

1685. To whom are the payments made for premiums and gratuities in the convent schools?—The 1*s.* 1½*d.* per head in premiums is awarded to the conductors. The amount is granted for various kinds of

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premiums, amongst others for the instruction of their monitors. The amount paid for industrial instruction in the ordinary schools equals 7*d.* per head, and in the convent schools it equals 5½*d.* per head. The amount paid for monitors in the ordinary schools is 1*s.* 0½*d.* per head; and in the convent schools 4*s.* 0¾*d.* per head. The total cost per head, under all these items, in the ordinary schools is 15*s.* 7¾*d.*, and in the convent schools 9*s.* 9¼*d.*

1686. Would you compare these amounts with the average attendance in the ordinary schools and in the convent schools?—The average attendance in the ordinary schools to which I have been referring is 268,260, and in the convent schools, 31,017. I quote from the returns for the year 1866. From the category of ordinary schools I exclude workhouse schools, model schools, gaol schools, lunatic asylum schools, and, in fact, all schools which are special in their character.

1687. Have the fees which the teachers receive any relation to their classification?—A very remarkable relation exists between the classification of the teachers and the amount of fees received by them. Each successive step in the classification—from the lowest division of third to the first of first—bears with it, on the average, an increase of fees.

1688. That is to say, the public are prepared to pay for superior teaching?—The parents of the pupils appear to recognise the superior efficiency of the highly classed teachers, and to think it worth while to pay for it. The abstracts of the Inspectors' reports for the year 1865, published in 1866, give details under this head relating to 5,553 teachers. I have before me an analysis of those abstracts, which shows that, for instance, in relation to teachers who receive £7 or more in school fees:—

66·6	per cent.	of the first of first class receive	£7, or above.
60·4	,,	second of first class	,,
50	,,	third of first class	,,
40·1	,,	first of second class	,,
34·4	,,	second of second class	,,
21·9	,,	first of third class	,,
12·2	,,	second of third class	,,
7·1	,,	probationers	,,

The same law prevails in the relation of classification to fees when the amount is £10 or above; and also when the amount is £15 or above.

1689. Now, with regard to the subscriptions?—The same law prevails with regard to all local subscriptions—that, as the scale of income from all local sources rises, the class of teachers occupying the schools is correspondingly high.

1690. Is that due rather to the better class teachers seeking better remuneration?—It is due to the fact, that the higher class teachers look out for the schools, and get them, where high fees and subscriptions prevail. Now, the county of Londonderry, to which reference has been made, has, very possibly for this very reason, nearly as many first-class teachers as the county of Cork, though it has but one-third of the number of schools.

1691. Does that arise from the size of the schools, or from the wealth of the district?—I take it that, if the district is wealthy and populous, the schools are large; so that it arises from both considerations. But, indeed, in Derry it may be chiefly attributed to the wealth of the district.

1692. The return is calculated per pupil, and gets rid of the disturbing element of population?—It gets rid of the element of aggregation.

1693. Referring to the question I asked you, I think yesterday, with regard to Mr. Thom publishing a book on natural philosophy, I find, in a return to an order of the House of Commons, dated the 25th February, 1864, that this book was so brought out, and that 2,500 copies were sold by the Board—is that treatise on natural philosophy still circulated by the Board?—Yes.

1694. Is that the only book on natural philosophy which the teachers in training have still in use?—It is the only book on natural philosophy that the Board has published, and, indeed, I am certain it is the only book in use in our training schools and in our model schools. It is the only book in which the teachers are examined for classification, and it is also the book in which candidates for Inspectorships are examined for appointments by the Civil Service Commissioners.

1695. Then, in fact, they are bound to answer in natural philosophy, as it is given in that book, not as it is understood in the world outside?—I have heard candidates for Inspectorships complain that the questions put by the Civil Service Commissioners do not appear to be comprehended in the book published by the Board.

1696. Did not Dr. Clarke, as early as the year 1850, point out the condition of the Fourth and Fifth Books with regard to the lessons in science contained in them?—I am aware of the fact; but that defective condition has been remedied by removing the lessons on science altogether from the new editions of the books that have been published.

1697. And the same remark was made by Mr. Patterson in his report, on the occasion of the visit of Lord Kimberley to the Clonmel National Schools?—Very likely; for he is a gentleman who would appreciate the desirability of having a good work on the subject.

1698. The children answered according to what was in the book, but their answers did not agree with his Excellency's information on the subject?—I am not surprised at that.

1699. Is this geography which I have before me, stated to be printed in 1857, the new edition revised, and the book still in use?—It is still in use, but there is a treatise on the same subject in preparation by a distinguished literary gentleman, who has applied to the Board to place it on their sanctioned list; and the Board has practically committed itself to the adoption of this new work. I presume it will entirely supersede the book you have in your hand.

1700. Have you looked into the portions of this book relating to Ireland?—Not for a great number of years.

1701. Have you ever looked into these portions of it—at page 223 of the "Epitome of Geographical Knowledge, Ancient and Modern, compiled for the Use of the Teachers and Advanced Classes of the National Schools of Ireland." Then follows—"Ballyheigh (Ballyheige) Bay, which, towards the south, penetrates the land up to the town of Tralee, into which the rivers Main (Maine) and Lunne (Laune) fall! South of this is Dingle Bay, then Kenmare Bay, and south of it Bantry Bay, and the smaller bay of Dunmanus"?—I don't remember that particular passage, but I presume you refer to the mistake which is in it about the river Lunne (Laune).

1702. Yes, I refer to that, and to the fact that in the four pages given in the book with regard to Ireland, there are thirteen names misspelt in this "revised edition." Again—"Turning round to the south coast, the first inlet that we meet with is Cork Harbour, which, with a narrow entrance, reaches out into an extensive basin, well protected from the sea and all winds, and studded with islands, the chief of which is Cove"?—That is certainly a very great mistake. I must repeat, in reference to that book, that the Board has recognised the importance of substituting a better one. Dr. Abraham, the gentleman to whom I have just referred, has submitted the proof sheets of a portion of the new book that is to supersede it.

1703. There is scarcely a sentence in this part of the book with regard to Ireland correct. "Cove is a town in the island of Barrymore." Again: "The Shannon is the largest river in the British Islands, and from its body of water, and its flowing through a flat country, is navigable from its source, in a small deep basin above Lough Allen, to its mouth, a distance of about 240 miles." The Shannon is only navigable to Lough Allen, which is 188 miles, and not to the Shannon Pot on the Quilca mountain. Again: "That part of the plain which lies to the north-east of the basin of the Shannon is drained into Donegal Bay through another series of lakes, the chief of which are Upper and Lower Lough Erne"?—North-east in that passage should of course be north-west.

1704. Again in page 225: "The Galtie mountains, to the north-east of Killarney, reach the height of 3,000 feet," Galtie should be Galtees, which are about seventy miles from Killarney?—I strongly recommended the Board long since to have a better class of book on that subject.

1705. Is it your opinion that it is the business of a Board of Education to bring out books at all for the schools?—I am of opinion that, under the circumstances of Ireland, the National system could not have succeeded as it has done but for the fact that the Board undertook to produce the books. School books were not to be had in the country unless at enormous rates, and of a very inferior quality. However, I do think that the time is now pretty near for a salutary modification of the arrangements as to the production of books—the more general the class of books used in our schools becomes, the better.

1706. I find in a Parliamentary paper, 509, moved for by Mr. Pope Hennessy on the 25th of February, 1864, and printed on 20th of July, 1864, the following extract of minutes of Board of National Education, relating to some corrections, &c., proposed to be made in the Epitome of Geography:—Minute dated 21st of June, 1861—Read letter, No. 4,016, '61, from Messrs. Thom and Son, sending proof-sheets of the Summary of States and Empires, book 5, in the Epitome of Geography, and submitting certain corrections which they have made therein respecting matters of fact, which they state the course of time has rendered necessary. Ordered—"That Mr. Thom be informed that it is intended to revise the whole of the Epitome of Geography at an early date. It is not deemed advisable to make the proposed alterations and additions in the edition which they are now printing; but that if there be any corrections merely which they may consider necessary, they should submit the proof-sheets in the usual way for the consideration of the Board." Is it the usual course for the printers to edit the books?—Mr. Thom is a very zealous and enterprising man, and I know that not only on that but on various other occasions also, he has drawn the attention of the Board to important and necessary corrections.

1707. And largely interested in a monetary way in the success of the books?—His interest is to make them as correct as possible; he prints them for the Board, and sells them to the whole world.

1708. Is it not the fact that the action of the Board with regard to its books has destroyed altogether, or almost altogether, the sale of books throughout the country?—I think it has destroyed the production of *school-books* throughout Ireland. In National schools we have practically a monopoly of our own books, and so far therefore as your question relates to school-books, it has destroyed their sale.

1709. Was it not the opinion of Mr. William Longman that the book trade in Ireland was ruined by the action of the National Board?—I have heard that he stated so.

1710. Can a Board of Commissioners of National Education ever keep up books to the condition in which they ought to be?—I think it is much more likely books will be kept up to the condition in which they ought to be, as you express it, by private enterprise. At the same time I repeat that it would have been impossible for our National schools to have prospered but for the circumstance that the Board provided the books which up to this time have been published by them. As an illustration, I may state that in Ireland, up to 1855, there was but one general depository in which there could be purchased a chart of natural history or of any of the natural phenomena or cabinets of lesson objects. That was at the Kildare-place Society. Various teachers complained of that want. In the city of Cork there was not a shop where a picture suitable for use in a school—a regular educational diagram and specimen of school apparatus were to be had. In the town of Belfast it was only about the year 1855 that a little shop for the sale of these things was opened, and that only on a very limited scale. And until the Board in 1856 started their apparatus department, the schools were absolutely destitute of such educational appliances. There are things which, under the circumstances of Ireland, could only have been originated by the Board, and that is one of them.

1711. But is there not a great difference between providing them for the schools and keeping them in the condition in which several of these books have been kept for twenty years; and then the objectionable course adopted of getting the books produced by the officers of the Board itself?—I quite agree in what you observe, and I think that in future there ought to be a great deal more of free trade in reference to the books. But, as I before said, I continue to be of opinion that what has been done, has been wisely and well done. I think it, of course, a great misfortune to allow such an absurd book as that Epitome of Geography to remain in use in the schools; but in reference to it I may observe that I have never met it in use except in the model schools, where the Board gratuitously supply copies of it for the study of the pupil-teachers and monitors.

1712. Is not this book employed to teach the teachers geography?—I don't think so, for the professor who teaches geography to the teachers has a book of his own, which I suppose he uses.

1713. Do you think it advantageous to education that all the books of that nature should be prepared by one or two persons—alike unknown to either literature or science?—I do not.

1714. With regard to the allowances to teachers on the sale of books, you stated that there had been a sale of copy-books at a price over that fixed by the Board?—Yes, in Belfast. The matter was discovered by the gentleman who produced the copy-books, Mr. Vere Foster, and reported by him to the authorities at the office.

1715. Was there not, at one time, a regular trade carried on in the sale of books by persons connected with the Board, who produced these books; and did not these persons bring considerable pressure to bear upon teachers to induce them to purchase their books?—I understand your question to refer to the adoption and circulation, on the part of the Board, of books published by private authors.

1716. Not to that. But that the authors of books in the employment of the Board used their official positions to sell their books—carried on a correspondence with teachers who were coming up to be trained, and forced them to purchase their books—has that accusation not been made?—That accusation has been made over and over again, but I am not prepared to admit that the accusation has been satisfactorily sustained.

1717. It has, however, been made?—It has.

1718. And part of the success of the books has been from this action upon the teachers?—Part of the success of the books has arisen from the popularity of their authors, and to a considerable extent, I would say, from the merits of the books. Of course, it might be said, that the fact that they had been written by persons who would finally have the classification of a great number of the teachers in their hands, might indirectly operate in securing a more extensive circulation for the books. At the same time I should observe, in reference to some of these books, that they have proportionately obtained as considerable a circulation in England and Scotland as the books *published* by the Board have commanded.

1719. Owing to the stamp of the National Board?—I dare say the fact that the authors were connected with the National Board may have had a great deal to say to it.

1720. That is to say, an author connected with the Board, who gets his book put on the list of the Board's books, is thereby secured a practical monopoly?—It gives him a considerable advantage. I should state that the Board has recently considered this question, and resolved not to take again on its list a book written by any of its officers having anything to say to the classification of teachers. So that that objection which you appear to urge has been recognised by the Board, and action has been taken in reference to it.

1721. Is that just? Is it not rather the system of producing the books that is unfair?—The Board is not the author of the system of producing such books. Those gentlemen spontaneously wrote their books, and had them printed and published. All the Board did was to accept, and place upon their list, the books produced by these gentlemen.

1722. I asked you simply whether it was not unjust to those gentlemen to exclude their books simply because they are employed under the Board. Do you not rather think it is the whole system of producing books by the Board itself that is in fault?—Many

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people began to think it was not right that those who had in their hands the classification of the teachers should be the authors of the books on which these teachers were to be examined. That feeling was entertained for a long time by many persons. The Board frequently considered the question, and it was only recently that they decided that persons who choose to become connected with the system, in any position having relation to the classification of teachers, should in future be prepared to forego the advantages of writing and publishing the text-books in which the teachers are instructed and examined. I may not have expressed myself with sufficient clearness in answer to the questions you have just now proposed to me. But the conclusion I have in my mind on the subject is, that the production of school books ought—on the part of the Government, through the agency of the Board—not to be directly or indirectly a monopoly. That is what I wish to convey; and also to vindicate at the same time the action of the Board in its early career, in having caused books to be printed and published for themselves.

1723. Is it the fact that the old editions of the books are now circulating in Australia, while the new ones are coming out here—that the Epitome of Geography to which I have been referring, the revised edition of 1857, is also circulating with the stamp of the National Board in the Australian colonies?—I am not aware, but I should not be surprised at it.

1724. Did they not circulate also in Canada?—The books of the Board I know circulate generally all through the colonies.

1725. Have you read one of the last reports of the Canadian Education Superintendent, in which he speaks of the books of the Board and the changes they have been obliged to make in them?—I have not.

1726. The Earl of *Dunraven*.—Respecting navigation schools, you stated these schools in large towns have been a failure?—An utter failure.

1727. Will you give us the reason of that?—Well, the places which produce sailors in Ireland are not the large towns. The places which produce sailors are the small villages along the coast.

1728. The *Chairman*.—How many navigation schools are there?—One in Limerick, one in Waterford, one in Dublin, one in Belfast, one in Carrickfergus, and one in Londonderry—six.

1729. Of which only one was successful?—And that one only slightly successful.

1730. The Earl of *Dunraven*.—Are you aware of a school having been established at the fishing village of Claddagh?—I am, of the establishment of a piscatory school at Claddagh.

1731. Under what management?—Under the management, when I was acquainted with it, of the Rev. Dr. Rush, an Augustinian friar. He is since dead.

1732. Is it still existing?—It is; but while bearing the name of a Piscatory National School, there is very little of nautical science or of the art of fishing taught in it.

1733. Mr. *Gibson*.—Are you aware of any effort having been made to force the sale of any book published by any person connected with the Board?—Certainly not.

1734. Any popularity or success that has attended such books was owing to their own intrinsic value?—Quite so.

1735. Suppose a person wrote a book before he came into connexion with the Board, would that fact be sufficient to exclude him from his position?—I think the fact of his having written a good book would recommend him to the situation. I don't think the Board would, under the circumstances, prevent him from continuing the sale of his book. The recent regulation refers only to the professors and inspectors in the actual employment of the Board, to the persons having to deal with the classification of the teachers.

1736. Sir *Robert Kane*.—With respect to your evidence about the teaching of Irish to the Irish-speaking people in order to facilitate their learning of English, are you yourself an Irish scholar?—I am not, I regret to say; but when I first went through the Donegal district I took the trouble of learning just sufficient of Irish to enable me to do my business in the Irish-speaking parts.

1737. You have no personal knowledge of whether it is an easy means of facilitating the acquisition of English?—I have the testimony of the Scotch Commission Report, and of other authorities, on the subject.

1738. Do you know whether, in the arrangements for primary education in Brittany, Armoric has been introduced as a means of teaching French?—I have no personal knowledge of that. Would you allow me to read the observations of Mr. Nicolson, one of the Assistant Commissioners of the Duke of Argyle's Commission on the subject?*

1739. Rev. Dr. *Wilson*.—You referred to the navigation school in Limerick, and said it was an utter failure?—Yes.

1740. In what respect is it a failure?—In not producing a satisfactory number of persons acquainted with the science of navigation.

1741. Is it in any way owing to the teacher?—Not at all; he is a most meritorious, worthy man, but he could not find the pupils. I may add that I believe he was the founder—certainly he was the teacher—of the piscatory school in Galway, and he was promoted from that school to the school in Limerick.

1742. Mr. *Gibson*.—Your observations as to the failure of the schools don't affect the character of the teachers?—Certainly not. It so happens that the teachers of all the navigation schools are amongst the most superior of the whole of our staff. I should be very sorry indeed that any interpretation affecting the character of the teachers should be put upon what I have said respecting the failure of the schools.

[Adjourned.]

* The passage to which the witness referred is as follows:—

"Every good teacher that I have come upon realizes the necessity of interpreting the words of the lesson to the class; and the number of cases in which I found gross or total ignorance of the meaning of what was read, was perhaps less than might be imagined. But still that is a matter, keeping in view the fact of the language being a foreign one, entirely dependent on the ability and conscientiousness of the teacher. Under a teacher of low accomplishment, or of a careless and formal tendency, it may be possible to carry on a school among a Gaelic-speaking population, in which the scholars shall read and spell fairly, and by preparatory drilling perhaps make a decent figure at an examination, while in reality their knowledge of English is so utterly nominal and inadequate that after they pass from the school all they have acquired drops out of their minds, as completely as if it had never been there, so far as any practical use is concerned. In this respect, I believe there has been on the whole great progress made in recent times, though there is much room still for improvement. Looking, indeed, to the general inability of the adult population to read English with ease or profit, it would seem as if there were some cause for the poor results of past efforts in education in the Highlands, essentially connected with the system adopted, apart altogether from the quality of the teaching. I am certain I speak within the mark when I say that of ten men, nominally 'able to read English,' who may be found in any rural district of the Hebrides, not more than two would be found, if so many, possessed of sufficient skill to read with comfort and edification to themselves an ordinary newspaper paragraph, and without reading aloud. Of those ten persons, on the other hand, five perhaps might be found in some districts to read Gaelic comfortably. Now, considering that the people are generally not dull of intellect, but the reverse, I do not think this deplorable state of deficiency is entirely accounted for by bad teaching, irregularity of attendance, or even want of practice. Without venturing to dogmatize, or pretending to be a discoverer, it appears to me that the practice of teaching a foreign language through the medium only of that language itself, is one of the great causes of the ignorance of English that prevails so largely in those parts.

"Distinctly keeping in view that, as a general rule, the young Highland beginner in English knows only a few words, if any, of that language, enough just to enable him to answer a few of the simplest questions, and that he never hears it spoken in ordinary conversation at home, how is it possible that a system of instruction entirely couched in that language, to him as difficult as if it were Latin or German, should be successful in giving him a useful familiarity with its vocabulary? The plan of teaching Greek in grammars composed in Latin has been generally departed from as unsatisfactory, even though in that case the pupils were supposed to be tolerably acquainted with the one before commencing the other. But what should be thought of a system of teaching little boys Greek, out of a lesson-book itself composed in Greek, and by a master addressing them only in the Hellenic tongue, and liable to be considered illiterate and incompetent if he ventured to make the thing intelligible to them in the vernacular? Such a system might fairly be pronounced highly pedantic and absurd. And yet this is really, with a slight difference, the method in which it is still considered right to teach Gaelic-speaking children a language so different in idiom and so difficult to a foreigner as English is. Considering, indeed, the difficulty so presented, I think the talent displayed by these poor little islanders in picking up any kind of speaking acquaintance with the English language is very much to be admired. The ease with which they learn Gaelic is remarkable. I did not examine many Gaelic schools, but in every one I examined the reading was excellent, and the spelling quite astonishing. I was told that clever children sometimes acquire that faculty in the course of a year, but generally it requires about eighteen months' teaching. But the faculty of reading English generally requires a course of at least three years for its attainment, and still in too many cases it consists merely of the technical power to pronounce certain combinations of letters, representing ideas to the reader but very vaguely, or not at all—a power soon impaired or lost by want of practice."—*Report on the State of Education in the Hebrides*, 1866, pages, 112–113.

SIXTH DAY.—DUBLIN, FRIDAY, MARCH 20, 1868.

PRESENT:

The Right Hon. the Earl of POWIS, *Chairman.*

The Right Hon. the Earl of DUNRAVEN, K.P.
The Right Hon. and Most Rev. The Lord Bishop of MEATH.
The Right Hon. Lord CLONBROCK.
The Right Hon. Mr. Justice MORRIS.
Sir ROBERT KANE, F.R.S.
WILLIAM BROOKE, Esq., M.C.
Rev. DAVID WILSON, D.D.
Rev. BENJAMIN MORGAN COWIE, B.D.
JAMES GIBSON, Esq.
SCOTT NASMYTH STOKES, Esq.
WILLIAM K. SULLIVAN, Esq., PH.D.
LAURENCE WALDRON, Esq.

GEORGE A. C. MAY, Esq., Q.C., D. B. DUNNE, Esq., } *Secretaries.*

PATRICK JOSEPH KEENAN, Esq., further examined.

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1743. Rev. Mr. *Cowie.*—The rules of the Board of National Education, it has been repeatedly stated, do not make the use of the books published by the Board compulsory?—That is so.

1744. That refers to your lesson-books?—That refers to all books published or sanctioned by the Board for use in National schools.

1745. Including therefore the lesson-books?—Yes.

1746. Are not all your teachers and monitors examined out of your lesson-books?—They are.

1747. Then, as far as it is impossible to become a teacher or a monitor without the use of these books, their use must be compulsory?—Perfectly. The use of these books is necessary to a monitor, as it is also to a teacher, to prepare himself for examination, and, in that sense, it may be concluded that their use is compulsory. At the same time, I should say that, if a teacher made a representation to the Board that he entertained a conscientious objection to the use of our books, and that he preferred examination in some other set of books, the Commissioners, although it might be a matter of serious inconvenience, would yield to his representations, and try to bring about his examination in any other set of books he might suggest.

1748. But at present the published papers on which monitors and others are examined, include examinations on the lesson-books?—Yes.

1749. It would be quite impossible for him to answer these questions unless he had got these books?—Perfectly impossible, of course, for any person to answer in the matter of books he does not possess, or has not an opportunity of referring to.

1750. If any teacher or monitor objected to be examined in the Board's lesson-books, what kind of examination could you construct at all equivalent to the present examination?—Such a case has never occurred, and the matter comes to my consideration for the first time; but I see at a glance that there would be no difficulty in arranging an examination for such a teacher, or such a monitor, provided he could suggest the adoption of books of a corresponding quality or gradation.

1751. The examination under your lesson-books appears to include Scripture history, geology, mineralogy, natural history, and physical geography—a large number of subjects. It would be impossible to get any equivalent book, and, therefore, unless they used your books they could not pass the examination?—The new edition of the books, as I think I observed yesterday, does not include lessons on special or technical subjects; for instance, on history, on mineralogy, and so on.

1752. Are the lessons on Scripture history not included?—The lessons on Scripture history are preserved. When I say the Board might easily enough arrange an examination for a teacher making such an objection, I assume that the Board would not require the teacher to produce a set of books which would embrace chapters or sections on the different subjects you have read out.

1753. They would not require mineralogy, geology, history, natural philosophy?—I would say not. The object of the examination in the lesson books is not to ascertain the extent of the teachers' knowledge, of history, mineralogy, or the other special subjects to which you have referred—such knowledge being tested by a special examination on the particular subject—but to discover whether the teachers have an intimate acquaintance with the books in use amongst the children of their schools, and with the method of teaching, which, of course, they are bound to study.

1754. That assumes these books will be in the schools?—I assume the books are in the schools.

1755. Although the rule is not compulsory, yet, as a matter of fact, I suppose, the books of the Board are almost universally used in the schools?—As a matter of fact, I know of no case in Ireland of a National school where any books are in use as the class-books of the school, but those published by the Board. To the extent suggested by your question, their use is indirectly compulsory.

1756. Do the children in the schools buy books to any considerable extent?—In most parts of Ireland, the children are well supplied with the books necessary for their use.

1757. At their own expense?—At their own expense.

1758. Referring to another subject, have your teachers formed any benevolent societies amongst themselves to provide retiring pensions or allowances?—I have not heard that any such society has ever been organized by them. The Commissioners have an arrangement by which retiring allowances, not pensions, are granted.

1759. That is a gratuity?—A gratuity.

1760. Not an annual allowance or pension?—Not an annual pension.

1761. Have the Commissioners ever had under their consideration whether it would be advisable to encourage such benevolent societies amongst the teachers?—The proposition has never come before the Commissioners in the form your question suggests, as to whether it would be desirable to encourage the teachers to organize such societies; but the Commissioners have, from time to time, been considering the propriety of granting pensions, instead of, as at present, merely awarding retiring gratuities.

1762. Has no decision been arrived at on the point?—No decision has been arrived at, but the general opinion is in favour of pensions, on two grounds—first, as a more serviceable arrangement for the teachers, and secondly, a more economic one for the public.

1763. How do you make that out?—as to its economy?—Because the teachers, sensible that pensions are not available, and knowing, at the same time, that there is provision for a retiring allowance, manage, even in extreme cases of shattered health, to continue teaching to the very last moment their debilitated energies enable them to discharge their duties. Then they make application for the retiring allowance, and, in most cases, that application is made and granted only a few

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months before death. If, however, a teacher could obtain a pension, it would be only for the term of his life, and the accumulation of its successive payments would, in almost every case, be considerably less than the amount of the retiring gratuity. The scale on which the retiring gratuity is calculated is, that for every ten years' service one year's pay is awarded, and so on in proportion for a broken period of ten years.

1764. Would not that be equivalent to a system of stoppages on the part of the Government, to be given at the end of the period of service?—Such an interpretation might possibly be put upon the arrangement, which, however, is not a satisfactory one to the teachers.

1765. Do you think that the present salaries allowed to the teachers would enable them reasonably to provide for some retiring allowance for themselves?—I do not. I think the salaries are quite too small to warrant us in hoping that the teachers themselves could safely contribute to a benevolent society, or be able to establish a sufficiently strong organization to carry out the object.

1766. Have you not found it a great inconvenience for the teachers to remain after it would be advisable that they should leave?—My former answer as to the economy of a pension compared with a retiring allowance covers your question.

1767. Have you ever considered that any reasonable increase in the salary of the teachers might be made through the country, which being done, you might require them to subscribe to a common fund providing for retiring allowances?—I am not sure about the wisdom of any such arrangement for Ireland. It was never the habit of public servants in Ireland to contribute very generally in that form to a common fund providing for retiring allowances. Neither the clerks in the education office nor the Inspectors throughout the country were ever called on to contribute in that form.

1768. Are they not appointed by the Civil Service Commissioners?—They are.

1769. Are they not under the Superannuation Act?—They are; but previously to the passing of the Superannuation Act, when the officers of other public departments in England and elsewhere were paying back part of their incomes to the Exchequer to provide for ultimate pensions, some of the public offices in Ireland were exempt from that arrangement, and ours was one. If the teachers could be educated to it, I think the project a very desirable and excellent one.

1770. Does your Board make grants for enlarging schools?—In the case of vested schools, certainly; in the case of non-vested schools, the Board contribute nothing whatever towards the erection, or enlarging, or repairs.

1771. Non-vested schools are by far the larger number?—Yes, three times as numerous as the others.

1772. So that if a non-vested school required enlargement, it must be done wholly by voluntary efforts?—Yes.

1773. Mr. *Stokes*.—Can you state whether the class of children for whose benefit the National Board was instituted is defined in the Charter of Incorporation?—I have not referred to the Charter of Incorporation for a long time, but I presume the fundamental principle, that the system of education is designed for the children of the poor, is mentioned in it.

1774. Does not the Charter state that the object is to promote the welfare of the country by providing for the education of the *children of the poor* of Ireland?—I should say so.

1775. Does not the Supplemental Charter of 1860 similarly run?—I should say so.

1776. Does the first report of the Board in the year 1833, commence with these words—"We, the undersigned Commissioners appointed to administer the funds granted by Parliament for the education of the *poor* in Ireland?"—Yes; I have no doubt it is so.

1777. The second, third, fourth, and fifth reports of the Commissioners speak in the same way?—Yes.

1778. Can you say why this introduction was changed in the sixth and subsequent reports, and the limitation to the poor omitted?—Until you drew my attention to it, I was not aware that such omission had taken place.

1779. In the model schools under the Commissioners is the operation of the Board limited practically to the education of the poor?—Practically, it may be said that the operation of the Board is limited to the education of the poor; but, as I answered on a previous day, many of our schools, the model schools especially, are frequented by the children of the better classes.

1780. Don't you think that the parents who are anxious for the education of their children, and who can afford to do so, ought to bear, or at least to share, the cost of it?—I think so.

1781. At what age, in your opinion, is it desirable that the children of the poor should leave school, and betake themselves to manual labour?—That depends very much on the class of labour. In Ireland, agricultural labour is the chief resource of the people, and the children of the poor who are able to be employed are put to it as early as possible. The child that was only recently in its mother's arms is sent to do some weeding; the child that is stronger is sent to do some rougher duty—in fact, every member of the family is employed at one kind or other of field labour. It would be very hard to give a definite answer to your question.

1782. You don't define any age at which children of the labouring class should leave school?—When strong enough and grown enough to be regarded as in adolescence or manhood it would be preposterous to suppose that a person should continue, merely as a scholar, at a National school.

1783. How many hours in the week do the scholars generally give to secular subjects?—The rules of the Board require four hours in the day, and five days in the week; but, in many cases, that is voluntarily exceeded by the teachers and managers.

1784. Of how many books does the Board prescribe that the course shall consist?—At present, five:—First Book, Second Book, Third Book, Fourth Book, and Fifth Book.

1785. I believe you expect a child of ordinary capacity, and giving regular attendance at school, to advance from one book to another in twelve months?—I don't expect anything of the kind.

1786. Have not your Inspectors said so?—*I* don't expect it. I think that it is a rapidity very rarely realized.

1787. Supposing a child at six years of age to be reading the First Book, at what age ought that child to get into the Fourth Book?—My opinion on the subject is, that owing to the very irregular nature of the attendance, the First Book occupies two years; the Second, two years; the Third, two years; and the Fourth and Fifth, combined, two years. That is the conclusion I have arrived at, and on that conclusion I base, in some respects, my plan in reference to the payment by results.

1788. Why is the attendance very irregular?—As I have mentioned, the very fact that in the agricultural districts every child has something to do in connexion with the work of the place, shows that the attendance must be irregular. There are 300,000 holdings in Ireland under fifteen acres each. The father, the mother, and every child able to work, able to use its hands in labour, are employed during the agricultural season.

1789. For how many weeks does the season continue?—It varies throughout the country; some children are able to attend school for one quarter of the year, others for two quarters, others for three quarters: the proportion able to attend during the four quarters is very small.

1790. How many days does it take a child to read your First Book?—As I have said, I think that to read the First Book and acquire the incidental knowledge which is suggested while passing through it, a pupil would take about two years, regard being had to the irregular attendance of the children at the National schools.

1791. Two years to read through this small book

once?—To learn it, and to be prepared in knowledge and intelligence for removal to a higher book.

1792. Do you remember how many pages there are in this book?—I can't say; but it is not by a measurement of the number of pages that the time taken by a child in passing through a book can be determined.

1793. When a pupil has got through the Fourth Book, and is able to spell, write, and cipher, in a corresponding way; and, if a girl, has learned plain needlework—don't you consider that child prepared to enter on the real business of life?—I regard the case of the boy a perfectly complete case; any boy who has attained to the Fourth Book, and acquired the necessary knowledge for his class, ought decidedly to be prepared to commence the world, and to prove himself to be an intelligent workman or tradesman. But the mere knowledge of needlework, on the part of the girl, I would not consider sufficient. I think that she, like the boy, should be able to read, write, and do sums in arithmetic.

1794. I assume that?—Then I answer your question affirmatively.

1795. Have you observed any marked difference between the ages of the children attending convent schools and the other National schools?—A very remarkable difference. The youngest and the oldest are to be met with in the convent schools. The convent schools, to a very considerable extent, include infants in their attendance; and, owing to the very superior attractions of these schools, the children remain in them to a pretty advanced age.

1796. Your attention has, no doubt, been called to the special reports in the year 1864 on the convent schools?—I am pretty familiar with them.

1797. Are you aware that 95 convent schools were seen by Inspectors with 2,125 pupils from thirteen years of age and upwards?—I never made an analysis which would lead me to a knowledge of these figures, but I presume they are correct.

1798. Don't you think that these 2,125 pupils over thirteen years of age thus retained in the schools at the cost of the State, should, in the interest of society, have been at work?—I am not at all sure but there may be persons over thirteen years of age, who come for the first time to school, wholly ignorant of the simplest elements of knowledge. Such persons might come to learn the rudiments of reading, writing, and arithmetic.

1799. Can you give the actual age of the youngest and the oldest pupils in convent schools?—In convent schools you will meet with the youngest infants, those merely able to walk, from three to four years of age; and you will meet with pupils up to sixteen or seventeen years of age.

1800. Do you think there is no child under the age you mentioned?—It is possible there might be some, even of children barely able to walk.

1801. Is there no child over sixteen?—I have no doubt there are.

1802. Do you know St. Finbar's Convent National school at Cork?—I am familiar with it.

1803. This school is returned as having 120 young persons in it, in its higher classes, whose average age is nineteen years and nine-tenths, or nearly twenty years—does it not appear to you that such a class of children educated by the State is entirely out of place?—If the average age of those persons be correctly printed, I presume the vast proportion of them are persons who come to that school to acquire merely a knowledge of reading, writing, and arithmetic.

1804. They would not be placed in the highest classes?—Your question did not relate to the highest classes.

1805. Yes, solely to the highest classes?—I observe, certainly, in the report to which you draw my attention, that in that school the 120 are returned as in the fourth and upper classes, and that their average age is 19·9 years. The only conclusion I draw from that is—if there be no mistake in the printing of the return—that that school possesses immense attractions for the children to linger at it: and it is better that they should do so than remain at their homes, or wander about the streets, unemployed. In Cork there is very little employment for females, unless as domestic servants.

1806. If the funds of the State are employed in keeping in schools persons who are fit for labour, and in keeping them away from labour, is not society doubly a loser?—Those who are old enough to labour and choose to remain at the school, I should say, know very well what they are about, and what is their special advantage. They will remain at school only so long as it is the better course for them. As regards the State I think it would be exceedingly difficult to lay down any fixed rule as to the ages at which children should either commence their course of education or terminate it.

1807. What proportion of children attending the National schools reach the higher classes?—7·1 per cent.

1808. Is not one consequence of pupils remaining in the school up to twenty years of age to prevent pupils who are about thirteen years of age from reaching the higher classes of the school?—I think the very opposite. I think the fact that well educated pupils remain at the school to a pretty advanced age, would rather serve the interest of the junior pupils in advancing them.

1809. Would there be room in the highest class for all the pupils?—I have never known any inconvenience arise from any want of room for the highest or any other class.

1810. Take the case of the 120 pupils to which I referred?—That school to which you refer, St. Finbar's in the city of Cork, is an immense establishment. It has, I perceive from the report to which you draw attention, twenty nuns employed in teaching during school hours, and others occasionally, independently of monitresses, and I have no doubt that, if necessary, they could draft in an additional number of nuns to teach.

1811. What is the earliest age at which you consider children to be fit subjects for instruction in a primary school?—I think where infant schools are practicable, any age at which a child is strong enough to walk to and from the school, and remain from home for the necessary number of hours; but in ordinary schools, where there is no provision for infant education, I should say the age of five is the minimum.

1812. Is not the direct effect of granting public money in proportion to the bare attendance of pupils, to overcrowd school-rooms, and to bring children to the schools who are too young to learn, and to keep other pupils at school when they ought to be at work?—I object to any system of payment for mere attendance.

1813. Do you not think it desirable to abolish any system of payment according to numbers?—Unmistakably so.

1814. How would you measure the success of the National system?—That is a very wide question, and would take me a long time to give it a satisfactory answer.

1815. May not the number of children attending your schools be said to measure it?—That is one of the indications of its success.

1816. It is not unfair to assume that every board, like every man, desires to succeed?—I presume every board desires that it shall discharge its duty efficiently, and the consummation of such a desire is success.

1817. Then may it not be said that your board is interested in a large attendance?—Of course.

1818. You said there was no fixed time during which children must be under instruction in your schools in order to get credit for the day's attendance—against which rule of the Board would a teacher offend who marked a child that would attend for only a few minutes?—I said it was necessary the child should enter the school before twelve o'clock. I also said that the child must attend before roll-call, and I think I added that a period of three hours of school business would follow after that.

1819. I find in a particular paper before me a case

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is mentioned where an Inspector visited a school before half-past twelve o'clock. He found fifty children present. He examined the roll and found fifty seven marked as present, and the teacher gave, as an explanation, that between the two periods, the marking of the roll and the visit of the Inspector, seven children had gone home. How is such a diminution of the attendance guarded against?—There is a very simple arrangement to guard against any inconvenience resulting from such a state of affairs as that you refer to. When a teacher gives a child permission to leave school after that child's name has been entered as present on the school-roll for the day, he is bound to inscribe the name of the child on a slate called the "absence slate," which is hung up in a conspicuous place, and which the Inspector, on entering the school, at once looks to; and in case the Inspector find the number actually in attendance at the school to be less than the number marked present on the roll, the difference must be the number of names found on the slate. That is the arrangement.

1820. The record of attendance remains unchanged?—The record of attendance remains unchanged. The names of the absent children are upon the slate, and the difference between the number on the record and the number of names on the slate should be the actual number found by the Inspector to be present in the school.

1821. But in making up the returns at the end of the year, the children who left after the roll was called would count equally with those who remained the entire day?—Certainly. I should observe in reference to children leaving at irregular hours, that it is not at all a common practice in Ireland. Those who come in the morning remain, almost universally, until the school breaks up. The arrangement I mention was made to provide for the case of children having some particular and exceptional occasion to return to their homes.

1822. The attention of the Commission has been called by one of its members to a paragraph in the Report of the Endowed Schools Commission, page 133, as follows:—"In one school a master admitted to me that he was in the habit of frequently recording a larger attendance of pupils than actually occurred on the given day; and when I asked him why he concealed that fact from the Inspector, but admitted same to me, he accounted for the difference by the remark that he was speaking to me under the obligation of an oath." Do you think such cases frequently occur?—I do not. They are anything at all but frequent. I should add, that the inquiry of the Endowed Schools Commission took place twelve years ago, and that since that time our arrangements for the supervision of the accounts have been from year to year considerably improved.

1823. With what object do the Inspectors examine pupils in the primary schools in the higher subjects of instruction?—To test their proficiency.

1824. Granting fully that everyone should be educated as highly as his opportunities permit, do you think it fair to the tax-payers that the higher education of a few should be paid for out of the consolidated fund?—I do, perfectly fair.

1825. I go to another subject. The third report of the Commissioners states that when Lord Stanley was Chief Secretary for Ireland he thought it desirable that we should grant aid to schools in connexion with nunneries, monasteries, or other religious bodies, and we have done so. Is this still the practice of the Board?—It is still the practice of the Board to give aid to convent schools, under certain restrictions.

1826. Has the Board no rule excluding schools in connexion with monasteries from receiving assistance?—I am sorry to say such a rule is on our code.

1827. How does the Board define a monastery?—I cannot venture to give you their definition, but the class of schools excluded by that rule are schools conducted by monks—by members of any religious brotherhood.

1828. How do you ascertain of any man that he is a monk?—It is very easy to ascertain, in Ireland, whether a man is a monk or not; for if he be a monk he usually wears a monk's attire, and invariably lives in a monastery, and the public are generally aware of his position.

1829. You don't hold that a cowl does not make a monk?—No; there is no occasion here for any misgiving.

1830. Are there any Protestant monks in Ireland?—Not that I am acquainted with.

1831. There are Protestant monks in different parts of England, and supposing some of them were to be introduced into Ireland and to establish schools here, would those schools be excluded by the rule of the Board from receiving grants?—I am sorry to say they would.

1832. Within your experience, have you found anything in the schools of the monks connected with the Board calculated to deprive them of recognition and support?—Certainly not.

1833. Taking a school with fifty-six children, which is said to be the average number in schools in town and country, conducted in substantial premises, what would you expect to find the annual cost of such a school?—The cost to the public?

1834. The whole cost—what would be a fair salary, for instance, to give a teacher?—I have a detailed plan as to what I think ought to be fair remuneration for a teacher; if you will have the kindness to defer that part of your question for a few minutes till I set forth the plan, I shall be much obliged to you.

1835. What proportion of the total annual cost of the school, do you think the locality might be fairly expected to pay?—In this country it would be very hard to satisfy such a provision. I visited on one occasion seven islands off the coast of Donegal. In each of these islands there was a National school, and the sum total of the school-pence paid in the seven islands was easily remembered—it was 7*s.* 7*d.* There was no local subscription or endowment of any kind. How, therefore, in the face of a statement of poverty of that kind, could it be laid down that any fixed sum was to be paid, as an essential condition on the part of the impoverished people of these islands, to secure the advantages of education for their children?

1836. What was the attendance?—I have not totted up the attendance for the seven islands, but I should say the total attendance might have been 200.

1837. Was there no real property in those islands?—The islands themselves are real property.

1838. To whom do they belong?—To different persons. The island of Tory belonged, at the time to which I refer, to a solicitor; Arranmore to a Belfast merchant; and so on.

1839. The owners were not willing to contribute?—The owners, in no instance, contributed a penny towards the support of these schools.

1840. I presume not from inability?—I presume not. I cannot say from what cause.

1841. Is it not true, as a principle, that he who pays will be master? What, in your opinion, is the lowest rate-in-aid a manager of a school should contribute towards the expenses in order to make his management of the school a real power?—My opinion is, that no compulsory arrangement ought to be made requiring any specific proportion of contribution on the part of managers towards the support of schools, for the very good reason that, no matter what amount you might determine upon, you would find the vast majority of managers unequal to the contribution.

1842. Without local contributions, can you make local management really effective?—I think we can. I have observed local management to be very effective in many places where there was not a penny-piece of local subscription.

1843. Referring to another topic—you read yesterday an extract from "Chambers' History of the British Empire?"—I did.

1844. You are aware that is not one of Chambers' set of reading-books?—I am not acquainted with Chambers' publications beyond those in use in our

schools. Those chiefly in use in our schools are the Geometry and Algebra. My impression, when I answered Master Brooke's question on the previous day, was derived from a case to which I drew attention yesterday, and the minute on which was drawn up by myself when it was under consideration in the office some eight or nine months ago.

1845. Are you aware that in Great Britain the managers and teachers of schools are perfectly free to select their own reading-books?—I am, and I think it a very happy piece of fortune on their part.

1846. Would you be surprised to learn that many Roman Catholic schools under the uncontrolled management of priests, and taught by nuns, voluntarily and by preference use Chambers' reading-books, and other sets of reading-books, in preference to the books of the Board?—I hesitate to say I should be surprised or should not be surprised, but I have no doubt such is the fact when you state it. I should hope that no Catholic manager in England—I am certain no Catholic manager in Ireland—would tolerate the use of the book to which I referred yesterday.

1847. Have you in Ireland anything resembling the half-time system?—In two or three cases in the neighbourhood of Belfast, and in one case at Celbridge; but as there have been only a few cases, there has been no special legislation in reference to them.

1848. Have you thought of a system by which, in agricultural districts, children who labour upon land might be allowed to do so, and to attend school at other periods?—Certainly.

1849. Do you think post-office savings' banks and the new system of Government annuities would enable the teacher to provide for his old age?—Well, as I observed to the Rev. Mr. Cowie, the salaries and incomes generally of our teachers are so small that I believe it to be at present out of the question to hope that any appreciable savings could be effected by them. For this reason they do not, and cannot, take advantage of the post-office savings' banks, or of the new system of Government annuities.

1850. Mr. *Gibson.*—You were asked in reference to the number of schools in Ireland before the establishment of the National system. In the Ninth Report of the Commissioners of Education, furnished in 1826, there were returns given from the Roman Catholic and Protestant clergy throughout Ireland of the schools at that time. You are aware of those returns?—I am aware of their existence, but I am not able to give any information respecting them.

1851. Is it within your knowledge that the establishment of the National system has operated very much to displace those schools in which not only the humbler classes but even the better classes were in the habit formerly of receiving education?—Yes; universally throughout Ireland.

1852. Therefore the schools in which the better class of people throughout the country received education have almost entirely disappeared.

1853. In the Ninth Report of the Commissioners of Education, presented in 1826, I find it stated that the number of schools then in operation in Ireland, was 11,823, of which number 9,352 are stated to have been pay-schools?—I should say that no such state of things exists now—that the number of such schools is exceedingly limited.

1854. Are you aware there has been, latterly, in Ireland, a very great amount of effort made to secure the establishment of what are called intermediate schools—schools for the education of a higher class of pupils?—I am aware of that.

1855. Can you state the circumstances which called for the establishment of such schools in connexion with our National system of education?—Those who make the demand for the public support of intermediate schools complain that the operation of the National schools has practically banished from the country the schools in which classical instruction used previously to be given, and they desire that besides the existing National schools there shall be established a class of schools for the special advantage of those who want to have a higher order of education than that which is afforded under the National system. As I am asked the question, I am bound, of course, to add, that that class of claimants is, I think, very much confined to the Protestant community. There is another class who desire that it shall be competent for the manager of a National school to engraft a classical education upon the ordinary course of instruction. There is a large number of Catholics in this class.

1856. I want only to know as fact, that the want of such schools is felt, and that the number of schools formerly supported by the payments of the people, called pay-schools, is diminished in consequence of, or contemporaneously with, the establishment of our National schools?—I am perfectly aware that all you state has happened.

1857. In reference to what fell from you yesterday with respect to some books published by persons connected with the Board, will you allow me to draw your attention to a passage which appears at the end of one of Dr. Sullivan's books, and which is extracted from an education return printed by order of the House of Commons on the 19th of April, 1859:—"These books were originally written to supply wants which I found in the National schools while acting as Inspector, from the year 1832 to 1838; and it is a matter of record that I offered them gratuitously to the Board"?—That I know to be an absolute fact.

1858. It continues: "The generosity of the Commissioners, however, prevented them from accepting them, unless I would consent to receive the usual terms per sheet which they gave at the time. As my books were not compilations, I fortunately for myself declined to supply them as such, and this led me to publish them at my own risk and expense; and when they had gone through several editions, and their success was no longer doubtful, the Board took them from me as if from a stranger, but with this difference, that my books are at least 20 per cent. cheaper than any of those supplied by the trade to the National schools"?—I am also familiar with the accuracy of the second part of that statement in reference to those books.

1859. The *Chairman.*—Was Annaneese the name of the school you referred to yesterday?—Yes.

1860. Did the Inspector find, on his visit to the school, books of which the names had not been previously communicated to the Commissioners?—He found three such books. He reported the matter to the Board, and he was then requested to state his opinion as to the suitability of these several books for use in a National school; and upon his report the order against the use of "Chambers' History of the British Empire" was made.

1861. Was not the use of that book, before it was notified to the Commissioners, a direct infraction of one of their rules?—It was a direct infraction of the rules on the part of the manager, not to have communicated the matter to the Board; but I may observe, that managers are not very exact students of our rules, and that whilst, as a body, they are most willing to carry out our instructions, they are but rarely conversant with all those minute details.

1862. Are you aware whether this infraction of the rules was strongly animadverted upon by the Board in that case?—No. The fact that the books were in use was simply intimated to the manager, and he was informed that under the circumstances, as this work of Chambers' contained passages that were not suitable for use in a National school, it could not be used in future.

1863. Has the standard of examination required for teachers to get into either first or second class been materially raised since the first origin of the Board?—Oh, very considerably. Until the year 1839, there was no classification of our teachers at all. Then for the first time a general examination of the teachers took place, and they were classified simply into first, second, and third, without the minute division that exists now. The present system of classification, with the different provisions in reference to it, was laid down in 1847, and came into operation for the first time in 1848. Since then no essential change has taken place in the programme. The only change of any consequence was made recently, and that was

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in reference to a knowledge of the science of agriculture. Formerly, the Commissioners estimated the highest proficiency in the science of agriculture as represented by only ten marks in the examination. Now, as they themselves have for the first time published a very excellent work on the subject, they have attached more importance to it, and have assigned a value of fifty marks for a knowledge of it. That is the only material change that has occurred for a great number of years in the details of the examination.

1864. What is the lowest class examined in agriculture?—Male teachers of every class are examined in the Agricultural Manual.

1865. Has the number of marks required to get into the second class, or into the first class, been raised much since 1848?—No, not materially, except in the manner to which I have just adverted with regard to the science of agriculture.

1866. Does the discount each teacher receives on the sale of books amount to much?—In large convent schools, and in some of the large schools in Belfast, the 20 per cent. discount amounts in the year to sums varying from £1 to £5 or £6, or in some cases £8.

1867. What should you imagine it to amount to in the case of a school of fifty children?—I should say to no more than 8*s.* a year, or 10*s.* at the most.

1868. As regards the repair of schools by the Board of Works, is there much complaint of the mode in which they execute the repairs, or of delay in effecting them?—The chief cause of complaint is from the delay, and that complaint, indeed, I may say is generally confined to one quarter of Ireland—the south-western counties. In the north and west, and in the midland parts, the officers of the Board of Works have managed to carry on their business so regularly and satisfactorily that complaint has rarely been made. In the south-west of Ireland, however, the complaints have been for a long time frequent and serious.

1869. To what do you attribute that local difference?—I should not venture myself to give the explanation that some one connected with the Board of Works might give your lordship. I know, however, that the southern and western district, to which I have referred, has been recently divided into two parts, each having a Clerk of Works. Before that I suppose the one clerk was overtaxed.

1870. How does the representation of the repairs that are necessary go to the Board of Works?—The Commissioners of Works — having their Clerk of Works an Inspector as it were of buildings—become informed, through their own officers, as to the condition of the schools. But besides that, our Inspectors, in their ordinary reports, draw the attention of the National Board to the condition of the houses. If it appear upon the face of an Inspector's report that a house is in a bad state of repair, a representation is at once made by our Board to the Board of Works.

1871. In such a case does the National Board keep any list of the houses reported by the Inspectors as requiring repairs?—A copy of every letter addressed by the National Board to the Board of Works as of every other communication from the office, is preserved. In that way we should be able to inform you of all the occasions on which we had to address the Board of Works as to tardiness in effecting repairs. No list has ever been prepared, but such a list could be easily furnished.

1872. Do the Board bring under the notice of the Board of Works periodically a list of places still incomplete that have been previously reported for repairs?—A statement is annually made by the Board to the Board of Works, in the form, as it were, of an estimate, of the wants of each district—of the repairs, and of the additional buildings; and that is the only form in which a general list is sent up by the Board to the Board of Works. Such a return is called for annually by the Board of Works to enable them in turn to prepare their estimate for Parliament.

1873. Is it the habit of the National Board to send returns to the Board of Works at fixed periods calling attention to cases of repairs that have not been executed?—No, it is not. The attention of the Board of Works is drawn by the Commissioners of National Education only as occasions present themselves, upon the reports of the Inspectors.

1874. If a manager found that his school-house needed repair, would he point this out to the Inspector, or communicate to the Board of Education, or apply to the Board of Works?—He might adopt any one of the three courses, but the course he would be most likely to adopt is to communicate with our Inspector, who is always nearest at hand.

1875. What is your definition of a navigation school?—A navigation school is a school in which the sole business is instruction in the science of navigation and in the kindred mathematical branches.

1876. Does such a school teach the common branches of elementary education, as reading and writing?—All the navigation schools that have hitherto been instituted, have been merely branches of model schools, and a literary education may be given in them to the nautical pupils—who, however, seldom or never avail themselves of it—the scientific part being reserved exclusively for the navigation department. I should add, however, that at Limerick the navigation school is held in a different house, and in that instance literary instruction is not imparted to the pupils who attend it.

1877. What is the usual classification of the master of navigation schools?—Their classification varies. Some are first class, and some are not. The master at Belfast, although a very efficient teacher of science, happens not to be in the first class of the National Board's classification.

1878. Is he paid like the master of any other National school, or is he paid a special rate for teaching navigation?—A special rate.

1879. What is it?—At this moment I cannot venture to say, but the average is, I think, £100 a year.

1880. Are there any assistants receiving special rates?—No; for, as I mentioned yesterday, the navigation schools are such complete failures, that the principals have very little to do: therefore assistants are not required.

1881. What number of first-class monitors are there?—About 140.

1882. What proportion of them are in the ordinary National schools?—I should say a little less than one-half.

1883. And the others?—Are in convent schools.

1884. You spoke of eight square feet being the statutable allowance under the rules of the Board for each child in the schools?—That is what the Board advise for adoption by managers generally, and what they require in their own schools.

1885. How is it, then, that in the plans put out by the Board of Works six square feet only are allowed?—The plans, as I observed, are of a very old date, and are at present under revision; but, for a long time, the understanding between our Board and the authorities of the Board of Works has been for an allowance of eight feet; and in the table published in 1865, page 331, as, I dare say, in the tables of preceding reports, you will see the classification of 5,843 National schools, allowing eight square feet of accommodation to each pupil.

1886. When was the question of revised plans brought formally by the National Board under the consideration of the Board of Works?—I cannot fix the date, but the immediate occasion, as I mentioned yesterday, was the receipt, on the part of the Board, of the treatise on school architecture by one of our Inspectors, Mr. Robinson. It was thought advisable at our Board, that that treatise should be considered by the Board of Works; and I presume that the set of plans and specifications they have now ready is the result of an examination of Mr. Robinson's manuscript.

1887. Was that a year or two ago?—I should say Mr. Robinson's treatise must have been sent to them about four years ago. April, 1864, I believe, is the exact date.

1888. The Lord Bishop of *Meath*.—You said your teachers are examined in the books of the Board. Now, Scripture history is an element in the examination?—Yes.

1889. In the examination of your teachers is there any separate column for Scripture history?—No; the half-dozen questions or so drawn up upon the lesson-books are grouped together, and are not of a homogeneous character.

1890. When an Inspector is examining a school, does he examine into that subject?—It is entirely a matter of discretion with him what lesson he may take up.

1891. As a matter of fact, is it usual with Inspectors to examine in Scripture history?—As a matter of fact, in the vast majority of cases I should say it is not. But, as I observed before, it is a question entirely for the Inspector's discretion as to what lesson he should select. Indeed, I should add that a considerable number of the Inspectors inquire of the teacher what lesson the class immediately under examination may at the time be engaged upon. Then the Inspector, in such a case, almost invariably takes the lesson of the preceding day. That might happen in some cases to be a Scripture history lesson.

1892. Do you think the proficiency of a school can be fairly tested if so important a subject as that is altogether omitted or overlooked?—I think that under the peculiar circumstances of the National system, the proficiency must be tested without any *special* reference to that subject.

1893. You yesterday stated that the lessons on portions of Scripture history are retained in the revised books?—Yes.

1894. That was done, of course, advisedly. I wish to know whether you think the proficiency of a National school (considerable weight being evidently attached to that part of its instruction), can be fairly tested as to that subject if the Inspector omits it altogether?—Well, if the Inspector deliberately omits all the lessons of that class that are interspersed through our books, no doubt, in reference to the knowledge of the matter of the class-books, the proficiency is not fully tested. But in reference to the examination in the class-books, the Inspector's consideration is chiefly directed to the ability the children may exhibit in the matter they are reading.

1895. As to secular matter, do your Inspectors ever examine into the range of the attainments of the pupils beyond the subjects contained in the reading lessons?—Never.

1896. Are they prohibited from doing so?—The Inspectors are prohibited from examining in anything beyond the range of instruction laid down in the programme for use in National schools.

1897. Lord *Clonbrock*.—With respect to school-houses, you said the plans of the Board of Works are not such as the Board of Education approve of?—The Board of Education desire an improvement, and I believe the Board of Works have submitted improved plans. These plans were in their day the best the Board had at their command.

1898. I think you stated that the objection of the Board of Education to the present plans was communicated to the Board of Works three or four years ago?—The reference to Mr. Robinson's treatise was communicated to them about four years ago.

1899. In a copy of a letter here from the Board of Works, it is stated that that department submitted to the National Board for approval improved plans on the 4th of June, 1867. Has there been any approval of these plans by the Board of Education?—Not that I am aware of.

1900. If anyone wished to build a school, he would go to the Board of Works and ask for plans—these would be handed to him, he might build the school according to them, and afterwards find that the school was objected to?—No; no objection could be taken to the school if it was on the only plan available for the manager's adoption.

1901. Are the non-vested schools, built by private enterprise, as good as the vested schools built under the direction of the Board?—May I ask, do you refer to the class of building or to the efficiency of the schools?

1902. I refer only to the school-houses. Are the non-vested school-houses as good as the vested school-houses?—As a general rule, the vested houses, whether vested in trustees or in the Board, are of an unmistakably better class than the non-vested.

1903. You are aware the Board of Works, under the "Land Improvement Act," lend money to proprietors for making improvements on their property?—I am aware of that.

1904. Is that extended to the building of school-houses?—I have never heard of a case of the kind. It would be very desirable if such an arrangement could be brought about.

1905. Then you would have school-houses alike, and best suited for the purpose?—Yes, I think that a very admirable suggestion: I never heard it before.

1906. Professor *Sullivan*.—Have the Board of Works a numerous staff of Clerks of Works through the country?—I cannot state the exact number: I should say five or six, at the most.

1907. Then it is not likely the Board of Works can become cognizant at once of the state of repair of schools in out-of-the-way districts, where they have not other public works going on?—No; but in obtaining early intimation as to school-houses in want of repair, they are assisted by the operation of our system of inspection.

1908. In fact, they are entirely indebted to your office?—Not entirely, but to a very considerable extent; for, of course, their own Clerks of Works are occasionally engaged in the inspection of the different school-houses.

1909. I asked you yesterday whether you had made a calculation with regard to the relative number of schools having under thirty pupils in each school in each of the provinces?—I have. In Ulster there are 558 schools having an average attendance of less than thirty each. In Connaught there are 219. In Leinster, 297; and in Munster, 114. Total for all Ireland of schools having an attendance under thirty pupils, 1,188.

1910. What is the relative proportion between schools having less than thirty pupils each, and the total number of schools in each province?—The total number of schools in Ulster is 2,382. Of these, 558 are schools having each an attendance under thirty. In Connaught there are 1,029 schools, and the number having an attendance of less than thirty pupils in each is 219. In Leinster there are 1,466 schools, and the number having an attendance under thirty is 297. In Munster the number of schools is 1,576, and the number of these having an attendance under thirty is 114. Total for all Ireland, in the summary from which I am reading, 6,453; and total, as I have just observed, of those having an attendance under thirty, 1,188.

1911. To what is the small number of schools having less than thirty pupils, in Munster, as compared with the number in Ulster, due?—It is chiefly due to the fact that in Munster the habit of managers is to have larger schools than are adopted by managers in the North of Ireland. Secondly—in the North, where the religious denominations are pretty equally divided, each denomination desires to have a school under its own guidance and control. In Munster this condition of things does not exist to any great extent.

1912. What was the original title of the present Board of Education?—I am not aware it ever bore any title different from what it bears at present.

1913. When, in fact, did the title "Commissioners of National Education" come into use?—It never occurred to me to consider the matter.

1914. You heard it was called the Commission for the Education of the Poor?—Mr. Stokes drew my attention to that—but I am under the impression that from the first the title "Commissioners of National Education" was also applied to the members of the Board.

1915. In reference to a question of Mr. Gibson, do you think it advisable to engraft upon the primary system of National schools, a system of intermediate education?—I do not, myself, desire to see a class of schools called "intermediate" as a distinct organization, but I certainly am of opinion that it would be very desirable to leave it to the option of managers to introduce classical instruction as an extra branch in the National schools.

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1916. And the pupils to attend at the usual hours at which the school is conducted for primary education?—If it could be introduced at the usual hours at which the schools are conducted for primary education, without detriment of any kind to the education of those who are not in the classical department, then I should say there would be no objection. But I have serious doubts about that part of the scheme. I think, at all events, that for the present it would be desirable to have the classical instruction as an extra branch, immediately preceding or following the usual school hours.

1917. Do you not think it would be much better to have it discretionary to have it at extra hours, as is done with the instruction in physical science under the department of science and art?—I meant my answer to convey that idea.

1918. Do you not think it would very seriously interfere with the management and objects of the primary schools to have the teachers teaching branches like that of classics, in the school, with the regular branches?—I think not. At first, the course of instruction in National schools was not at all so extensive as it is now, and no practical inconvenience has resulted from the introduction, time after time, of additional subjects. The very subject of physical science which you have just mentioned was never dreamt of at first. Its introduction has not interfered with the efficiency of schools in which it has since been taught. Again, drawing in an elementary school was never thought of at the time of the institution of the National system. That subject also has been introduced, and without any detriment to the education of the pupils generally. The same is the case with regard to music.

1919. In what schools is physical science part of the course?—Chiefly in model schools, but I have met with very interesting cases where it was introduced into ordinary schools.

1920. In model schools you have a considerable staff of teachers; therefore the introduction of such subjects is not a disadvantage?—Of course, the introduction of extra subjects in model schools is more feasible than in ordinary schools; but I wish it to be distinctly understood that I should object to the introduction of anything extra to the essential subjects of reading, writing, and arithmetic, if that introduction in any way impaired the teaching of these essential branches.

1921. Is there any difference created in the conduct of a school by the introduction of a branch, like classics, that will be taught to a very limited number of the pupils, and a branch, like music, that may be taught to the whole school?—There is a considerable difference, as regards the organization of the school, between the introduction of the one subject and that of the other: yet it might be feasible to introduce the classics within school-hours without detriment to the schools; but an experiment should, in the first instance, be tried by the introduction of the subject at hours immediately preceding or succeeding the regular school-hours.

1922. Are you aware of any country in Europe where, in fact, the business of schools preparing for a University is connected with the business of primary education in the same schools?—I am not, except in the parochial schools of Scotland; but in many Irish National schools the thing has been done, and successfully done.

1923. Will you give an instance where it has been carried out successfully?—Well, I have heard that some of the most successful students who went to Maynooth obtained their classical instruction in the National school of Ratoath, county Meath. If I had had any intimation beforehand of your question, I might have passed my memory over the country generally, and been able to detail other instances. Classics were taught by the Ratoath National teacher at extra hours.

1924. Was that school successful in other senses?—That school was amazingly successful in every sense.

1925. Can you remember what was the attendance at that school?—From sixty to eighty.

1926. Had the teacher any assistants or monitors?—I think that for a considerable time he had the assistance of his daughter, who is a very remarkable classical and science scholar.

1927. Did he himself teach these subjects?—He did, assisted by his daughter. He had also a considerable number of boarders. He retired from the service some time ago.

1928. He belonged to the old class of teachers?—He belonged to the old class of teachers, and was a most respectable and excellent specimen of the class.

1929. Taking the best class of teachers who now come up to be trained, can you say whether they would be fit to carry out such a system?—A question you proposed to me yesterday led me to make an inquiry upon a kindred topic—that having reference to the teaching of Irish to the Irish-speaking people. I asked Mr. Joyce, the headmaster of the model school here, who is himself a very accomplished Irish scholar, as to the number of teachers in the present training-class in Marlborough-street, who could speak or read Irish; I have a memorandum from him that he has been in the habit of making this inquiry, and in regard to the present class of about seventy-five male teachers, he found that twenty-one can speak Irish. Of these, eighteen can read the Irish Catechism—about one-half freely or with very great facility—the other half poorly. If it had occurred to me to inquire whether any were qualified to teach classics, I might have obtained a similar return, but I don't think the proportion qualified would be anything like so high as I have just stated.

1930. Will you inquire whether any note has been made of the number of teachers coming up to be trained who have learned classics?—I don't think such a note has been taken.* There is no one particularly interested in it. Mr. Joyce, who is a great student of Irish, is very properly looking after his own particular subject; hence the facility with which I obtained the information.

1931. Mr. Justice *Morris*.—You don't attend the meetings of the Board itself?—I do not.

1932. How do you communicate with the Board, or they with you?—I am in daily communication with the Resident Commissioner. My business leads me to be with him for the greater part of every day.

1933. From him, I presume, you understand the decisions and views of the Board upon general subjects?—Besides, I have the minutes of the Board at my command.

1934. But their general views?—Their general views I have opportunities of learning from him, and from other Commissioners with whom I have opportunities of discussing matters.

1935. Who ultimately revises the books in use?—A committee—I think I mentioned yesterday—of the Board had been appointed to revise the books. That committee continued for some years to meet occasionally to revise the work prepared by the two Inspectors who were charged with the duty of revision.

1936. Is that committee constituted with any regard to the religious opinions of the members of the Board?—It is constituted of members of the Board of different religious professions.

1937. Did that Chambers's History that you have just referred to, come before the Board?—Certainly not. It was altogether unnecessary; for it was plain from the perusal of these extracts that such a book as that could not be tolerated for a moment in a National school.

1938. Who was the person decided upon that case?—By a noting upon the Inspector's letter, I advised the decision, and Mr. Macdonnell, the Resident Commissioner, countersigned it. There is the original document *(document produced)*.

1939. One of the objections the Inspector put forward was to some historical statement?—The extracts—shall I repeat them?

* Mr. Keenan subsequently furnished an answer to this question as follows:—

CLASSICAL KNOWLEDGE possessed by TEACHERS in TRAINING.

Eighteen in Special Class and three in General Class have a knowledge of Latin.
Eighteen in Special Class have a knowlege of Greek.

1940. The first?—"Thus in page 51 the following passage occurs:—'In the opinion of many this authority of the Roman Catholic religion had, in the course of time, become much abused, while the religion itself was corrupted by many superstitious observances.'"

1941. What is the statement regarding Queen Mary?—"She therefore commenced that career of persecution which has rendered her name so infamous."

1942. Was that one of the passages that with the other led to the decision that the book should be rejected?—That and the one I read previously, and the expressions at pages 67, 84, and 128—"Popish religion," "Romish priests," "Romish Church."

1943. What historical statements, which, to say the least, assume a general belief in their accuracy, lead to the exclusion of a book in consequence of their apparently appearing to be annoying to any religious denomination?—A historical allusion given in an *offensive* form is decidedly objected to by the Board.

1944. Would a reference to the Massacre of St. Bartholomew, if stated with strong remarks, be castrated from the book?—I mentioned in answer to the Lord Bishop of Meath, that the difficulties in the way of the compilation of a history are obvious; and as the Board have not prepared a book on history themselves, they can only deal, by reference to its contents, with a historical book proposed for use in a school; and when a passage appears to them to be one that is likely to provoke angry controversy on the part of the pupils, or between the pupils and the teacher, they—very properly, I think—decline to allow the use of such a book in the school. I hope that may be regarded by you as an answer to your question.

1945. To a certain extent it is. There is the curriculum of the model schools to be obtained?—The curriculum of the model schools is not very different from the curriculum of the ordinary National schools. There is no particular curriculum for the use of model schools.

1946. Then that cannot be given definitely?—I will give you definitely, if you like, a statement of the course of instruction in the model schools.

1947. I would be glad hereafter to get it. You stated there were 73,000 girls attending convent schools?—I did.

1948. And that of these seventy-three were Protestants?—Yes, such is the fact.

1949. Are the seventy-three scattered throughout the convent schools, or are they clustered in a few?—I have a table here showing how they are distributed in the provinces, but not further.

1950. State how they are distributed in provinces?—In Ulster there are 12 Established Church pupils and 6 Presbyterians in convent schools; in Leinster, 23 Established Church and 7 Presbyterians in convent schools; in Munster, 21 Established Church and 5 Presbyterians in convent schools; and in Connaught, 4 Established Church pupils and 1 Presbyterian in convent schools. I cannot give you the names of the convents: I shall be very happy to obtain them for you, if you desire.

1951. Rev. Dr. *Wilson.*—In answer to the Bishop of Meath, in reference to the usual mode of examination by an Inspector when he goes to a school, you said the Inspector usually asks what is the lesson then going on, and examines in the lesson of the preceding day?—Yes; I said a considerable number of the Inspectors do so.

1952. If so, do not the teachers soon discover the principle upon which the Inspectors proceed, and train their pupils accordingly?—If a teacher observed that an Inspector systematically pursued that course, no doubt he might make some arrangements and prepare accordingly, as you say; but such an undeviating course as that, I should say, is not pursued generally by the Inspectors.

1953. Do you believe that the Inspectors, as a rule, in conducting the examinations, pass over the portions of the books referring to Scripture history?—I don't think, as a rule, they deliberately pass over these lessons; but they are not exactly the lessons that I think, as a rule, they would *select.* I should add—and perhaps I should have added it to my answer to the Lord Bishop of Meath—that the lessons on Scripture history are more difficult than the ordinary lessons, both as to reading and as to matter.

1954. Are the children taught those portions of the books as regularly as the other portions, and are they as familiar with them?—Well, I think in most cases they are.

1955. You stated, in answer to Judge Morris, you were in daily communication with the Resident Commissioner the best part of the day—does not your own office work occupy the best part of the day?—My own office work is frequently discharged side by side with the Resident Commissioner. I have frequently sat with him from early morning till night.

1956. Will you state the duties of a manager of a school after the school has been formed?—His duty is to supervise it—to see that the teacher is attentive to his duty—to see that his own views as to the education of the children, as also the views of the Board, are carried out—to see that the conduct of the children is proper—to see that the school, in a word, is efficiently conducted. These are his local duties. Then he has his duty towards the Board. He has to furnish to the Board the quarterly returns and any other returns that may be required to afford information as to the condition of the school and the conduct of the teacher. Finally, he is the medium of communication, as regards payment and all essential proceedings, between the Board and the teacher.

1957. As a rule, do managers teach in the schools?—As a rule, I am sorry to say, they do not. I should very much desire to see managers take a part in the ordinary instruction of the pupils.

1958. Do you still imagine that clerical or other managers require a special education to fit them for the discharge of those duties?—I think it very desirable that clerical and other managers should receive some instruction in the *technical parts* of educational affairs.

1959. What special education do you refer to?—Well, I think, for example, it would be exceedingly important if managers were familiar with the best way to transact official business. I have, of course, great experience as to the managers throughout the country, and I know that whilst some can represent a case to the Board in such a business-like form as to secure the immediate transaction of the matter in hand, others not familiar with official proceedings, place a communication before the Commissioners in a form that may not render it so easy to carry out their purpose. That is *one* out of a *variety* of considerations.

1960. I understand that you think it desirable managers should receive a special training, as to letter-writing and such things?—Oh, no; I don't take that low ground at all. I mean as to official routine: that is only one—and a minor—point connected with the suggestions I ventured to offer yesterday.

1961. Have the clerical managers of all denominations, shown so much interest in the management of the schools, that you think it desirable they should in future undergo this course of training?—It is an old topic of discussion on my part, for I find I wrote a report on it in 1855. I never spoke to a manager on the subject who did not feel with me that it was desirable they should get some idea as to the general organization, government, and management of schools.

1962. You referred yesterday to other countries, Prussia, Germany, Austria, France?—I did not mention France.

1963. I see in your report for 1859, an extract taken from the report of Joseph Kay, esq., with regard to those schools in Prussia and Austria. One of your Head Inspectors says:—"The above systems will appear to have almost an identity with the system of National education in Ireland, but the Irish system in many important details will be found superior to any of them." Is that your opinion?—I have always entertained a decided opinion as to the superiority of our schools over the elementary schools of any other countries that I have had an opportunity of visiting.

1964. In what respect?—As efficient, excellent schools.

1965. Can anything be done to maintain this superior

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efficiency of our schools over those of the Continent?—Certainly, I think that even by holding our own, we can continue to preserve the efficiency of the schools. But I think that their efficiency can be considerably improved by the adoption of other means.

1966. You stated yesterday that, as a matter of fact, children go to schools managed and taught by teachers of their own denominations. Has not the National Board taken credit to itself for a different state of things?—I am not aware they have taken credit for a different state of things.

1967. Are you aware whether any, and, if any, and to what extent, Protestant children in a district where there is a Church Education Society's school prefer to attend the National Board school, the patron and teacher being Roman Catholic?—I have known very many instances of the kind.

1968. Where Protestant children have attended National schools, the managers of which were priests, and the teachers Roman Catholic, and with Church Education schools in the immediate neighbourhood?—Yes, with Church Education schools near at hand.

1969. You referred yesterday to a feature of convent schools—that pupils attended them more regularly than pupils attended the ordinary National schools—and you accounted for this by the peculiar attractiveness of convent schools; may I ask you what is that attractiveness?—The attractiveness of convent schools consists of many elements. First of all, the parents of the children have a great veneration and respect for the conductors of these schools, because of their vocation in life. Secondly, it is very well known by the humblest peasants in the country, that the inmates of convents in Ireland are persons of a superior education, and of a superior rank in life, to the ordinary teachers of National schools. Thirdly, the fame of convent schools, as to their efficiency in bringing children from class to class with rapidity, and of ultimately making them tolerably accomplished scholars, has become universally known to the parents of the pupils. Then they know that at the convent schools the religious education of the children is especially and most excellently provided for; and they further know that the heads of the convent schools are persons who take an interest in the pupils even when they have left the schools, and continue ever afterwards to be to them friends and counsellors. I believe I have touched upon the main considerations that in my opinion tend to produce that attractiveness in the schools to which I referred yesterday.

1970. You consider these are the special characteristics of their attractiveness?—Those that are uppermost in my mind at this moment.

1971. Do these schools enjoy any peculiar advantages by endowments or payments, speaking generally—from the Board, for instance?—No, on the contrary, they are labouring under a singular disadvantage as regards payment from the Board.

1972. In many cases are the children attending the schools clothed?—I have no doubt that a considerable number of children are clothed by the conductors of these schools at their own expense.

1973. Do you regard that as an attraction?—No doubt it is an attraction to the very wretched. But I should not at all be led to admit——

1974. In many cases are they fed?—They are. I must, however, qualify this answer. When I say that in many cases they are fed, I know that in some of the largest of the convent schools in Dublin nothing of the kind occurs. A bit of bread as breakfast is given in some of the convent schools to the poorest children who frequent them in the impoverished districts of Ireland. In Kenmare, for instance, about 100 rations are distributed to 100 very destitute creatures daily.

1975. I presume you regard that as an attraction?—No doubt it is an attraction to the poor children.

1976. Is there an industrial department connected with these schools?—There are not industrial departments, in the sense in which the Board technically understands an industrial department, attached to many convent schools; but in all of them there is industrial instruction given to the pupils.

1977. Do the children receive payment for any industrial work?—Certainly; wherever there is an industrial department, as in the case of ordinary National schools.

1978. Do you regard that as an attraction?—I do.

1979. Keeping in view your statements yesterday, as to interference with free trade, do you consider such schools so protected to be an interference with the principles of free trade?—Certainly not. If I did, I should have to regard the case of every National school in Ireland as a case of interference with free trade, for every National School is organized upon the same principle, and every manager may have an industrial class, and have the products sold.

1980. You yesterday gave a number of figures as to the relative proficiency of convent and ordinary schools, under different heads?—I did.

1981. Who is responsible for these figures?—I am. I take the entire responsibility. I got all the returns of the Inspectors, and had them totted up under proper supervision.

1982. Do the Commissioners as a body, or does any one of them, wish such a comparison instituted?—I have no idea in the world about it. I got a summons to attend this Royal Commission to give information on the statistics of the National system, and I have come prepared as well as I could to satisfy that instruction.

1983. Are all the convent and ordinary schools under your supervision, as one of the Chiefs of Inspection?—The statistics of all the schools in Ireland are at my command.

1984. Has the amount paid for monitorial teaching in convent schools been increased or diminished, as compared with the average attendance, within the last five or six years?—It has increased. It has itself, by a self-acting process, increased.

1985. But in view of the average attendance within the last five or six years?—In view of the average attendance, it has.

1986. Is it for the purpose of supplementing the teaching staff of the schools, or to maintain a staff of young persons who will hereafter become teachers, that so large a monitorial staff is found in convent schools?—I think for both objects.

1987. I think you said yesterday, it was found the monitors in convent schools were superior to the monitors in ordinary schools?—So I continue to think.

1988. To what class of monitors do you refer?—I read out the details. I have them here. My statistics refer only to the senior monitors.

1989. Are the monitors, after their specified four years' service has expired, allowed to remain in any schools?—They are, under special circumstances—when specially recommended by the Inspector for the extension of their period of service.

1990. Are such cases more frequent in convent schools than in ordinary schools?—I should say they are, as the monitors of convent schools, generally speaking, are of a superior class, and Inspectors are anxious to retain their services, as are also the conductors of the convent schools themselves.

1991. May it not be that the superiority of which you spoke yesterday, is due to this extended time?—Some slight share of the superiority, no doubt, is due to that, but my statement yesterday referred to the whole staff of senior monitors in the convent schools, and to the whole staff of senior female monitors in the ordinary schools.

1992. Do you regard the extra time as bearing any relative proportion to the increased superiority?—I think the extra time does naturally tend to give an advantage as to the increased superiority. I should, however, observe that the nuns can have no desire to increase the period of service of the monitors, except as regards the efficiency of the schools and the prospects of the monitors, for the nuns now obtain no premiums for monitors retained after the fourth year. They lose the advantage of the premium while they retain the monitors.

1993. Have the monitors whose case has been compared, been exactly of the same standing?—I compared the same classes of monitors in both convent and ordinary schools—senior monitors of the one with senior monitors of the other.

1994. And the same length of service?—That I could not say, but they were all senior monitors. Some might have been in the first year, others in the last.

1995. Have you compared monitors of convent schools with those of model schools of the same standing. I wished for that return, but the return came only with information for nine of the model schools, and as that did not afford sufficient data, I have excluded it from the comparison.

1996. Do you pay gratuities in cases where monitors have been continued beyond the four years?—Not now.

1997. With regard to the comparison between the monitors of convent schools and the monitors of ordinary schools, will you send in a return for all the schools?—I will.

1998. You say no gratuities have been paid in any cases where the monitors have been employed beyond four years?—Yes, but my answer relates to the present system. Such gratuities have been paid in numerous cases, but the present arrangement of the office is to exclude from all gratuities the teachers of monitors, whose period of four years has expired, unless they become first-class monitors.

1999. Will you be so kind as to give a return of all the cases where such gratuities have been paid within the last six years, to monitors retained beyond the regular period of four years?—I shall do so.*

2000. Reference was made the other day to a convent school in the city—was it King's Inns-street convent school?—Yes.

2001. There is a convent school there?—Yes.

2002. Will you furnish, through the Head Inspector of the district, a return of the number of children in that convent school under four years of age, and of those above fifteen years of age?—And of the intermediate ages, of course?

2003. Very well?—I shall do so.†

2004. It has been suggested by one of the Commissioners, and I adopt the suggestion, to have a similar return from the model school?—Yes.†

2005. With regard to the Irish-speaking population—can you give us the number of children of school-boy ages—say from seven to eleven years—who speak Irish only?—I cannot, but I can make the ordinary calculation that about 25 per cent. are between five and fifteen years of age.

2006. But the number from seven to eleven years of age?—It can be very easily obtained by analogy. If you refer to the census returns and find the proportion of the whole population between seven and eleven, the same proportion will apply to the Irish-speaking element.

2007. Would not a return in the way I view it be a more appropriate one for the purpose of this inquiry?—I can, in two or three minutes, with the census return, be able to give you the number of children in the Irish-speaking families.

2008. Do you think are such children gradually or rapidly diminishing, positively or otherwise?—They have diminished in positive numbers. But in 1851, there was a greater number of Irish-speaking people in Ireland than there had been in Ireland 100 years before.

2009. May I ask where you discovered that fact?—At this moment, I cannot exactly say. It may have been in the census report for 1851. I stated it, I remember, in my report for 1856.

2010. I think you stated 19·1 per cent. was the proportion who speak Irish only?—That is the proportion of all who speak Irish only, or Irish and English.

2011. Of the number who speak Irish only, how many do you suppose are able to read?—Read what language?

2012. Read the Irish language?—A very small proportion of the people of Ireland read in the Irish character; but in the South and West the Catechism is almost universally learned by the children in the Irish language. An edition of the Catechism has been brought out by some person in Dungarvan, with the Irish language printed in the English character.

2013. Is there any Irish literature?—None that I know of, except the catechism, available for the Irish people.

2014. Then your answer implies that there would be no books in Irish for the children attending such schools to read?—My suggestion had reference to the preparation of school-books, so as to train the Irish speaking element into the *habit* of reading.

2015. But at present there are no such books. You have stated to-day the number of teachers in the Board's service capable of teaching the Irish language?—I only stated to-day the number at present in the training class in Marlborough-street—in the present class of about seventy-five male teachers.

2016. How many National school teachers can speak Irish?—I was very much surprised to find, that out of the present class of seventy-five male teachers, twenty-one could speak Irish.

2017. Can you answer the question?—Not as to all Ireland.

2018. What practical advantage would arise from any attempt to foster and encourage the use of the Irish language in the schools?—I think we should have English more generally and speedily taught, if we began by teaching the people to read in the language they speak. I am fortified in that opinion by the experience of the Special Commissioner appointed by the Scotch Commission to inquire into the condition of education in the Western Highlands and the Islands, as well as by the very remarkable letter of the Rev. Dr. M'Kay, a distinguished clergyman in Scotland, and also by the report issued recently by the Scotch Commission.

2019. Is that the only practical advantage you see?—I also see a practical advantage in the possession by the people of an intelligent acquaintance with two languages. I think a bi-lingual qualification of that kind is a great advantage.

2020. Have you ever heard of Irish-speaking persons positively interdicting their children from employing the Irish language in their conversation?—I have myself reported the fact that the anxiety of the people to learn English in parts of Ireland which I have visited is so intense, that they have instituted a sort of police system over the children, to prevent them from uttering a single word of Irish—they themselves not knowing a word of English, so that, under such circumstances, a child when he went home at night was a sort of dummy if he had not other children to communicate with. I saw in such cases that the intelligence of the children was positively stunted—that it dwindled away. The number of Irish-speaking people is 1,105,000. You may safely regard one-fourth of that number as of the school-going class.

2021. You have no return on the subject?—But you might estimate as in the case of population returns.

2022. In reference to schools in Galway, did I understand you to say there was no free trade in education in Galway?—Quite the contrary. My point, as I was endeavouring to make it, was, that there was free trade in education in every part of Ireland.

* Subsequently Mr. Keenan furnished this return, which will be found in the Appendix to Evidence, No. VII.

† This return was subsequently furnished by Mr. Keenan, as follows:—

Return of Ages of Pupils.

A.—In King's Inns-street National School—		B.—In the Central Model School—	
Under 4,	138	Under 4,	18
15 and above,	37	15 and above,	119
Intermediate ages,	889	Intermediate ages,	1,562
Total,	1,064	Total,	1,699

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Patrick Joseph Keenan, esq.

2023. You referred, I think, to the small number of children of the Roman Catholic denomination attending the model school at Galway?—I was asked if there was a small attendance of Catholics, and I replied that there was.

2024. Can you account for that small attendance?—The opposition of the Catholic bishop and clergy of Galway to the model school brought about that diminished attendance.

2025. Notwithstanding the statement you have now made, was not the number of Roman Catholic children for 1866 on the roll 124?—The attendance of Catholics for the year ended 31st of December, 1866, was 124; the attendance of Protestants was 159.

2026. The Earl of *Dunraven*.—You have stated you visited different countries and inquired with reference to the comparative merits of their systems of education—can you mention the names of the countries?—My object in visiting those countries was not of an official character; but engaged as I have been during my life, I naturally could not visit any country without looking to the matter of education. When speaking of the general efficiency of schools, the countries I had in my mind were Holland, Prussia, France, and Belgium.

2027. Speaking generally, in what particular respects do you consider our system of education superior?—The conclusion I arrived at related to the general efficiency of the schools and the general organization.

2028. Reference was made just now to the convent at Kenmare—before the establishment of that school was there a National school in that town?—There was a National school in that town under the patronage of one of the most munificent patrons National education has ever had in Ireland, the Marquess of Lansdowne.

2029. Was it regarded as a good school?—It was regarded always as a very excellent school.

2030. Could you remember the number of girls attending that school?—It was about forty. That is my impression. It certainly did not exceed sixty.

2031. Are you aware of the number of girls who attend the convent schools?—I think an attendance of about 400 has been maintained at the convent school since its establishment in the same place.

2032. With respect to a question put to you by Judge Morris, I wish to ask you what, in your opinion, is the proficiency of pupils in the National schools generally with respect to music?—I am sorry to say the proficiency in music has not as yet been as high as the Commissioners desire. I attribute that very much to the fact, that the music manual in use in our schools contains tunes that are not of a class which recommend themselves to the ears of Irish children. They are tunes that were prepared entirely for English schools, and in the whole book there is not a single Irish air. One effect upon teachers of the issue of that book by the Board was, that they fancied Irish music was excluded from the programme of music for use in National schools, and accordingly very little attention has been paid to the cultivation of Irish music, the class of music which the people could best understand and appreciate.

2033. In your opinion is the character of Irish music favourable or otherwise for choral performances?—I am of opinion that it is exceedingly favourable for choral performances. I had an opportunity of hearing, last year, at the Sydenham Crystal Palace, 5,000 children sing the "Minstrel Boy," in chorus. The suitability of the tune for performance by a multitude of voices was unmistakable: the effect was tremendously fine. In Boildieu's "Dame Blanche," "Aileen Aroon" prevails throughout the opera, and in the choruses its effect is truly magnificent. I need not mention the success, as a choral arrangement, of the air of the "Last Rose of Summer" in Flotow's opera of "Marta." Again, Meyerbeer, in "L'Africane," has made an immensity, in a choral point of view, of the opening notes of the "Minstrel Boy." For choral performances Irish tunes, in my opinion, are singularly and felicitously suitable.

2034. What are the gratuities given for music?—From £2 to £5, in ordinary National schools, according to the proficiency of the children under instruction. To the teachers of model schools who have vocal classes, the Commissioners grant a higher scale of gratuity.

2035. Are there any rules as to instruments?—Some eight or nine years ago, the Commissioners, regarding the importance of the subject, added harmoniums to their stock of requisites for sale to National schools, and I have here a return of the number of those instruments sold within the last seven or eight years. The Commissioners have sold, for exclusive use in National schools, 433 harmoniums. The cost to the schools, on the part of managers, of these harmoniums was £1,807. The loss sustained by the Board in selling them at reduced prices was £895. The 433 harmoniums may of course be taken to represent the use of the instrument in nearly as many different schools.

2036. Have you brought the subject of music before the Board?—Well, I have tried on different occasions to interest the Board in that subject; I think it was on a suggestion of mine that harmoniums were added to the list of requisites. I have also tried to get the Irish element a little into the programme of school songs. I have so far succeeded in that respect, that the teacher of singing in the Marlborough-street schools has added a few Irish tunes to the little collection of school songs which he has published, but which is not yet in general circulation in the National schools.

2037. Could you refer the Commissioners to any particular report you made on the subject?—Yes, I reported on it in 1855.

2038. In reference to your examination yesterday, as to the numbers on the rolls of the schools compared with the average attendance, have you any data by which to determine whether the relative proportions are the same in ordinary schools and in convent schools?—The proportion of attendants to the number on the rolls is higher in convent schools than in ordinary schools.

2039. Have you any means of showing the difference?—According to the return for 1866, which I have now before me, the proportion of the average attendance to the number on the rolls is, in the ordinary National schools, 33·4, and in the convent schools 40·3.

2040. Do you happen to know whether the proportion of attendance to the number on the rolls is higher in Christian Brothers' schools than in ordinary schools?—I do not.

2041. Sir *Robert Kane*.—In answer to a question put, you enumerated the circumstances which you thought accounted for the larger attendance at, or the greater popularity of, the convent schools. Do you consider the character you gave of the convent schools would apply equally to monks' schools?—My experience of monks' schools is limited. We have but six schools of that class upon our roll, and my own experience is limited to the examination of one. I visited a second of the six, but I have examined only one. Therefore, I am not prepared to speak generally in reference to monks' schools; but the one I did visit—that at Killarney—was a very excellent school.

2042. You have no personal knowledge of the others?—No knowledge except what I derive from the reports of the Inspectors. Their principal school at Cork is represented as one of the most efficient boys' schools in the district. Very likely you are acquainted with it—the Lancasterian school, near the Queen's College.

2043. Does it belong to the same order as the one at Killarney?—I think so.

2044. Do the teachers change from one school to another?—Very likely they do.

2045. Do you apply any test whatever of the competency as a teacher of a new monk, joining the order or entering the school for the first time as a teacher?—No. These six schools were all in connexion with the Board long before the framing of the new rule of 1855, excluding monks' schools, from connexion with the Board. We have made no examination of monks, any more than of nuns. The present monks,

I suppose, are the successors of those who were in possession of the schools when they became National—or, perhaps, some of them are of the original staff.

2046. Would you think it possible or impossible to apply a means of ascertaining the competency of the monks to teach?—I think the examination of the school is quite a sufficient test as to the qualification of any teacher. I shall have occasion, in a suggestion I shall venture to offer, to refer to that point, in relation to all the teachers of the country.

2047. You do not at present make any examination of the teachers?—No; but of the schools we make the same examination as of all the ordinary schools of the country. The Inspector at Cork, for instance, inspects the condition of the Lancasterian school there. The reports are made three times a year. The examination of their monitors is the same as of monitors in ordinary schools. The Board is as fully informed about that school as about any other school in the country.

2048. You do not employ the information which you obtain in that way either to regulate the amount of money paid, or to determine the qualification of the teachers?—As regards the opinion formed of the qualifications of the teachers, that, as I have said, can only be determined upon the reports by the Inspectors of their examinations of the schools. If the results are satisfactory, we conclude that the teachers are competent. The money is paid on the same capitation principle which is applied to convent schools.

2049. Upon the question of teaching Irish, have you observed in the report of the Scotch Commission their reference to Mr. Nicolson's report?—They refer back to Mr. Nicolson's report. I will just read a passage of the report itself. The Commissioners of the Scotch Schools Inquiry say—"It is a mistake to overlook the difficulties of a scholar who is sent to learn what is to him a foreign language, without *having first acquired the art of reading his own.* In districts where English is the vernacular, it is difficult enough for the teacher to make the children of illiterate parents apprehend the meaning of the language of books, so different is it from the dialect which they speak. How much more difficult must the task be when the thing to be taught is not merely a different dialect, but a foreign language."—Page lxx.

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2050. Is it the fact that in the report of the Commissioners, they limit themselves to recommending that the teachers sent to conduct a school in a district where Gaelic is exclusively spoken by any portion of the population, that the teacher should himself be able to communicate with them in Gaelic?—The point, I take it, of the observation is, that it refers to the importance of teaching the children Gaelic, that they may the more readily learn, through its medium, the English language.

2051. In the second report of the Scotch Commission will you refer to page lxx., where it says:—"It may not be essential that a teacher should be able to give instruction in Gaelic when he is appointed to the charge of a school in which the majority of the children can understand and speak English. But it seems obvious that in districts where Gaelic alone is understood, the teacher should be able to communicate with his pupils in a language the meaning of which they can comprehend. In the former case the children who do understand English are able to help the teacher in communicating with their Gaelic-speaking companions; while in the latter, the teacher has no medium for the instruction of his pupils?"—Connecting Mr. Nicolson's report with these observations—especially the observations I have read, and also taking Dr. M'Kay's letter to Mr. Nicholson into consideration, I take it that the whole argument is that Gaelic should be actually taught in the schools, in order that the children might acquire a more facile use of English.*

[Adjourned.]

SEVENTH DAY.—DUBLIN, WEDNESDAY, APRIL 29, 1868.

PRESENT:

The Right Hon. the Earl of POWIS, *Chairman.*

The Right Hon. The Earl of DUNRAVEN, K.P.
The Right Hon. and Most Rev. The Lord Bishop of MEATH.
The Right Hon. Lord CLONBROCK.
The Right Hon. Mr. Justice MORRIS.
Sir ROBERT KANE, F.R.S.
WILLIAM BROOKE, Esq., M.C.
Rev. DAVID WILSON, D.D.
Rev. BENJAMIN MORGAN COWIE, B.D.
JAMES ARTHUR DEASE, Esq.
SCOTT NASMYTH STOKES, Esq.
WILLIAM K. SULLIVAN, Esq., PH.D.
LAURENCE WALDRON, Esq.

GEORGE A. C. MAY, Esq., Q.C., D. B. DUNNE, Esq., } *Secretaries.*

PATRICK JOSEPH KEENAN, Esq., further examined.

April 29, 1868.

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Mr. KEENAN's Memorandum on a System of Payment for Results, drawn up at the request of the Royal Commissioners, is submitted, and is as follows:—

I. In compliance with the desire of the Royal Commissioners I proceed to give an outline of my plan of payment by results.

I shall very briefly premise a few of the leading considerations which incline me to believe that a system of paying for results is preferable to the system at present in force.

II. Regarding the circumstance that 46·4 per cent. of our pupils are under nine years of age, and that 45·4 per cent. of our pupils are in the First Book only, it certainly appears to be questionable whether our present system is the best in the interests of those junior pupils. In England the two systems have been tried—payment by classification like ours, and pay-

* The extract referred to by the witness is as follows:—

"With respect to children coming to school totally or almost entirely ignorant of English, most unquestionably and undoubtedly the best, the most expeditious method, and in every way the most profitable for the rising generation, is to commence such children by teaching them to read *Gaelic.* No person can entertain this conviction more strongly than I do. Nor is it with me either fancy or theory. It is what I have seen largely exemplified and proved. The difficulties which I find in carrying it out are very many, and not less vexatious than they are numerous. Many parents do not wish it; their children have Gaelic enough! Many teachers do not wish it; it adds to their burden of labour; and not a few of the teachers are so deficient in Gaelic themselves, that they recoil from it. Separate books are necessary, and that is an additional expense, and so on. Several teachers among us, no doubt, adopt a *mongrel* kind of course, which is, begin the Gaelic children with the English spelling-book, but whenever they push the children forward the length of spelling the simplest words, they make them translate the English words into Gaelic ones. The theory is, that this method goes on to supply a stock of English vocables and terms to the Gaelic-speaking scholar. But theory is fallacious; in point of fact, it gives even the more labour to the teacher, and even the less profit to the Gaelic scholar; in point of fact, the teacher himself tires of it, and so does the pupil, and the pupil is thrust into an English class; and as for Gaelic or English, let him sink or swim! The result is, that the pupil acquires but miserably little power of reading or understanding either Gaelic or English. And you are *perfectly correct,* depend upon it, in your theory, that that is the cause why those who have nominally learned to read forget it, or rather they feel themselves without stimulus to pursue it. No doubt, the same effect follows in consequence of early removal from school,—a sore and a crying evil amongst us. Indeed, I may also term it the *rule,* and not the exception, that boys and lads are removed from school by their parents, often no doubt by the parents' necessities, just when they are beginning to learn anything. But so much the greater necessity that the time they can spare at school should be all the more carefully husbanded."—*Report on the State of Education in the Hebrides, pages* 155–156.

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ment by results. The universal judgment of Her Majesty's Inspectors, and of the public generally, accords to the latter system the palm, so far as the junior classes are concerned. Even the enemies of the Revised Code admit the reformation accomplished by the new system in the instruction of the junior classes. In the interest, therefore, of the 400,000 children who constitute our first class, I recommend a trial of a system of paying for results.

III. Although 23·3 per cent. of the pupils are over 12 years of age, yet only 7·1 per cent. are in the fourth or higher class; but teachers are paid their salaries indifferently, whether there is a certain or any proportion of the pupils in the higher class or not. This is also a defect which a plan for paying by results can remedy.

IV. The *quality* of the attendance of our pupils is a question of serious consideration. Only 33½ per cent. make 100 or more attendances in the year. The operation of the Revised Code has greatly improved the quality of the attendance at English schools. The results system which I propose would, I am confident, also bring about in Irish National schools some salutary reform in this respect.

V. The disparities in the cost of educating children between one school and another under our present system are quite anomalous. Nor do these disparities exhibit any countervailing advantages. In the 140 convent schools the cost per head on the average is 9*s.* 9¼*d.* In 6,055 ordinary schools the average is 15*s.* 7¾*d.* per head. But amongst the ordinary schools themselves the disparities are extraordinary, the rate per head varying from 10*s.* or 12*s.* to upwards of £2. In 1,199 of these schools the cost is £1 or more per head. An analysis of these will best illustrate the character of the disparities I refer to:—

Where the cost is—	Schools.
£1 0*s.*, but under £1 2*s.*, per pupil, there are	464
£1 2*s.*, „ £1 4*s.*, „ „	249
£1 4*s.*, „ £1 6*s.*, „ „	180
£1 6*s.*, but under £1 8*s.*, per pupil, there are	117
£1 8*s.*, „ £1 10*s.*, „ „	74
£1 10*s.*, „ £2 0*s.*, „ „	99
£2 and over,	16
Total,	1,199

A system of paying for results will certainly remedy this state of things.

VI. The local subscriptions and endowments enjoyed by the National schools are, as I mentioned in the course of my evidence, to the net annual value of property rated under the "Tenements Act," as only £12,000 to £12,000,000, a fact which displays an utter indifference to the support of education in the National schools on the part of the owners of property in the country. I am not prepared to recommend the requirement of any essential proportion of local support as a condition of obtaining a public grant for a school; but I, withal, think it exceedingly desirable that something may be done to stimulate landed proprietors and others to co-operate by their patronage and subscriptions in promoting the education of the people. The results plan which I am about to propose brings local machinery to bear more actively upon our schools than the system hitherto in operation; and I am accordingly inclined to hope that it may have the effect of ultimately stirring up the people of means and influence throughout the country to a sense of their duty towards the schools.

VII. I now pass to a brief elucidation of the plan of payment I propose. It consists of three parts, viz.:—

Part I.—Inspectors' Results' Fees.
Part II.—Managers' Quarterly Results' Fees.
Part III.—Classification Salaries of Principal Teachers.

But I should perhaps state that my explanations make no pretension to the completeness or expository minuteness of a *code*. I venture only to give an *outline* of salient and essential points.

PART I.—Inspectors' Results' Fees.

VIII. When preparing for a system of payment by results, the first great question to be determined was as to the number of attendances necessary to qualify a child for being presented for examination. Two hundred attendances (realizable in 100 days) satisfied the requirement in this respect under the English Revised Code. When pursuing my investigations into the quality of the attendance at Irish National schools, I laid it down as a principle that whatever class of attendants amounted in their aggregate nearest to the average attendance, *that* should be the class to fix upon as the minimum to correspond to the English condition as to 100 days. The attendants for 90 days or upwards would amount to 331,310, and the average attendance was 316,225. I, therefore, for this and for other reasons into which it is not necessary now to enter, determined upon fixing upon 90 as the qualifying number of attendances to warrant the appearance of a child for examination as to Inspectors' Results' Fees.

IX. The English Revised Code provides for an equal payment for the proficiency of a junior and a senior pupil. The labour employed in teaching a child of six years of age the alphabet is no doubt as great, certainly it is as irksome, as in teaching a lad of fourteen a quadratic. To pay, however, as highly for the one as for the other, is offering little or no encouragement to the promotion of scholarship, to the retention at school of the advancing pupils, or to the qualification of young persons for monitorships. Then it is to be observed that the English experiment which involves an equal payment for all grades in the classification of the pupils has not in reference to the proficiency of the upper grades, obtained from Her Majesty's Inspectors anything like an unqualified approbation. I, therefore, adopt a sliding scale, which would improve the payment to the teacher in each step of the child's classification.

X. I propose to have a curriculum consisting of eight gradations, which I shall call "*sections*," (I should have no objection to call them "standards," but I think "sections" a more appropriate term).

XI. The programme of examination, and accruing fees for each section, I have arranged as follows:—

PROGRAMME of EXAMINATIONS in each SECTION, with the RESULTS' FEE obtainable for each SUBJECT and SECTION.

Available Fees.	FIRST SECTION (JUNIOR DIVISION OF FIRST BOOK).
8*s.* 0*d.* (2*s.* 0*d.* + 2*s.* 0*d.* (1*s.* 0*d.* + 1*s.* 0*d.*) + 2*s.* 0*d.* + 2*s.* 0*d.*)	READING: To read with correct pronunciation the lessons of the First and Second Sections of the First Book, and to understand the matter of them. SPELLING: To spell words of the First and Second Sections, and to know their meanings. GEOGRAPHY: To name the Continents and Oceans, and point them out on the Map of the World. WRITING: To write on slate or blackboard, words of the First and Second Sections of the First Book. ARITHMETIC: To write and read figures up to 20, and to add digits whose sum is under 20.

PROGRAMME of EXAMINATIONS in each SECTION, with the RESULTS' FEE obtainable for each SUBJECT and SECTION—*continued.*

Available Fees.			SECOND SECTION (SENIOR DIVISION OF FIRST BOOK). In addition to the preceding :—
	2s. 6d.		READING: To read with correct pronunciation the lessons of the Third and Fourth Sections of the First Book, and to understand the matter of them.
10s. 6d.	2s. 6d.	1s. 3d. 1s. 3d.	SPELLING: To spell the words of the same lessons, and to know their meanings; to spell short phrases. GEOGRAPHY: To describe and point out the boundaries of the Continents and Oceans.
	2s. 6d.		WRITING: To write on slate or blackboard the words of the Third and Fourth Sections of the First Book.
	2s. 6d.		ARITHMETIC: To write and read numbers up to 100; to know the Addition and Subtraction Tables; and to add on slate four numbers whose sum does not exceed 100.
			THIRD SECTION (JUNIOR DIVISION OF SECOND BOOK). In addition to the preceding :—
	3s. 0d.		READING: To read with correct pronunciation, and due attention to the pauses, the lessons of the Second Book to page 144; to answer simple questions on the subject-matter; and to repeat three pieces of the poetry correctly.
	3s. 0d.	1s. 6d. 1s. 6d.	SPELLING: To spell the words of the same lessons; and to spell short phrases and sentences. GEOGRAPHY: To point out on the Map of the World, the different Countries and Seas; and to name the Continent to which each belongs.
12s. 0d.	3s. 0d.		WRITING: (*a*) To exhibit at least 90 copies in copy-books, written on 90 different days since preceding inspection, each copy to bear the teacher's initials, and the date. (*b*) To write on paper a good round-hand. (*c*) To copy on paper, with correct spelling, a sentence from the Fourth Section of the First Book.
	3s. 0d.		ARITHMETIC (*a*) To read and set down any number of four places of figures. (*b*) To know the Simple Multiplication Tables; and to write out one of them. (*c*) To take down from dictation and work questions in Addition, Subtraction, and Multiplication. *(*d*) For girls—Plain sewing.
			FOURTH SECTION (SENIOR DIVISION OF SECOND BOOK). In addition to the preceding :—
	3s. 6d.		READING: To read with correct pronunciation and due attention to pauses, the lessons of Second Book from page 144 to the end; to answer simple questions on the subject-matter; and to repeat three pieces of the poetry correctly.
	3s. 6d.	1s. 9d. 1s. 9d.	SPELLING: To spell the words of the same lessons, and to spell long phrases and short sentences. GEOGRAPHY: The Outlines of the Map of the World; the Bays, Straits, Gulfs, Capes, Islands, &c.
14s. 0d.	3s. 6d.		WRITING: (*a*) To exhibit in copy-books at least 90 copies in well-formed round-hand, written on 90 different days since preceding inspection, each copy to bear the teacher's initials, and the date. (*b*) To copy on paper with correct spelling, any sentence in Second Book. (*c*) To write on paper from dictation with correct spelling, an easy sentence from the Fourth Section of the First Book.
	3s. 6d.		ARITHMETIC: (*a*) To read and set down any number of six places. (*b*) To know the Table of Money and Avoirdupois Weight, and to write down the former on paper from memory. (*c*) To take down from dictation, and work questions in Simple, Short, and Long Division. *(*d*) For girls—Plain knitting.
			FIFTH SECTION (JUNIOR DIVISION OF THIRD BOOK). In addition to the preceding :—
	4s. 0d.		READING: To read with ease and correctness the lessons of Third Book to page 140, and to repeat six of the pieces of poetry correctly.
	4s. 0d.	1s. 6d. 1s. 6d.	SPELLING: To spell correctly the words of the same lessons. GEOGRAPHY: To know the Geography of Ireland, and to extend the knowledge of the Map of the World to the great Rivers, Mountains, Lakes, Capital Cities, &c.
16s. 0d.		1s. 0d.	GRAMMAR: To distinguish the parts of speech in a simple sentence.
	4s. 0d.		WRITING: (*a*) To exhibit in copy-books at least 90 copies in fair small-hand, written on 90 different days since preceding inspection, each copy to bear the teacher's initials and the date. (*b*) To copy on paper, with correct spelling and punctuation, any sentence in Third Book to page 140. (*c*) To write on paper, with correct spelling, an easy sentence dictated from Second Book.
	4s. 0d.		ARITHMETIC: (*a*) To know Numeration and Notation well, and to perform easy exercises in Addition and Subtraction mentally. (*b*) To perform accurately and speedily a question of seven lines in Addition of Money. (*c*) To know the Tables of Time and Long Measure, and to write out on paper Avoirdupois Weight from memory. (*d*) To take down from dictation, and work questions in all the Compound Rules and Reduction. *(*e*) For Boys only—To be able to read and fairly understand the matter of pages 112 to 204 (Crops) in the Agricultural Class Book. *(*f*) For Girls—To exhibit proficiency in plain sewing and knitting.
			SIXTH SECTION (SENIOR DIVISION OF THIRD BOOK). In addition to the preceding :—
	4s. 6d.		READING: To read with ease and correctness the lessons of Third Book from page 140 to the end; and to repeat six of the pieces of poetry correctly.
	4s. 6d.	1s. 6d. 1s. 6d.	SPELLING: To spell correctly the words of the same lessons. GEOGRAPHY: The British Islands; and Definitions and Illustrations of Latitude and Longitude.
18s. 0d.		1s. 6d.	GRAMMAR: To parse simple sentences.
	4s. 6d.		WRITING: (*a*) To exhibit 90 copies, written in a neat legible hand on 90 different days since preceding inspection, each copy to bear the teacher's initials and the date. (*b*) To copy on paper, with correct spelling and punctuation, any sentence in the Third Book. (*c*) To write on paper, with correct spelling, easy sentences dictated from Third Book.
	4s 6d.		ARITHMETIC: (*a*) To know the Notation and Numeration of Decimals, and to work simple arithmetical questions mentally. (*b*) To perform accurately and speedily a sum of ten lines in Addition of Money. (*c*) To work questions in Simple Proportion and Practice. (*d*) (For boys only): To draw on slate or paper, and describe, a circle and the different kinds of triangles and quadrilaterals. *(*e*) (For Boys only): To be able to read and fairly understand the matter of pages 204 to 316 (Stock) of the Agricultural Class Book. *(*f*) For girls: To sew or cut out any very simple article of dress, if required, in presence of the Inspector.

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PROGRAMME of EXAMINATIONS in each SECTION, with the RESULTS' FEE obtainable for each SUBJECT and SECTION—*continued.*

Available Fees.	SEVENTH SECTION (FOURTH BOOK). In addition to the preceding :—
5*s.* 0*d.*	READING: To read the Fourth Book, or in case of girls the Girls' Reading Book, with fluency, correctness, and intelligence; to answer intelligently on the subject-matter of the lessons; and to repeat correctly six of the poetical pieces.
1*s.* 8*d.*	SPELLING: To spell the ordinary words of the Fourth Book, or of the Girls' Reading Book.
5*s.* 0*d.* 1*s.* 8*d.*	GEOGRAPHY: The British Empire; the Zones; the phenomena of Day and Night and of the Seasons; to copy on paper a Map of Ireland.
£1 1*s.* 8*d.*	GRAMMAR: To be able to parse a plain sentence from the Fourth Book.
5*s.* 0*d.*	WRITING: (*a*) To exhibit on paper, written since the preceding inspection on 90 different days, 90 exercises, embracing the first set of Book-keeping (the principles of which are to be understood), each exercise to fill at least a page of a small copy-book, and to be initialled and dated by the teacher. (*b*) To draw out on paper the details of a Bill or Account. (*c*) To write on paper, in a bold legible hand, and with correct spelling, any ordinary sentence dictated from the Fourth Book.
5*s.* 0*d.*	ARITHMETIC: (*a*) To be expert in mental calculation. (*b*) To perform accurately and speedily a sum of 12 lines in Addition of Money. (*c*) To work questions in Compound Proportion, Vulgar Fractions, Decimals, and Interest. (*d*) (For Boys only): To know the Definitions of the First Book of Euclid, and the measurement of Plane Surfaces. *(*e*) (For Boys only): To be able to read and fairly understand the matter of pages 74 to 112 (Implements) of the Agricultural Class Book. *(*f*) For Girls: To be acquainted with the principles of Cutting-out.
	EIGHTH SECTION (FIFTH BOOK). In addition to the preceding :—
5*s.* 6*d.*	READING: To read the Fifth Book with fluency, correctness, and intelligence; to answer intelligently on the subject-matter of the lessons, and to repeat correctly six of the pieces of poetry.
1*s.*10*d.*	SPELLING: To spell and analyze the words of the lessons; pointing out their Roots, Prefixes, and Affixes.
5*s.* 6*d.* 1*s.*10*d.*	GEOGRAPHY: To know Commercial Geography, and the Elements of Mathematical and Physical Geography; to draw from memory an outline Map of Ireland.
1*s.*10*d.*	GRAMMAR: To analyze sentences, and to parse correctly poetry and prose.
£1 2*s.* 5*s.* 6*d.*	WRITING: (*a*) To exhibit in a finished hand, written since the preceding inspection, on 90 different days, 90 exercises of Cash, Personal and Real Accounts, comprising the first three sets of Book-keeping, the principles of which must be understood. Each exercise, as in all the preceding sections, to have been *initialled* and *dated* by the teacher *on the same day that the pupil wrote it.* (*b*) To write out from memory the substance of any fable or short story read from the Second or Third Book. (*c*) To write a simple letter on any subject suggested.
5*s* 6*d.*	ARITHMETIC: (*a*) To perform accurately and speedily a question of 15 lines in Addition of Money. (*b*) To perform calculations of Averages. (*c*) To be acquainted with all the principal Rules of Arithmetic. (*d*) (For Boys only): To know the First Book of Euclid and Simple Equations. *(*e*) (For Boys only): To be able to read and fairly understand the matter of pages 1 to 74 (Soils) of the Agricultural Class Book. *(*f*) Girls to be very expert in all the branches of Needlework and Cutting-out.

XII. It may be perceived that the subjects for each section are arranged under four primary heads :—1. The reading subjects. 2. The miscellaneous subjects of spelling, geography, and grammar. 3. The writing subjects. 4. The arithmetic (science and practical) subjects; and that the fees, whilst in the total increasing from section to section, are so arranged that one-fourth goes to the "reading" subjects; one-fourth to the miscellaneous subjects of spelling, geography, and grammar; one-fourth to the "writing" subjects; and one-fourth to the "arithmetic" (science and practical) subjects.

The following table shows at a glance the scale of fees :—

—	Reading, &c.	Spelling, &c.	Geography, &c.	Grammar, &c.	Writing, &c.	Arithmetic, &c.	Total for each Section.
	s. d.	*s. d.*	*s. d.*	*s. d.*	*s. d.*	*s. d.*	*s. d.*
Section 1, . . .	2 0	1 0	1 0	—	2 0	2 0	8 0
Section 2, . . .	2 6	1 3	1 3	—	2 6	2 6	10 0
Section 3, . . .	3 0	1 6	1 6	—	3 0	3 0	12 0
Section 4, . . .	3 6	1 9	1 9	—	3 6	3 6	14 0
Section 5, . . .	4 0	1 6	1 6	1 0	4 0	4 0	16 0
Section 6, . . .	4 6	1 6	1 6	1 6	4 6	4 6	18 0
Section 7, . . .	5 0	1 8	1 8	1 8	5 0	5 0	20 0
Section 8, . . .	5 6	1 10	1 10	1 10	5 6	5 6	22 0

XIII. Pupils under 6 years of age, who make the necessary minimum of 90 attendances in the year, may be presented for inspection in the simultaneous lessons and exercises suitable to the education of infants. Such infant pupils may be presented for examination, and paid for once, twice, or thrice, at succeeding annual inspections, before completing their sixth year. Individual examination of infants will not be necessary.

If a pupil has been paid for, even once, as an infant pupil, he must, on the occasion of his first annual examination after the completion of his sixth year of age, be presented for examination in a section not lower than section 2.

A child who is 8 years of age, if presented at the annual inspection for examination, must be presented in a section not lower than section 2.

Accordingly no child who has been paid for, *even once*, as an infant pupil, or who is 8 years of age, can be examined in section 1; it being deemed that the course of infant instruction is equivalent in its aggregate results to the proficiency required under section 1; and again, that the mind of a child of 8 years is able to cope in one year with the business of the first and second sections combined.

A child may, if qualified by attendance, be presented at the annual inspection for his first examination in any section the teacher chooses; but if he fail to pass, he cannot on that or any subsequent occasion be presented in a lower section. But a child may be presented in the same section in succeeding years until he passes in it. When, however, a child passes in a section he can never again be examined for a pass in that or in any lower section, except in the case of the 8th section, in which having once satisfactorily passed in it, he may be re-examined for a pass in each succeeding year until he completes his fifteenth year.

A *pass* in a subject is to be obtained by creditable answering in *all* the branches of the subject; for instance, if in the third section a child fail to write out a multiplication table, even although he answers satisfactorily in the other parts of the arithmetical subject, a pass cannot be obtained in arithmetic.

Failure in one of the three essential subjects: reading, writing, or arithmetic, disqualifies the pupil from obtaining a pass in spelling, geography, or grammar.

Estimate of Expense for Part I.

XIV. For 1866 the return of the number of pupils on the rolls was 910,819. None of these were counted *twice* in the *same* school; but the same child may have appeared in two, three, or more different schools during the year, and in each have been counted as one. In the total for the whole country he counted as 2, 3, or 4, according to the number of schools in which he made an appearance. It is next to impossible to prevent the occurrence of this class of error. The liability to duplication and triplication is trifling in country places; in towns it is considerable. Inspectors vary in their estimate as to its extent; but the highest estimate I have ever heard made of it is, that it amounts to 3 per cent., which would determine it at 27,324. By subtracting this number from the 910,819 given in our report, we have a residue of 883,495 as the rectified number of attendants at the National schools.

XV. I have shown in the course of my evidence, that only 37·9 per cent. of the pupils make 90 or more attendances. For convenience sake, I shall omit decimals in these calculations, and make this proportion 37½ per cent., which gives 331,310, the number I have already set down as qualified by attendance for examination as to the ascertainment of results.

XVI. Knowing the proportion in the different classes, and also knowing the ages of the pupils, I am enabled, with I believe a fair degree of accuracy, to determine the number for each section. That number and the total amount the results' fees *might* reach in each section, are as follow:—

	Pupils.	Pupils.	Amount.
			s. £
1st Section, Infants, .	43,396 }	78,704 at	8 = 32,181
,, Six and over,	35,308 }		
2nd Section, ...		70,618 at	10 = 35,309
3rd Section, ...		49,829 at	12 = 29,897
4th Section, ...		49,830 at	14 = 34,881
5th Section, ...		29,331 at	16 = 23,464
6th Section, ...		29,331 at	18 = 26,397
7th Section, ...		21,299 at	20 = 21,299
8th Section, ...		2,368 at	22 = 2,604
Total, ...	331,310		206,032

I estimate that at first 15 per cent. will fail in the examination;—

Total, ...	£206,032
Deduct 15 per cent. for failures, . . .	£30,904
Net, ...	£175,128

The average for 'Inspectors' results' fees on the average attendance of 316,225 is, therefore, 11*s.* 1*d.* per pupil.

PART II.—Managers' Quarterly Results' Fees.

XVII. A school quarter, excluding Sundays, Saturdays, and holidays is about 50 days. The child who attends school during 30 of those days may fairly be said to derive a pretty satisfactory share of the schooling of the quarter.

In very many parts of the country it is a common practice for some children to attend school for only one quarter of the year, *i.e.*, to make about 30 attendances, and for other children to attend for only two quarters, *i.e.*, to make about 60 attendances.

The 30 days' attendants (the one quarter) are, I calculate, 20 per cent., and the 60 days' attendants (the two quarters) 15 per cent. of the pupils on the school rolls. I call the 30 days' attendants, the one quarter, and the 60 days' attendants, the two quarters' attendants, and so on, although I have no detailed information that those who give the 30 days' attendance give it within one and the same quarter, or that those who give the 60 days' attendance give it within two separate quarters; but under the one quarter class I place all who give 30 but under 60 attendances, under the two quarters' class all who give 60 but under 90 attendances, under the three quarters' class all who give 90 but under 120 attendances, and under the four quarters' class all who give 120 or more attendances. From what I know of the habit of the people, to send their children for "a quarter's schooling," or "two quarters' schooling" as they call it, I conclude that the occurrence of a certain proportion of 30 to 60 days' attendants, 60 to 90 days' attendants, &c., sustains the hypothesis that these attendances are, as a general rule, made within one quarter, two quarters, &c., as the case may be.

XVIII. By fixing upon a 90 days' attendance as the minimum to qualify for an Inspector's results' fee, the large proportion of children comprehended in the 30 days' and 60 days' attendants are at once excluded. If the State decline to pay anything for them their teachers will have no interest in instructing them or in favouring their appearance at all in their schools. But the State should not decline to foster the education of those limited attendants, for they are exactly those whose claims on the public sympathy are greatest. They are the children of the poorest cottiers and farmers, of the 300,000 whose holdings are only 15 acres or under—children, whose labour is an important element in the resources of their families, and who, if deprived of the one quarter's or the two quarter's education, would be consigned to perpetual ignorance. It is true that the disciplinal process of education can scarcely be said to be effectively in operation in the case of such pupils; but limited and imperfect as their instruction, under the circumstances, must be regarded, it yet, in a fragmentary way and in measurable degrees, in the course of six or seven years enables them to read and write and count. Under the English code these children would be paid for in the capitation grant for average attendance. But I object to the two principles involved in that part of the English plan; first, the principle of paying at all for *mere* attendance, and secondly, for reasons which I have already given in the course of my evidence, the principle of paying on so delusive a basis as an average attendance.

XIX. The plan which I am about to propose will, I hope, meet the difficulties of this case.

I propose that, in addition to the Inspector's great annual examination for the ascertainment of results, there shall be a quarterly examination held by the manager, and that on the manager's certificate a fee of one shilling shall, at the termination of the quarter, be paid for each child who makes thirty attendances in the quarter, on the following conditions:—

1. If in the case of an infant pupil, or of a pupil in the first or second sections, it be certified that during the quarter the instruction was progressive and efficient.
2. If in the case of a pupil in the third, fourth, fifth, sixth, seventh, or eighth sections, it be certified that the pupil exhibited *at least thirty fairly written* copies or exercises, written by himself (and initialled and dated in each case by the teacher), on *thirty different days in the quarter.*
3. If it be certified that the general instruction of each pupil for whom a fee may be claimed has been progressive and efficient.
4. If it be certified that an effort will be made that each pupil for whom a fee may be claimed shall, if at all practicable, be subsequently present at the Inspector's annual examination.

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5. That for any pupil on whose account a manager's results' fee shall have been awarded, who may be absent without satisfactory cause on the day of the Inspector's annual examination, or whose written exercises, referred to at condition 2, cannot be produced for the Inspector's revision, the fee shall be deducted from the payment next accruing to the school.
6. That the Inspector on his first incidental visit in the month succeeding the manager's examination shall verify the statistics, inspect the copies, &c., referred to in the manager's report.
7. That the Inspector, whilst not required to make an individual return of the answering, at the next annual examination of each of the "limited attendants" (that is, the thirty days and the sixty days' attendants—the ninety days' attendants being called "full attendants"), shall, however, examine them in such a manner as to be able to report generally that conditions 1, 2, and 3 had been fulfilled.

Estimate for Part II.

XX. The expense consequent upon the award of managers' results' fees would, I estimate, be :—

	Pupils.	£	s.	d.
30 to 60 days' attendants (one quarter), 20 per cent. of 883,495=176,699 at 1*s.* =	8,849	0	0	
60 to 90 days' attendants (two quarters), 15 per cent. of 883,495=132,524 at 2*s.* =	13,252	0	0	
90 to 120 days' attendants (three quarters), 12½ per cent. of 883,495=110,436 at 3*s.* =	16,565	0	0	
120 or more days' attendants (four quarters), 25 per cent. of 883,495=220,874 at 4*s.* =	44,174	0	0	
Total,	640,533	£82,840	0	0

The average of managers' results' fees per pupil is accordingly 2*s.* 7*d.* per annum.

If this sum—£82,840—were, on the English plan, paid *as a capitation grant* on our average attendance of 316,225, the sum per pupil would be 5*s.* 2¾*d.*

XXI. I venture, however, to believe that the plan of its distribution which I have just briefly sketched, is much more consistent with the principle of paying for results; and, further, I venture to hope that by bringing the managers into play in an interesting and responsible direction, we shall be strengthening their position and extending their influence, to the great advantage of education in the country. From inaptitude for the duty, and various other causes on the part of the managers, the quarterly inspection may, for a time, be with many only nominal or perfunctory. Yet even in such cases it cannot fail to elicit the necessary certificate (the reliability of which comes afterwards under the scrutiny of the Inspector) as to the performance of the *essential* conditions. But I feel completely satisfied as to the general *desire* of managers to discharge their duties efficiently—a desire that ultimately will lead them, I hope, to be skilful co-operators with the Inspectors in the technical superintendence of the schools.

PART III.—Classification Salaries of Principal Teachers.

XXII. The class of attendants I have been hitherto dealing with may be denominated, in a certain sense, "regular"—the ninety or more days' attendants as *regular* "full attendants," and the thirty and sixty days' attendants respectively as *regular* "limited attendants"—*i.e.*, regular during the quarter or the two quarters they attend school.

XXIII. But there is another class of attendants—those that make under thirty days, and who number 242,961, or 27½ per cent. of the number on the rolls. Some of these are pupils who leave off schooling soon after the commencement of the year, or who begin their attendance a little before the close of the year. Others are the waifs and strays of the community, whose attendance, in respect to duration or consecutiveness, is not of a quality to exhibit, in any measured form, the results of their schooling. But even their fitful attendances may not be barren of all salutary effect. The least we can do in reference to them, is not to spurn them from the door of the school, not to leave the teacher without some *interest* in their instruction or attendance. As regards the regular attendants the teacher is paid in every case for work done, measured and approved. The irregulars have to be considered in the mass. In such a way also must the teacher's remuneration for looking after them be considered. In England they swell the average attendance, and on the objectionable capitation system are paid for.

XXIV. Again, even in the case of the regular attendants, the teacher, although honest, and zealous, and skilful, is not paid for the labour he spends on the instruction of a stupid or idle child, for neither can produce "specific results" for him.

XXV. To meet those two cases, *i.e.*, to recompense the teacher for his care of the irregular attendants, the idle, and the stupid, as also with a view of conferring upon him an official individuality—a position deliberately ignored in England, but which, I trust, may never be the case in Ireland—I would attach a small personal classification salary to the principal of each school. This salary, I hold, will partake of the character of a results' fee, for work of a collective nature, for the general moral training of the pupils, and the tone of the school.

XXVI. Under a system of paying for results, I am not at all clear about the necessity of a personal examination of a teacher for the purpose of classification. By the fruits of his teaching, I think his worth and capacity may be fairly enough tested. In England the lowest stage only—the fourth—of the classification is obtained by examination; the other stages, up to the first, being obtainable entirely by assiduity and success as teacher of a school.

The suggestion, however, which I would make, is to allow classification in the first instance, to be determined at the choice of the teacher, either by his success after three years' occupation of a school as its master, or by personal examination.

But after classification is once determined, whether by examination or upon the exhibition of practical ability in a school, I would follow the English precedent and grant promotion only as a recognition of success in the practical affairs of teaching.

The following is the scale I would propose :—

——	Males.	Minimum average attendance of School.	Females.	Minimum average attendance of School.
1st class,	£20	45	£15	45
2nd class,	£15	35	£12	35
3rd class,	£10	25	£8	25

Estimate for Part III.

XXVII. Under the head of classification the expenses would be—

	£	£
Males, 1st class,	493×20=	9,860
,, 2nd class,	1,256×15=	18,840
,, *3rd class,	2,336×10=	23,360
Females, 1st class,	275×15=	4,125
,, 2nd class,	639×12=	7,668
,, *3rd class,	273× 8=	7,784
100 Convent Schools, 1st class,	×15=	1,500
40 ,, 2nd class,	×12=	480
Total,		£73,617

* I include the probationers with the third class in the estimate.

Monitors; Assistants; Appropriation of Results' Fees; &c.

XXVIII. Monitors are to be appointed, and their salaries paid by the Board on the same principle as that at present in force. Monitorial training is, strictly speaking a *result*, and as such should be comprehended and paid for in any "results" system.

XXIX. Assistants are to be paid for from the fund derived from the two classes of results' fees. When there is but one assistant, the principal is to receive two-thirds of the results' fees, and the assistant one-third. When there are two or more assistants, the principal is to receive *half* the results' fees, and the assistants share and share alike of the remaining half. It should be suggested to managers to observe a corresponding principle of distribution in the case of the school fees of the pupils.

For every 45 in average attendance after the first 30, an assistant is to be appointed, viz. :—

In a school of	75	there is to be	1 assistant.
„	120	there are to be	2 assistants.
„	165	„	3 „
„	210	„	4 „
„	255	„	5 „
„	300	„	6 „

Assistants are to be appointed irrespectively altogether of the number of monitors there may be in a school.

XXX. The whole of the grant arising from personal classification salaries, managers' and inspectors' results' fees, gratuities and monitors' salaries, is to be paid through the manager, but exclusively and specifically applied to the support of the teachers and monitors.

The classification salaries are to be paid to the principal teachers quarterly.

The managers' results' fees are to be paid quarterly, and distributed as described above in the paragraph relating to assistants.

The Inspectors' results' fees are to be paid annually, and distributed as in the case of the managers' results' fees.

The gratuities are to be paid annually.

The monitors' salaries are to be paid quarterly.

XXXI. Night schools are to be open for half the time of day schools, to be entitled to half day school results' fees, and subject to the same general regulations.

Examples, &c.

XXXII. I shall now give a number of examples of the probable incomes of teachers from results' fees and class salaries—gratuities omitted—to be derived from the different sizes of schools:—

—	Principals. Managers' Results' Fees.	Inspectors' Results' Fees.	Classification Salary (Masters.)	Total for Principal Teacher.	—	Assistants. Managers' Results' Fees.	Inspectors' Results' Fees.	Total for Assistant Teacher.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.		£ s. d.	£ s. d.	£ s. d.
A school averaging 20 children,	5 4 7	11 1 3	—	16 5 10				
„ 25 „	6 10 8	13 16 6	10 0 0	30 7 2				
„ 30 „	7 16 10	16 11 10	10 0 0	34 8 8				
„ 35 „	9 3 0	19 7 2	15 0 0	43 10 2				
„ 40 „	10 9 2	22 2 6	15 0 0	47 11 8				
„ 50 „	13 1 5	27 13 1	20 0 0	60 14 6				
„ 60 „	15 13 9	33 3 9	20 0 0	68 17 6				
„ 70 „	18 6 0	38 14 4	20 0 0	77 0 4				
„ 75 „	13 1 5	27 13 1	20 0 0	60 14 6	One Assistant, . . .	6 10 8	13 16 6	20 7 2
„ 90 „	15 13 9	33 3 9	20 0 0	68 17 6	„ . .	7 16 10	16 11 10	24 8 8
„ 100 „	17 8 7	36 17 6	20 0 0	74 6 1	„ . .	8 14 3	18 8 8	27 2 11
„ 120 „	15 13 9	33 3 9	20 0 0	68 17 6	Two Assistants (each), .	7 16 10	16 11 10	24 8 8
„ 200 „	26 2 10	55 6 2	20 0 0	101 9 1	Three Assistants (each),	8 14 3	18 8 8	27 2 11
„ 300 „	39 4 3	82 19 3	20 0 0	142 3 6	Six Assistants (each), .	6 10 8	13 16 6	20 7 2

The salaries of principal female teachers would vary from the above only in the item of classification salary.

In each case I have assumed that a teacher of a classification appropriate to the size of the school is in charge.

General Estimate.

XXXIII. At present the teaching staff receives—

£
194,500 salaries to teachers;
23,500 salaries to monitors;
2,000 premiums for teaching singing, drawing, and navigation, &c.
360 gratuities to teachers of workhouses; and
*7,500 salaries to workmistresses;
*5,000 supplemental salaries;
*4,000 for preparing monitors, teachers, &c.
*1,350 premiums for order, cleanliness, &c.

Total, £238,210, or an average of 15*s.* 0¼*d.* per pupil.

I propose to abolish the items marked with an asterisk.

The new estimate would accordingly stand thus:—

	£	Average per Pupil in average attendance. £ *s.* *d.*
1. Inspectors' Annual Results' Fees, .	175,128	0 11 1
2. Managers' Quarterly Results' Fees, .	82,840	0 5 3
3. Personal Classification Salaries, .	73,617	0 4 7¾
4. Premiums for teaching singing, &c., £2,000.	2,360	0 0 1¾
5. Premiums to teachers of workhouses, £360.		
6. Salaries of monitors, ...	23,500	0 1 5¾
Total, . .	£357,445	£1 2 7¼

or an increase of £119,235, *i.e.*, of 7*s.* 6½*d.* per pupil in average attendance.

It is to be borne in mind, however, that the averages in the preceding items are calculated upon the average attendance of 316,225.

But under the proposed arrangement the average attendance affords a very inadequate idea of the numbers under effective instruction. These numbers embrace—

220,874 who give 120 or more attendances;
110,436 who give from 90 to 120 attendances;
that is, a total of 331,310 who are to be examined individually by the Inspectors, and subject to the full influence of the results' system. Then—
132,524 who give from 60 to 90 attendances; and
176,699 who give from 30 to 60 attendances;
that is, an additional number of 309,223, who through the operation of the Managers' quarterly examinations and the Inspectors' various visits throughout the year, come *partially* under the influence of the results' system.

This gives a grand total of—

640,533 to enjoy the advantages of a systematic, however long or short, course of education, at an average per head from the State of 11*s.* 2*d.*

In the preceding calculations I have taken no note of the 242,961 pupils who make under 30 attendances, although the £73,617 for classification salaries included in the aggregate of £357,445 mainly relates to *their* service.

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In concluding the consideration of the estimate, I have only to add that I have thus minutely drawn attention to the details of the cost with a view of endeavouring to show that my estimate, although *high*, is not unreasonably so.

MODE OF PAYMENT.

XXXIV. At present the teachers and monitors receive in quarterly payments £56,375.

By my proposal the quarterly payments would amount to £44,989. That there should be so much of a reduction in the quarterly payments is, of course, much to be regretted; but when the difficulties of making any other than annual payments under a system of results are considered, it may perhaps be admitted that to have secured *even so much* in quarterly payments is not an unattractive part of the scheme I have proposed.

As, however, there would, I should think, be every reason to conclude that whatever amount the respective results' fees might produce in one year, *at least half* that amount would accrue to the school in the year following, it might become a question for consideration whether *that half* of the amount might not by anticipation be paid in quarterly instalments with the Managers' results' fees. If such an arrangement should be deemed feasible, the quarterly payments to the teachers would then considerably exceed their present amount.

In annual payments the teachers under the present system receive £12,710; under the proposed plan they will receive £177,488.

CHECK OF ACCOUNTS.

XXXV. Although I am strongly convinced as to the general integrity of our teachers in respect to their school accounts, yet I cannot conceal from myself the fact that the plan which I have sketched out, presents a powerful temptation to tamper with the returns. Even under our present system cases of falsification of the school accounts occur now and then, cases of irregularity from neglect and carelessness very frequently.

In the public interest, therefore, such measures must be adopted as will effectually check the school accounts, and render undetected falsification morally impossible.

In the first place it must be required of the teachers to have their rolls called and the report of the attendance entered three and a half hours before the breaking up of school, so that every child who is counted in the attendance may get, at least, three and a half hours of instruction daily.

If a child who is marked present at roll-call have to leave before the breaking up of school, he must, if able to write, enter his name in a book to be kept for the purpose; and if unable to write, the master must inscribe the child's name in the same book. The child's attendance on such a day is not to count in its general tot of attendances throughout the year. Other self-acting checks of the attendance might be set in motion. But I now turn to the question of making the supervision of the Inspector so active and critical as to be in itself a complete bar to any successful course of tampering with the accounts on the part of the teacher.

XXXVI. An Inspector's time is occupied each year pretty much in this manner:—vacation, 4 weeks; the preparation of annual reports and other documents, 2 weeks; the duties of examination connected with teachers and monitors, 3 weeks. This leaves him 43 weeks, at 5 working days each, *i.e.*, 215 days for the general duties of inspection, or deducting the religious and occasional holidays during which the schools are closed, about 205 clear working days.

Again, an Inspector has about 110 schools in his charge, with an aggregate attendance under the plan I propose of about 10,000 pupils, or thereabouts, one half—the limited attendants—for partial and the other half—the full attendants—for complete examination. I calculate that 130 days will be ample to enable him to complete the great annual examination of all those schools, which leaves him a balance of 75 days for general purposes. I propose that those 75 days shall be spent in incidental visits, in such a way as to enable him to make a brief visit after roll-call hour—the visit to be long enough to check the accounts, to inspect the copy-books, and to observe whether the school is in proper working order—to each school of his district, ONCE A MONTH.

Without entering further into detail, I may, in conclusion, express my opinion that the frequency and the unexpectedness of those monthly visits, skilfully and rapidly made, would render falsification of the accounts, as I have said, morally impossible.

NOTE.

XXXVII. The new scheme should not come into operation for three years after the date of its official promulgation, except in cases where managers desire to avail themselves at once of its advantages. A manager, however, in such a case must give three months' notice of his intention, so that the necessary arrangements may in the meantime be effected in the office.

The system of inspection and of managerial action consequent upon the new system, should come into operation from the date of its promulgation; the system of *payment* only to be deferred.

2052. The *Chairman.*—In the beginning of this memorandum you say that 46 per cent. of the pupils in the National schools are under nine years of age; what standard or book do you think that children of nine years of age should reach?—I mentioned, my lord, on a former day that there is a coincidence—which indeed, I think, is referred to in the passage under consideration—between the number under nine years of age and the number in the First Book: that 46·4 per cent. of the pupils are under nine years of age, and that 45·4 per cent. are in the First Book. That would appear to identify the age of the First Book pupils at nine years in our National schools: but I think that nine years is an exceedingly high and very undesirable age to determine the First Book pupil at. I should hope that, under the operation of any scheme such as that which I have suggested, a pupil of nine years of age would be certainly at the third section, and most likely at the fourth.

2053. In that calculation of the total number of your pupils do you include children in infant schools?—Yes, children in all classes of the schools.

2054. Then deducting infants, and deducting those children in country places who have not been able to give a regular attendance, or who, from the circumstances of their families are not able to come to school very early, what proportion of the children under nine years of age do you think ought to be in the second and third sections?—I am not prepared to determine, but at present the proportion would be inconsiderable.

2055. Taking the next paragraph, what per-centage of pupils do you consider are between nine and twelve?—30·2 per cent.

2056. Between which sections should these range?—They would range at present between the third and fourth sections.

2057. To what do you attribute the fact of only 33½ per cent. making 100 attendances in the year?—The irregular character of the attendance of the pupils at our schools is brought about by various circumstances—the occasional occupation of the pupils, the poverty of the outlying districts, the fluctuating dispositions of parents as to the sending of their children to school, and so on.

2058. Allowing for the changes of pupils and for the various classes that you detail further in your paper who are only able to attend during certain portions of the year, what per-centage of children making 100

attendances should you consider satisfactory?—I should hope that the operation of any scheme for payment by results would bring about, and very quickly too, such an improvement in the quality of the attendance, that instead of only 33½ per cent. giving 100 days' attendance, 50 or 60 per cent. might give such a quality of attendance.

2059. In proposing 90 days as the qualifying number of attendances for Inspectors' results fees, do you think it would be practicable to take, in towns where the children live close to the school, the English average of 100, leaving the lower average of 90 for rural schools?—The suggestion as to whether one standard might apply to rural schools and another to civic is, I think, one that deserves much consideration; but I think that, at the initiation of any system of this kind, it might embarrass the procedure to have different scales.

2060. In paragraph XIII. you propose that a pupil who had been once paid for as an infant pupil should be required, when he comes into the grown school, to be presented in section 2. Would not there be many cases of infants who had been in schools for a short time, and who might by subsequent absence have lost so much of their training that they would not be able to attend the second section at first?—I, of course, weighed that difficulty very seriously when coming to the conclusion which I express in the passage to which your lordship has referred; but I apprehend that the mental training which the child would have received during the one complete year it might, as an infant, have attended, would qualify it, on resuming school, to proceed through its business in such a manner as to enable it, at the end of an additional year's attendance, to master the second section.

2061. Would it not be fairer for children whose attendance at very early years had been irregular, to enable them to enter at a lower class, but to provide that they should not be presented more than once in that?—I think that any child who had once obtained a pass, and, in the estimation of the Inspector, had received that class of training which infant schools offer, even though there might subsequently be a gap in its attendance, would, on resuming school, be qualified after a year's work to satisfy the Inspector in the examination for a pass in the second section.

2062. Do you think it would be desirable to allow children, over the ordinary age—say of thirteen or fourteen—to continue indefinitely in the National schools at any but the highest standard?—It would not be desirable; and to check it I allow only *one pass* in any section, except the lowest and the highest. I propose that a child passing from section to section to the highest, and up to the end of its fifteenth year, should be, as it were, paid off at that age; but I also mean to advance this view—that a child entering at an advanced age should have an opportunity of passing from class to class until it attained to the highest section, utterly and entirely irrespectively of its age.

2063. But do not you propose that a child should be allowed to be presented in successive years in the same section?—In the first section, for a pass until it completes its sixth year, and in the eighth—the highest section—for a pass up to the completion of its fifteenth year. Of course a child may be presented for any successive number of years in the same section, provided that, in that particular section, a pass had not previously been obtained.

2064. Is it not injurious to the other children to have a certain number of children over fifteen in the school?—I think not. I have never heard any teacher complain that any injury resulted from the attendance of such pupils.

2065. Is not, in the great majority of cases, the supervision of the managers of schools almost nominal?—In a very considerable number of schools, as, I think, I have already mentioned in my evidence, it is merely nominal so far as the education of the children is concerned.

2066. Then how would you secure a proper value to the manager's certificate, in paragraph XIX., which should entitle the teacher to the payment of 1*s.* a quarter for each child?—I remark, in paragraph XXI., that from inaptitude for the duty, and various other causes, the quarterly inspections may, for a time, be with many managers only nominal and perfunctory; but I am perfectly convinced that once the duty is imposed on them, we may reasonably expect to see realized such a discharge of the obligation which this scheme would impose on them, as in the aggregate to be satisfactory to the public. Managers at present are principally called on to certify as to statistics. *They have not hitherto been invited to participate in the actual educational functions of the school.* This plan invites them to do so.

2067. Do you think that the great mass of the children could, without inconvenient expense, provide themselves with copy-books sufficient to write ninety copies, as you propose?—I think so. I think that even if this, or any other system of results, had never been dreamt of, a copy lesson a day ought to be written by every pupil; and such is the practice in every good school.

2068. Have all these schools in Ireland sufficient desk accommodation to enable every child of reasonable age to write a copy every day?—Most certainly; the Commissioners would hesitate to take into connexion any school that had not such accommodation.

2069. Master *Brooke*.—Mr. Keenan, with regard to this refusing admission to a child who has been even once paid off as an infant pupil unless he can answer for section 2, and also a child of eight years of age, what is the benefit you expect from that restriction? We know that in neither of these cases may it be the child's fault. Why shut him out from the benefit of education if he cannot answer up to that point?—Well, as I have mentioned, in paragraph XIII., I think that the child who has reached his eighth year possesses a mental capacity quite strong enough to enable him to cope with the business of the first two sections in one year; and that the child who has completed his sixth year, and who had previously spent a year in the process of infant training—and this is also the opinion of other practical persons to whom I have submitted the point—is able to cope with the second section in one year.

2070. But if not, from dense ignorance, suppose, or from having forgotten the little he had learned?—Well, I should be very sorry to commit any system to such a rigid set of rules as would not admit of modification; and, therefore, I should most decidedly provide a qualifying clause in the code which would enable the Inspector to recognise the case of such a child as that to which you refer.

2071. Am I to understand that you don't propose in that case to exclude the child from the school?—Certainly not. My point is, that the child may be presented in the same section, year after year, as often as the teacher chooses. But my other point is, that the State shall pay but once for each section, unless in the case of the first and eighth sections, under the exceptional circumstances stated in the memorandum.

2072. Rev. Dr. *Wilson*.—How do you account for only 45·4 per cent. of the pupils of the National schools being in the First Book. You don't question the fact?—No.

2073. It strikes me as a remarkable fact, and I wish to know how it is that so large a proportion are only in the First Book?—It is made up, as my memorandum shows, and as I mentioned in my former evidence, of children up to nine years of age. 5·9 per cent. of all the children in the schools are under even five years of age.

2074. I give you credit for pupils up to nine years of age; and, taking all together, is it not a most peculiar fact, that that is the number?—I think it is a very deplorable fact. It is one that has obtained considerable attention for a great number of years.

2075. How do you account for the fact?—Well, the poverty of the people; the irregularity of the attendance, and the early withdrawal of the pupils; the habit of sending children to school for only one quarter in one year, and then for another quarter in the year succeeding; and so on—all these circumstances combined are, I suppose, the only explanation that one can

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possibly offer for so large a proportion of the children appearing in the First Book.

2076. In answer to his lordship you said it might be desirable—or, at any rate, worthy of thought and inquiry—to have two rules of attendances, viz., 90 for country places, and perhaps 100 for towns. Do you think that having once established a rule on the subject, it would be easy or desirable, or satisfactory to managers and teachers, to depart from it again, so as to bring them both to the same figure?—I mentioned to his lordship that I thought it was a subject of interest, and one that deserved consideration; but I added that I thought it would embarrass the system to start with any such provision. I quite agree with you that whatever standard, as to attendances, may be adopted at the commencement of the operation of a system, should certainly not be deviated from, for a considerable number of years: because the inconvenience resulting from a change of standard would be manifestly great.

2077. Under Part I., with regard to "Inspectors' results fees," would not that involve a very large amount of expenditure of time on the part of Inspector?—Certainly.

2078. Would your present staff be at all able to overtake this?—I think so. I have given the greatest possible consideration to the distribution of labour involved in the carrying out of this system; and I am of opinion that our present staff of sixty Inspectors with six Head Inspectors would be perfectly equal to the duties which it would impose. At the same time I should add, that if the working of the system demonstrated that the task was too much for the energies and capabilities of our Inspectors, it would be a simple matter to increase the staff.

2079. How many schools has each Inspector?—About 110 on an average.

2080. How many working weeks or days have the Inspectors in the year. In other words, how long are they off duty?—I mention in paragraph xxxvi. of my memorandum that they have 43 working weeks of 5 days each. That is, 215 days; and occasional holidays being deducted, there remain 205 clear working days. Many Inspectors return a considerably greater number of working days, but that is the average.

2081. How many schools would each Inspector require to visit each day in order to overtake their work, at the present rate of visiting?—My system provides for only one great annual inspection of each school, and one monthly incidental visit.

2082. And do you think that the inspection of the schools would be complete and satisfactory by that arrangement?—I am perfectly satisfied that it would.

2083. His lordship put a question to you with regard to Managers' results fees. Have the Managers, in times past, been in the habit of visiting the schools with any regularity?—Some have.

2084. As a class?—As a class, it cannot be said that they have; but I have already mentioned, I think, in my evidence, that Managers are improving very considerably in that respect.

2085. Do your Head Inspectors and District Inspectors in their reports concur with you in that opinion, that there is such an improvement on the part of Managers?—Well, I should say they ought.

2086. Do you think such testimony as this from one of your Inspectors still holds:—"The management generally is not effective. Very few, indeed, of the Managers take any pains to become acquainted with the practical working of their schools, appearing to content themselves with the knowledge that the means of education are provided, without making any effort to satisfy themselves as to the nature of the attendance or the quality of the instruction given?"—Might I ask what the date of that report is?

2087. 1859?—I was thinking it was an old date, for the management has improved immensely since 1859. The system of organization has led Managers to think a good deal about the ordinary duties of school-keeping, and from year to year, through this and other causes, there has been a decided improvement in all the points touched upon in that paragraph which you have read.

2088. You seem to think that Managers have improved. Very well. One of the Inspectors, in his report for 1861, gives precisely similar testimony to that which I have read?—Well, '61 is nearly seven years ago; and I should not be surprised if some Inspector gave such testimony then.

2089. How do you propose that Managers should overtake these examinations of their schools. Have you some Managers with a large number of schools under their charge?—Yes.

2090. Do you think they would at all give their time to conduct such examinations with any degree of satisfaction?—I should hope so. I have had of course no opportunity of consulting the Managers.

2091. I suppose a very large number of schools are under the management of the Roman Catholic clergy?—A very considerable number.

2092. Their excuse for not attending the schools is the amount of duty they have to perform?—My experience of the Catholic clergy, especially during late years, is, that they are exceedingly ready to sacrifice their time and labour to promote the education of the poor.

2093. Are not the clerical managers occupied now in the discharge of parochial duties as in 1859 or in 1861?—Certainly.

2094. Are you aware that some Presbyterian managers have a large number of schools?—Certainly.

2095. Do you think that such a manager as the Rev. Mr. Johnston, of Belfast, with a large number of schools, containing 5,000 pupils, could overtake these examinations in addition to his clerical and other duties?—I have the pleasure of being acquainted with Mr. Johnston in his capacity as manager of schools. I should hope that he would appoint two or three coadjutors in the management of his schools, and that between himself and his colleagues effective quarterly inspections would be made. I am perfectly convinced that if a man of Mr. Johnston's energy and ability only liked the scheme, the practical working of it would present no difficulty to him.

2096. And do you think the examination of the schools by such managers would be effective?—I think that the class of examinations which I have designed for them would be not only effective but exceedingly useful.

2097. Rev. Mr. *Cowie*.—Do you think it desirable to stimulate landed proprietors and others to help the schools more?—I do think it very desirable.

2098. In what way do you think this plan of payment by results would bring that about?—It would bring a knowledge of the schools to their minds. The mere local discussions, consequent upon payment by results, about the success or the value of the schools would become a point of acquaintance, and I should trust, in the long-run, a point of interest to them. I should hope that, in the course of time, they would have inter-communication with the clergy about the management and the success of the schools; and eventually take a more lively interest than they have hitherto done in the promotion of education on their properties.

2099. That is, by voluntary gifts?—Oh, voluntary, of course; I mean nothing else.

2100. You have never thought of the question of rating?—I have frequently thought of it; but I think it would be utterly impracticable in Ireland.

2101. Do you mean by that, either the rating of small places or the rating of counties?—I think—especially as education is so vexed a question in Ireland—that any proposition which, in reference to the support of schools, would lead to local rating—either of small places or of counties—would not be accepted by the people.

2102. The scale on which you propose to pay for these examinations, in paragraph xi., seems rather high. Your minimum is 8*s.* for all passes and all subjects; and you rise by 2*s.* gradually. Now, in England, you know, it is 8*s.* only?—I am aware; but I think that for Ireland that rate would be out of the question—altogether too small.

2103. It would not realize enough, you mean, to keep the school going?—I think—as my estimate, which you will find in paragraph XXXIII., and which is based upon the figures referred to in paragraph XI., will show—that I provide for no more than a decent income for the teacher.

2104. You proceed very gradually. For example, taking the subject of arithmetic in the fourth section, you say, "to read and set down any number of six places," the corresponding work being to take down from dictation and work questions in simple short and long division. What age do you suppose a child would be who had reached that standard?—In a well-conditioned locality I should say about nine; supposing the child to have finished the first section on the completion of his sixth year; the second section on the completion of his seventh year; the third section on the completion of his eighth year; and the fourth section—the one to which you now refer—on the completion of his ninth year.

2105. But half the children at present do not stop so long at school—about 46 per cent. go at nine?—Forty-six per cent. are under nine years of age.

2106. At any rate 46 per cent. of them will be nine years of age or under?—At present, under nine.

2107. Those children who should have left at nine would have got no further than this?—Any child who should leave at nine, and have got as far as that, would, I should say, have done exceedingly well.

2108. After that you introduce grammar. Do you think that the grammar which these children would learn, until they got into the eighth section, would be of any use to them?—I introduce grammar only at the fifth section. The practice at present is to introduce it at about the third section. I postpone it to the fifth; and indeed I then introduce it more in deference to the general estimation in which the study of grammar is held by teachers, than to any conviction of my own as to its use at that stage. I therefore give it, as you observe, a very small value.

2109. What per-centage of children do you say would reach the eighth section?—At present the seventh and eighth sections combined would be represented by about 7·1 per cent. of all. The eighth section is less than one per cent.

2110. Then, that is the only point at which grammar would become useful—the analysis of sentences?—It would be utterly impossible to proceed from a consideration of the *present* circumstances to what may *exactly* happen under the operation of this plan. My hope would be that ultimately a very considerable proportion of all the pupils would pass through all the sections, and only leave the school when they would have mastered the eighth section.

2111. You have subdivided writing and spelling, I suppose, taking warning by the state of things on the other side of the channel?—I had, to some extent, the experience of the other side of the channel before my mind.

2112. Would your plan, if adopted, prevent such an anomaly as a school of thirty children with a teacher receiving the highest amount of remuneration?—My plan shows that it would. The examples and rules laid down in paragraphs XXXII. and XXVII. show that.

2113. Does that mean the absolute maximum salary?—Not at all. The examples only represent what might be obtained by results' fees and classification salaries in the different-sized schools which I have selected for illustration.

2114. Taking a school with an average of thirty pupils, you have it there that a teacher would get £34?—£34 8*s.* 8*d.*—the maximum from the State, under the heads referred to in the table, but he might get gratuities besides. His income might also be augmented by school fees and endowments or subscriptions.

2115. Do you propose to interfere with those gratuities?—I propose to interfere with a number of them, as you may observe in paragraph XXXIII., but I retain a few.

2116. In paragraph XXXVI., with respect to the time the Inspectors would have for examining the schools, you have assumed that 130 days would suffice for 110 schools?—Yes.

2117. You are to examine in all these subjects?—Yes, I have myself frequently examined more than 100 pupils per day in all these subjects, and in other subjects besides.

2118. That is *capitatim*, and not in classes?—Oh, individually—taking a note of the individual answers. The habit of most of the Head Inspectors was to take a note of the individual answers. During the three years that I was Head Inspector of Ulster I invariably took a note of the individual answering, and that was long before any such system was laid down as a matter of rule in England.

2119. You say in one place that your children would have to pass in all branches of a subject. At paragraph XIII. you say that the pass is to be obtained by creditable answering in all branches. For instance, if a child in the third section fails to write out the multiplication table, even though he should have answered satisfactorily in other branches of arithmetic, he would not obtain a pass?—Yes, quite so.

2120. Do you mean to extend that throughout?—I mean to extend the principle to each subject.

2121. Suppose you gave four sums in arithmetic, would you expect all those sums to be rightly done?—The Inspector's judgment would enable him to determine whether the child, in doing some of them and failing in others, was yet master of the subject. The Inspector should be satisfied that the child had the power of calculation—that (as you have specified four sums), three sums, at least, were satisfactorily done.

2122. Supposing your paper were a code construed literally, you say "worked" the questions, but you do not say "worked them correctly"?—*Correctly* is, of course, understood.

2123. And the questions would be at the discretion of the Inspector?—Yes, to give 3, 4, 5, or 10, according to his discretion, to enable him to judge of the capacity of the pupil. In the very few schools that I have had the pleasure of seeing inspected in England, under the new code, I observed that one Inspector gave only a few, while another gave many sums.

2124. Mr. *Stokes.*—Does your system interfere with the training, and the model schools?—No.

2125. They would remain a charge on the State, as now?—I hope not exclusively so. I trust that other training machinery besides the State model schools will be set in motion; and I think that the system of results will involve the foundation of such other machinery exclusive of the present model and training school system.

2126. Do you fix any maximum limit of age for grants; might an adult gain grants under your scheme?—As a pupil?

2127. Yes?—Certainly.

2128. Have you fixed any minimum of age?—I have fixed no minimum, but I have indirectly provided for a minimum in this way: I allow an infant three passes before it reaches the age at which the individual examination commences. That would practically limit the minimum age to four.

2129. You say three years for the infant?—Three passes—that is, three years.

2130. You say three years, not three passes. An infant can easily make 90 days in two schools in one year, and may on account of each school get grants?—No, I don't mean any such state of things. It could not, of course, be sanctioned.

2131. How would you ascertain it?—How would I ascertain whether a child had obtained a gratuity in one school, and a gratuity the same year in another?

2132. Yes?—I think the Inspector would be very obtuse indeed, who would go through the form of examination of a child, and deliberately conclude, "That child is worthy of a pass," and take a note of the result; and then in another school allow the same child to go through the same form of examination, and to claim another pass.

2133. I speak of infants who, according to your scheme, will not be examined?—Of infants?

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2134. Yes?—Well, the managers would, I am sure, co-operate with the Board in preventing any such gross irregularity.

2135. The managers would profit by it?—Managers, I am convinced, would not, under any circumstances, regard profit as outweighing propriety.

2136. Would not the advanced pupils be found to be chiefly well-to-do pupils—to come chiefly from those who are well-to-do at home?—Very much so.

2137. And are not these the very cases which least need State aid?—All, I believe, equally require State aid. I am afraid I have repeated that opinion too often.

2138. Those children that come from respectable homes as well as those that come from needy homes?—Quite so.

2139. Can you say on what principle the State should pay for geography and grammar?—On the same principle that it pays for writing and reading.

2140. You consider geography and grammar instruments of education which all should possess?—I think they are important instruments in the education of the people, and as such ought to be recognised by the State.

2141. What gratuity would you give for an infant under six?—I provide for it, on the fulfilment of the necessary conditions, 8*s.* a year in Inspector's results' fees, and, possibly, 4*s.* a year in Manager's results' fees.

2142. How would you ascertain the real age of the child?—There is no difficulty, as far as my experience goes, in ascertaining the age of a child in Ireland. I have observed that in England some of the Inspectors state that such difficulties present themselves. These difficulties do not exist in Ireland. I have here a return of the attendance at the King's Inns-street school, furnished within the last week by the Head-Inspector, who has assured me that he believes it accurate to a quarter of a year in the case of every child—and some of the pupils are under two years of age.

2143. At this time it makes no difference as to the rate of payment by age?—None.

2144. When you introduce that principle do you anticipate difficulty?—I don't introduce it as an essential principle of my plan that age is to enter into the matter at all, except in the case of an infant child under six.

2145. Is a child not to advance from section to section until he has passed perfectly your lower section?—A child may pass from section to section, although he may not have passed perfectly—that is, have answered under all the four heads into which some sections are divided, or the three heads into which other sections are divided. He may advance, or he may remain in the same section; but if once passed and paid for in part of a section, in that same section he cannot again be presented for a pass. That's the idea I have in my mind.

2146. He can gain no gratuity at all then?—No gratuity in that section.

2147. What allowance do you make for improvement in the attendance at existing schools?—None. I take the attendance as I find it, but I have no doubt in the world that the operation of this or of any other system of payment by results would considerably improve the character of the attendance.

2148. And you make no allowance either for additional schools?—None whatever; but if such a settlement of the question of education were brought about as would embrace the schools of other societies, a proportionate increase in the expense of the system would, of course, be a mere matter of calculation.

2149. I suppose a million and a half of pupils might come to school in Ireland?—Not fully that; about a million and an eighth, perhaps.

2150. Considering that you have no maximum and no minimum limit?—Practically, the limits are from 4 to 15.

2151. Do you consider that your scheme promotes reading as much as is desirable?—I do. I introduce into it an element which, I should hope, would very considerably improve the quality of the reading;—I introduce, in the different sections, the getting off by heart of poetry, and, of course, the recitation of it. That element alone would, I think, improve the quality of the reading.

2152. Do you not consider the progress provided for very slow—half a book a year?—Oh, but half the First Book, or half the Second or Third Book, means a very considerable proportion of work.

2153. One of your Head-Inspectors is Mr. Sheridan; and he says:—

"If, for a pupil attending regularly, one year is sufficient for the learning of the business prescribed for one class (as on an average I think it is), the number of promotions from class to class in a year ought to be equal to the average daily attendance."—(Report for 1866, p. 114.)

I very much regret that I have to differ from Mr. Sheridan on that point. On a recent occasion—since I last had the honour of appearing before this Royal Commission—I went, in the presence of Mr. Sheridan, through a calculation on that very point; and I think I demonstrated that his estimate is too low.

2154. What is the average school life of a child?—I could hardly venture to say. It begins, as I believe I mentioned on a former occasion, at that age when the child is able to walk to school; and it continues until the child is able to begin the world.

2155. Taking one child with another, how long do children remain at school in Ireland?—It would be very difficult to determine that.

2156. You have no figures?—I have no figures by which I could at all determine it.

2157. Do you calculate that they will remain ten years?—In many parts of the country children do remain at school for ten years.

2158. Your eight sections and the three grants below six would give eleven years?—Anyone who got the three grants below six years of age, and remained for the subsequent seven sections, would have ten years.

2159. Do you propose your scheme as a remedy for the defects of the National system?—I propose my scheme as a remedy for *certain* defects to which I refer in the opening paragraphs of my memorandum; but independently of these defects I have been so much impressed with the importance of the question of paying by results, that were there no defects at all in the operation of the system I should suggest that plan of payment.

2160. Your District Inspectors are men of observation and veracity, no doubt?—Certainly.

2161. And the facts observed by them, and reported and printed in the Board's reports, may be received as certainly true?—As true—certainly true.

2162. Then we may take it for certain that "the National schools receive little or no local support; that the management is generally nominal; that many of the school-houses are mere hovels; that the non-vested schools are not properly repaired; that many of the masters are untrained and few of them are trained long enough; that they are discontented and give up teaching readily; that they are succeeded by raw, and untrained, and inexperienced lads, &c." Will your scheme remedy these defects?—I should hope so. But that is an exaggerated statement of the defects.

2163. Where is the exaggeration you would point to?—If you would allow me——

2164. In your previous answers did you not allow that the management in 1866 was as superficial as it was in 1861?—Certainly not. There was a considerable improvement in the meantime.

2165. Now in District Inspector's district No. 1, there is, as remarked in vol. 36, page 247, an "almost total absence of local interest in the schools?"—Well, I am very glad to have an opportunity of referring to this particular passage, for the district—Letterkenny—is one with which I am exceedingly familiar, and I know that some of the best managers in Ireland are to be met with in it. This observation of the Inspector, that a chief impediment to the spread of education is the almost total absence of local interest in the schools, relates to the fact that most of the *landed proprietors* of that part of the county of Donegal take no interest whatever in the condition of the schools. But I know that the managers, Catholic and Protestant, lay and clerical, in that district, are persons who, to a very considerable extent, take a lively and active interest in the schools.

2166. In district No. 3, it is said, at page 248, that "the management in most cases is nominal?"—Will you allow me to make an observation in relation to that?

2167. Do you abide by the reports of the District Inspectors?—I stand by the reports of the District Inspectors, and of all the Inspectors, to this extent—that whenever an Inspector states a fact, I admit it without reserve or hesitation to be a fact. But when an Inspector simply gives expression to his opinion, I think I am at liberty to form my own opinion about it. Now, I also intimately know this district No. 3—namely, Coleraine. It embraces, as the Inspector mentions, managers of the different denominations that prevail in the country—the Established Church, the Roman Catholic, the Presbyterian, and so on: and I know that a very large number of them are exceedingly zealous and uncommonly active managers.

2168. With regard to district No. 4 it is stated that "increase in the schools is not so much required as a more effective management." Do you allow that to be true?—The Inspector, very likely, is correct. Improved management is, possibly, the most desirable object that one could wish to attain: and I should hope that the operation of such a system as that which I suggest, would bring about, in that respect, a very great improvement.

2169. Will you allow, then, that the management, generally, is only nominal?—For all Ireland I believe it would not be fair to say that the management is only nominal. I think I have repeated, over and over again, that there is a very considerable number of managers who are effective and zealous agents in carrying on the system of education throughout the country; and that there are many who are merely nominal managers. But I have stated, and I deliberately maintain, that there has been, from year to year, a growing improvement in the quality of the management.

2170. Some managers make the teachers pay rent for the school-houses, do they not?—Yes, a very considerable number.

2171. Do the Commissioners consider that an abuse?—The managers themselves are poor, and in numerous cases have not the means of paying the rent.

2172. Refer to district 31. At page 267 you will find it stated that "the landlords will not give assistance, and the bishops forbid their priests to take aid from the Board to build; so the school must often be held in a mere hut, which the teacher has to pay rent for and keep in repair. The amount from all local sources does not yield an average of £3 per school. The management appears not only to be utterly ineffective for any good, but even in many respects rather directly productive of evil. As the managers, in the main, contribute nothing themselves to the maintenance and support of the teachers, but allow the entire charge and responsibility of the establishment of the schools to devolve on them, requiring them, not unfrequently, not only to pay rent for the houses, but even to furnish them, and fit them up: it can be easily seen how few sensible of any professional worth or merit in themselves would be prepared to enter on such service, engagements, and obligations. Hence it is, that in the majority of the schools of this district not only are public interests thus sacrificed by the imposition of conditions which directly preclude all chance of obtaining the services of really useful and efficient teachers; but in not a few instances the appointment to a school is made dependent upon compliance with terms which none but the most abject and worthless would submit to?'—I apprehend that that, although very darkly colored, is not a distorted picture of the state of things, in some respects, in that district, which is one of the poorest and most wretched in Ireland—the district of Ballinamore.

2173. You allow the school-houses to be bad?—In many places, certainly.

2174. In Dublin?—Some, but not all, nor anything like all.

2175. In No. 38 District Mr. O'Carroll reports in the volume for 1866—"There are three schools held in a ruinous house in James's-street, not provided with school furniture, and wholly unfit for school purposes. The Dolphin's-barn schools, in rooms nearly as bad. The John-street schools, in rooms not suited to accommodate one-third of the children who attend;" and then he says—"The National school-houses of the metropolis on the south side of the Liffey rank amongst the worst in Ireland. No management can make schools held in such houses efficient?"—The Commissioners have taken action in reference to all the schools you have named, and requested the managers to provide better houses. The Commissioners have, in all cases, received satisfactory explanations from the managers that they have been making strenuous efforts, and incurring great expense, to improve the school buildings.

2176. Does your scheme not provide any remedy for that defect?—I don't enter into the question of school-houses at all. I propose that we shall continue to improve the condition of the houses, from year to year, as best we can.

2177. Would you grant any aid to schools held in premises reported to be in such a state?—I would not recommend a grant to be made at all to a school held in absolutely unsuitable premises.

2178. The Lord Bishop of *Meath*.—In your memorandum you state that only 33½ per cent. of the children in the schools of the National Board give an attendance of 100 days in each year, and it is explained that the chief cause of that was the poverty of the parents to whom the labour of the children was useful and indispensable?—That is one of the chief causes.

2179. I think you say, the average attendance would be raised from 33½ to about 56 per cent.?—I should hope so. I should observe that that is merely a matter of rough estimate or conjecture.

2180. How would the difficulty with respect to the attendance arising from the poverty of the parents be overcome by the efficiency of the teacher?—The poverty of the parents is only one element of consideration as to the smallness of the attendance.

2181. But the increase you state would be very great?—The action I propose for the managers and teachers would have a considerable effect even upon impoverished parents in inducing them to send their children to school.

2182. You think that if the schoolmasters were better paid, they might induce the parents to improve the attendance of the children?—I think if the schoolmasters exerted themselves more, and were sustained in their exertions by the managers, they might considerably improve the attendance.

2183. It would to a certain extent, but an increase from 33½, to between 50 and 60 per cent. is very great?—I only in an off-hand way express my opinion that it might reach that in the course of time.

2184. Professor *Sullivan*.—In the district to which Mr. Stokes referred, Ballinamore, are not most of the schools in that district under the patronage of priests?—They are.

2185. Is it not the fact that in that district the priests are exceedingly poor?—Exceedingly poor.

2186. Very often so poor as to be poorer than the teachers?—I have no doubt that many of the curates are poorer than some of the teachers.

2187. Do you know whether the proprietors of land in that district are resident or non-resident—I mean as to any considerable proportion of them?—I think it was in the county Leitrim that one of the Judges of Assize lately, and in terms of strong animadversion, drew attention to the fact that the landed proprietors were nearly all absentees, and were represented on the Grand Jury only by their agents. Ballinamore district is in that county.

2188. In that district the schools receive scarcely any aid from the local proprietors?—Very little. The annual average of the fees of the pupils in that district is only £2 2*s*. 6¾*d*. for each school. There is not a school in it in which the school fees amount to £15.

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2189. What sum is paid at present by the Board in the way of gratuities to teachers for agricultural instruction; is it on a sliding scale, or is it a fixed sum?—A fixed sum of £5.

2190. Do you think it would be desirable in most of the rural districts that agriculture should be taught by the teachers?—I should say so—in the rural districts.

2191. Then how far would the plan of paying by results assist?—In the copy of my memorandum which I have now before me, I have inserted a suggestion that, from the fifth section upwards, the boys in rural schools shall read the Agricultural Class-book, just as I intend that in the seventh section, for instance, the girls shall read the Girls' Reading Book. In that manner I provide, from the fifth section up, for agricultural instruction as an element in the results, just as I provide for needlework in the case of girls.

2192. Do you consider that, without at all interfering with the effective working of the schools for ordinary purposes, by a system of payment by results a good deal of good would be effected by a sliding scale of agricultural instruction in the present schools?—Yes. As, for instance, in the sixth section, I add to arithmetic, in the case of girls, that they should sew and cut out any article of dress, if required, in the presence of the Inspector; so, I insert a paragraph in the case of boys that the knowledge of such and such a part of the Agricultural Class-book would be required. I add that in the seventh section, proficiency in such and such other parts of the Agricultural Class-book would be required; and in the eighth section, in the whole of the Agricultural Class-book. I give it the same prominence, from the fifth section upwards, which I give to needlework in the case of girls.

2193. Do you think it possible to extend the system of industrial instruction under the same system beyond agriculture?—Agriculture is the great craft of this country, and the one that is most intimately associated with the schooling of children, and for the present I am not prepared to recommend for boys the addition of any other branch of industrial education.

2194. But would it be possible by a system of mere payment by results to encourage that?—Most decidedly. The possibility of it is manifest.

2195. Rev. Dr. *Wilson.*—You seemed to think from my reference to the reports of 1859 and 1861 that I was searching back for mismanagement?—Unmistakably not. My conviction is that you would do nothing of the kind. But my observation was simply made to show that the picture you were drawing was a picture of a pretty old date, and that I, seven years later, could here in presence of this Royal Commission, give a better account of the managers.

2196. In your evidence on a former day you said there are parts of Ireland where the management is practically in the hands of the teachers themselves?—Quite so.

2197. I find in the report for 1866, District 14—"The management of the schools in this district is almost entirely in the hands of individuals, clergymen and laymen in nearly equal proportions. A few small farmers are managers, which is not desirable, but these will gradually disappear from the list. Their number is diminishing every year. The amount of actual personal supervision exercised by the managers in general over their schools is very limited. I believe when their business takes them in the direction of the schools that they often call in, but they seldom leave a record of their visit. Their action is for the most part confined to appointing and removing teachers, and to corresponding with the officers in Dublin. The ordinary working of the schools is left very much in the hands of the teachers and the Inspector of the district." And of No. 19 District it is said—"With one or two exceptions, the schools are under individual management. The managers are Roman Catholic and Presbyterian clergymen, a few being under lay management. Very few of the managers visit the schools or exercise any supervision over them whatever." In reference to that I quote also from page 267 of the same report for 1866, from which Mr. Stokes quoted, and I begin where he left off:—"Even where the manager does visit the school, his visit fails to exercise any influence for good, as instead of seeking to learn by strict inquiry how far the defects pointed out by the Inspector are owing to negligence on the part of the teacher, the apathy and remissness of parents or other circumstances peculiar to that class of the community from which the children of National schools are drawn, and dealing with each case as it seems to require, he rarely even takes the trouble of noting his visit, or if so, he limits the notice to a mere entry of the date, and the numbers found present; or else, in venturing farther, his remarks take the form of such laudatory expressions as the actual state of the school in no wise warrants. Nay more, I have known instances since coming into this district in which managers have shown themselves so remiss and indifferent, as not even to convey to the teacher the purport of any official communication resulting from the Inspector's visit." You see this is evidence respecting managers of schools given generally by Inspectors at the present time?—Yes.

2198. That testimony does not apply to years gone by, but to the present time?—I, notwithstanding, maintain that the management of our schools is infinitely more efficient now than it was seven years ago; that it is more efficient in 1868 than it was in 1867, more efficient in 1867 than it was in 1866, and so on; that it is, in point of fact, improving every year.

2199. You also said that you would not recommend grants to schools whose premises were unsuitable; have the Commissioners been in the habit of making grants in such cases?—Certainly not.

2200. I mean where premises were in a dangerous state, have the Commissioners continued such grants against the reports of the Inspectors—schools in which it would be dangerous to congregate?—I have never known a case where an Inspector made a representation to the Board that a grant should be withdrawn on the ground that the school was entirely unsuitable that the Commissioners did not act on his recommendation, and act promptly. But I will add that the Inspectors and Commissioners alike exercise towards schools in impoverished districts every indulgence that is possible, consistent with propriety and with the protection of the health and lives of the pupils.

2201. No such case could have occurred in the comparatively prosperous district of Limerick, within six miles or so of the city?—My previous answer was to the effect that in case an Inspector recommended the withdrawal of a grant the Board acted promptly on his representation. There may be in the neighbourhood of Limerick a school described by the Inspector to be a very wretched building, but the Inspector not having recommended the Board to take the ultimate and severe action, it is possible that such a case has been tolerated.

2202. Has this scheme of yours been well considered by yourself?—By myself it has been well considered for nearly two years.

2203. Have the clerks been engaged in preparing your statistics?—Yes; but no clerk in the office has even glanced at my scheme.

2204. Mr. *Stokes.*—In the report for the year 1865, under the head of District 20, I read the following:—"Besides, the facility with which grants have hitherto been obtained for schools established in inferior houses, has been used as one of the most potent means of preventing the erection of a better class of school-houses with the Board's aid. In many instances, where it has been proposed to erect schools of the latter class—vested schools, that is—the opponents of these intervene, and without any sacrifice whatever on their own part, procure a grant for a rival school, established in the same cabin, which is either entirely got up, or else rented and furnished, at the sole expense of the teacher. The Board's educational action is thus paralysed by means of a dexterous acceptance of its aid. It is put *hors de combat*, in fact, by a thrust from the weapon borrowed from its own armoury." I want to know is that

system still continued?—The circumstances referred to in that case are peculiar. District 20 is Ballina, in the county of Mayo, and the Catholic clergy of that district have acted on the decree of the Synod of Thurles, referred to by me on a former day, as to the non-acceptance of grants for building from the Board. Lay Protestant gentlemen in some parts of the district, finding that there was occasion to establish schools, applied to the Board for building grants, and readily obtained them. The Catholic clergy objected to those newly established schools. One ground of their hostility was that they objected to Protestants being managers of these schools, there being no Protestant pupils in the district; and another ground of objection was that the class of vested schools was one to which they could not give their adhesion. The vested schools, when opened, were destitute of pupils. The fact that grants for vested schools were sought for and obtained, thus became to the priests an impetus to establish non-vested schools of their own. The Board was accordingly applied to for aid by the priests, and the Inspector who reported on the circumstances, stated in substance that the ordinary class of wretched houses used throughout the district as schoolhouses were procured, that competent teachers were appointed, that large attendances of pupils were secured, and, in fact, that all the essential conditions for obtaining grants from the Board existed. The Commissioners were invited to make the grants, and they made them. The circumstances of that district are, therefore, somewhat peculiar.

2205. Would not your scheme go to promote the foundation of schools of that character?—No. I hope that from year to year, and as the temper and circumstances of the times improve, managers will be able to build a better class of houses. In the district in question I think that, in the interest of the children, the action of the Board was judicious and wise in their adoption of even the poorer class of houses. If my scheme have any effect in respect to school buildings it will be, by elevating the tone of education generally, to introduce a better class of school-houses.

2206. If where, according to the present system, a school receives a salary of £30, and that your scheme gives £50—don't you anticipate that there will be, according to your scheme, two schools where there is at present only one?—No. My scheme will have no such effect; for where the managers are, as I design them to be, active agents in promoting education, they will, I am sure, be disposed to amalgamate the smaller schools, rather than to increase the number of schools already in existence.

2207. Under the circumstances of District 20 the school is the private venture of the teacher?—The rent is paid by the teacher.

2208. The managers contribute nothing?—Managers in that part of the country would find great difficulty in contributing anything—Ballina is another of the impoverished parts of Ireland.

2209. The *Chairman.*—You propose in paragraph 26 of your memorandum that in the first instance the classification of a teacher should be determined "by his success after three years' occupation of a school as its master?—Either in that way, or by the ordinary process of personal examination.

2210. In what position, under your scheme, would a schoolmaster be during the first three years of his occupation of a school?—If he elected that system of classification, he would be an unclassed probationary teacher.

2211. To such a person would you allow no personal salary?—Not during the three years' probation.

2212. Do you think that that would induce most of the teachers to undergo personal examination on their being first appointed to a school?—I think that an effect of my proposal would be that the speedy plan of classification—that of personal examination—would be adopted by the vast majority of teachers.

2213. Would it not happen, then, that many persons who at first would only pass to the third class of schoolmasters, would in a few years so improve themselves as to be qualified to pass to the first class?—My scheme provides for their promotion; but that promotion is to be obtained solely by their assiduity and success as teachers of schools.

2214. What is your objection to enable schoolmasters of a lower class to qualify for a higher class by personal examination?—Classification is simply a certificate of status. Once that status is obtained, the fact that a schoolmaster obtains by personal examination a higher certificate in no respect affects his general efficiency or usefulness..

2215. Under your present system, are not schoolmasters of the first and second class examined, and obliged to pass, in subjects in which they are not examined for the third class?—They are.

2216. Would it not be desirable to continue to give persons who pass in these extra subjects credit for their examination in them, in order to induce them to study these subjects?—The desire to earn the results' fees, and to be rated as successful and accomplished teachers, will be stimulus quite enough to induce them to continue their studies.

2217. Do you rely very much more on the examiner's report on the state he finds a school than on the educational attainments of the schoolmaster?—You now refer to the proposed plan?

2218. Yes.—In reference to the proposed plan I do.

2219. Taking the subjects of examination for schoolmasters as they now stand, would third-class schoolmasters be able to teach children in all the eight sections?—They might, or they might not; but the programme of examination for third-class teachers at present in force does not include some of the subjects in the eighth section; as, for instance, Euclid.

2220. Then, do you think it would not be desirable to give a schoolmaster a direct interest in passing an examination in the additional subjects by enabling him to raise his classification?—I think it would not. Once the status of a teacher is determined by his getting a grade of classification, that, I think, will be ample for all purposes.

2221. Turning to paragraph 33, you say that at present the average salary for each pupil is 15*s.* 0¾*d.*?—Yes.

2222. Under your scheme will that be raised to 22*s.* 7¼*d.*?—It will.

2223. How often would the grants be made to schools under your plan as the results of examination?—Once a year for the Inspector's results; four times a year for the manager's results.

2224. Do you think that the probationary class of schoolmasters who would be generally employed in the small schools would be comfortable if they had not some small fixed salary as probationers?—We should have very few of that class in the country if my scheme were in force. So long as they were dependent on the results' fees only, they would not be in a comfortable position, but they would be better off than under the present system.

2225. Rev. Dr. *Wilson.*—You think this system of classification would not operate against their improving themselves intellectually?—I think not.

2226. Would it not ignore their scholastic attainments, and tend to degrade the teachers?—I am sure it would not. It has not done so in England.

2227. You make salary under this head dependent partly on numbers; that is the classification of the teachers?—Yes.

2228. Why is it that you take numbers into account—are they not fully provided for under the first and second parts of the scheme?—I take it for granted that a first-class teacher in a school under this plan would be a person who, having originally obtained a certificate of status either by personal examination or by success after three years' occupation of a school as its teacher, has risen to the highest class by eminent merit as a practical schoolmaster; and I would look on it as merely a sacrifice of such a person's ability and experience to put him in charge of a small school of 20 or 25 pupils. Therefore I provide that a first-class teacher should have a school of 45 pupils to employ him suitably; a second-class teacher a school of 35 to employ him suitably; and a teacher of the lowest class a school of at least 25, to give him suitable employment.

2229. Do you think that under this head, it would

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Patrick Joseph Keenan, esq.

not be right that the payment of teachers should depend on classification alone?—I think not; even that head I look on as a result and not as a mere matter of salary attaching to the possession of a certain amount of knowledge.

2230. Looking to your examples in paragraph 32 I see that the payment of teachers advances up to 70, and and then begins to fall to 120?—That is because of the employment of assistants. The teacher of 70 pupils has no assistant, and receives the whole of the results' fees; the teacher of 120 pupils has two assistants, and divides the results' fees with them.

2231. Do you propose that this scheme should be obligatory?—I would require that a school of 75 pupils should have one assistant; in which case the payment of the principal would be less than when he had only 70 children and no assistant. However, a considerable diminution in the amount of his labour would be the compensating advantage the principal would gain by the employment of an assistant.

2232. Look to the other departments in reference to assistants in a school of 300, what do you propose should be the number of assistants in such a school?—I provide that in such a school there shall be 6 assistants. When the attendance is exactly 300, each assistant will receive £20 7*s.* 2*d.* That is an improvement upon the average at present received by assistants.

2233. Isn't it the fact that the assistant in a school of 100 children would receive £7 more than an assistant in a school of 300 children?—Yes; because in a school of 100 children there are only 2 teachers, the principal and the one assistant, whereas in a school of 300 children there are 7 teachers, the principal and the 6 assistants.

2234. What is the sum paid to the assistant in a school having an average of 110 pupils in attendance?—The average by the *present rules* for all assistants is £20 12*s.* 9*d.* for males, and £18 6*s.* 9*d.* for females; so that the £20 7*s.* 2*d.* which is the minimum provided by my scheme is an improvement.

2235. To what class of assistants is a school of 110 children entitled?—By the present rules, to one assistant as high as first of second, and to one of third-class.

2236. What is his salary at present?—£32 a year for the principal assistant—there are, however, very few such cases in the country.

2237. So that by this scheme of yours such an assistant would receive £5 less than he receives at present?—In a school of 100 children he would receive £27 2*s.* 11*d.*

2238. And in the other case £32, being £5 less?—He would receive more than £27 2*s.* 11*d.* in a school of 110.

2239. How much more?—£2 14*s.* 5*d.* He would, no doubt, be a loser by about £2 2*s.* 8*d.*

2240. Does not this scheme of yours propose to be one for improving the salaries?—So it would be in 999 cases out of 1,000; in this case—*one out of* 1,000—it would not be.

2241. Do you propose to abolish workmistresses altogether?—I would require the female teachers to perform the duties of the workmistresses.

2242. Would they be qualified?—By our present rules every female teacher is required to be qualified. As regards the efficiency of girls' schools, I attach great importance to needlework, and I have no doubt that the schoolmistresses will be quite competent to take charge of that department.

2243. Rev. Mr. *Cowie.*—As regards the examination by the managers, to which you refer, do you not think they would be directly interested in passing all the children?—I think that in the beginning the managers will look with a very lenient regard into the cases that come before them. I assume that the children, in the first instance, will be all *passed*, and accordingly, in the estimates which I have furnished, I base my calculation on such an hypothesis. But, according as managers, in their capacity of examiners, become experienced I have no doubt that, like the Inspectors, they will feel it to be an imperative duty to observe strictness in the examination of the children.

2244. Do you intrust the examination of pupils attending the night schools to managers?—No, not in this country; they do in England.

2245. Are you aware that that scheme is not found to be satisfactory in England?—I have not observed that the Inspectors have drawn any attention to the circumstance. The manager's examination will be a very simple one—mainly to see that a certain number of copy-exercises, written during the quarter, shall be exhibited by each pupil. The manager may or may not be exacting; but the fact that at least 30 fairly written copy-exercises, initialed, on each of the thirty days, by the teacher, shall be presented by each pupil, will be a very considerable step in securing an adequate amount of work for the quarter.

2246. Of course the security you propose against undue demands is only a moral one?—Only a moral one.

2247. As to the signing of copy-books—for example, I have seen in schools in England maps produced which were supposed to be done by the pupils when in attendance, but I heard they were the produce of several years past, and were shown at every examination—could this occur according to your plan?—Under the plan I propose I think that any such scheming could not possibly take place, for the Inspector, on his monthly visit, should particularly see if the copy-books were regularly initialed and dated in each case by the teacher; and any lache on the part of the teacher in that respect, would be evidence that his conduct was suspicious.

2248. If under your system the manager passed the children with too great laxity, or that the register was not properly kept, and the regulations for securing good results were not observed, what remedy do you propose; would you refuse payment for the quarter, or refuse the grant altogether?—For dishonesty in any shape or form, I would refuse payment; for defective ability or mere irregularity, I would not do more at first than impose some fine or issue some severe reprimand—accompanied by a threat that the grant would be removed altogether in the case of a repetition of the offence.

2249. I suppose on this ground—that where the schoolmasters were of that character they would not be a public benefit?—Yes.

2250. Would not that be a case where the punishment would seem to fall on the children?—Yes: it is one of the misfortunes of a public system of education, that the innocent, in such a case, would suffer; but it is to be hoped that other agencies would arise to secure education for the children.

2251. Would you prefer withdrawing the grant for a year or dismissing the teacher?—For dishonesty I would propose the dismissal of the teacher; such is our practice at present.

2252. In the case of managers, if you thought that their return was not correct, you would merely say that you would not pay the salary—you would not dismiss the managers?—We could remove a manager from a vested school according to our present rules.

2253. Did you ever exercise that power?—Only once in thirty-two or thirty-three years. The case has never occurred where a manager was convicted of actual dishonesty; it was for a political matter that the manager was removed in the instance I refer to.

2254. In your mode of payments, in paragraph XXXIV., you make a difficulty which seems to me to be easily met—that about the payments for annual examinations. You call it annual payment, it is not necessarily so. Supposing the school went on to a certain day as it does now, at the examination a certain sum might be put to the credit of the school which would be obtained in quarterly or other instalments. Suppose that the old system continued up to the day the Inspector examines a school, he finds it entitled to £40, that is put to the credit of the school, and £10 would come to it the next quarter?—I understand; but the £40 would be for the year preceding the Inspector's examination.

2255. But as you pay quarterly, you pay in advance?

—We never pay in advance; we pay at the end of the quarter for the services rendered during the quarter. I propose in this plan to pay at the end of the year for the services rendered during the year; but I also make the suggestion that with a view to the continuance of quarterly payments we might conclude that the results obtained in one year would be realised in the following year, and that it would be accordingly safe to award *half* the accruing amount by *anticipation*.

2256. I do not see why you should not pay up to the day of examination in a particular school, and say, "we pay you entirely up to the present day what we owe you. You have earned £40 by examination, that will stand to your credit in the following year. Before the Inspector comes again you will receive a fourth part of it with the other quarterly payment." In that case you would be paying for the services of the following instead of the preceding year; but as you do pay quarterly it seems to me easy to change.—It is most desirable to accomplish the system of paying quarterly if possible. Hence I have made a great effort, in the arrangement of this plan, to arrive at a system by which it can be effected.

2257. As you pay quarterly, would it not be of importance to you that all schools should make up their accounts on the same day?—At present we have uniform quarterly accounts, and we pay from the last day of each quarter. On the plan of payments by results the annual payments, as in England, should be for the last day of the month preceding the Inspector's visit.

2258. We are endeavouring to throw over all the payments to a fixed day. It would be a good plan, in case a school was examined between the 31st January and the 31st March, that you could say that the sum you have earned by the annual examination should be paid by the next quarter day?—That is a very good idea, and I should be very happy to see it engrafted on this plan.

2259. If it were paid by portions, it seems to me not to make the position of the teacher one whit the worse by the change?—It would be a most desirable thing to accomplish.

2260. The Lord Bishop of *Meath*.—Now, according to your plan you say the Inspectors will have to examine about 331,000 children for the annual results?—Quite so.

2261. And the managers will have to examine nearly double that number, or 640,000?—Quite so.

2262. In the latter case the responsibility is divided between the Inspectors and managers?—Yes.

2263. Do you think that where the responsibility is divided between the Inspectors and the managers, and where the chief business of the Inspectors is to verify the certificates of the managers, the examination of the Inspectors will be as efficient as under the present management?—My plan is that the Inspectors shall examine every child of the 331,000 individually, and that they shall examine, in a general way, the remaining 309,000—altogether, 640,000 or thereabouts.

2264. The number that will come under individual examination is 333—the number under the combined plan of examination is 640?—Yes.

2265. My question is, whether the examination by the Inspectors of that 640 will be as searching and satisfactory under that combined system as it is now separately?—Infinitely more so, for there will be as many examined individually, namely, 333, as there are at present under the ordinary collective form in which the Inspectors examine the schools.

2266. Isn't it likely that the Inspector, after having examined the proportion of the schools which fulfilled the condition of 90 days' attendance, will give rather a cursory examination to the remaining number that have not fulfilled this condition, and as to which the manager gave certificates?—The examination of the remaining part will not be of as searching a character as that of the 90-days'-attendance pupils, but it will be a skilful survey, in a general way, of the proficiency of those pupils.

2267. Will it be as satisfactory evidence of the educational proficiency of the children as under the present system?—Quite as much so. In reference to all, it will be quite as serviceable as under the present system; but in reference to the 333,000 it will be much more minute and efficacious than at present.

2268. I am not dwelling on the case of the 331,000 but on the remaining number, 640,000?—It will be quite as efficacious and satisfactory.

2269. Master *Brooke*.—Has it ever occurred to you to group several schools together for the purpose of general examination?—Very frequently, and such experiments have been tried with the greatest possible success.

2270. Would it not be desirable that it should be done frequently, so far as the pupils could be easily collected?—It would be most desirable.

2271. The *Chairman*.—Are there many places where you can get premises sufficiently large for that purpose?—Master Brooke's question referred, I presume, to small schools; and schoolrooms sufficiently large to accommodate the combined attendances of such schools are to be met with in every part of the country. Besides, if the schoolroom could not accommodate all, some of the children might be taken in drafts, other drafts being sent out to play, as is often done at present.

2272. Professor *Sullivan*.—How would the introduction of your plan affect the classification of the teachers?—The classification at present in force—in regard to the three leading grades—would remain as it is.

2273. What do the teachers receive at present in virtue of their classification?—In virtue of their classification they receive sums varying from £16 to £52 a year.

2274. Could such a case occur as that the teacher at present in receipt of £52 a year would receive less under your plan?—It is very possible; but I should say that the teacher at present receiving £52 a year would most likely be placed in charge of a large school, which under my plan would be certain to produce an immense improvement for him in point of income.

2275. The number of teachers first of first in charge of small schools would be very limited, I should say?—Very limited.

2276. Do you think the work of the Inspectors would be largely increased by your plan?—Yes.

2277. What effect would it have on the present distribution of the work in the districts? Are not some of them too large?—We have recently recast the districts, so as to equalize the area of inspection, and that recent recasting would answer the purposes of my plan.

2278. The *Chairman*.—How many monthly visits would the Inspectors pay under your system?—Ten.

2279. At present it would be eleven to each school in the year?—The tenth would be the regular annual examination.

2280. The present number of visits is three?—Not quite three full inspections on the average.

2281. Would not that of itself necessitate a considerable addition to the Inspectors?—No. I shall require only one full inspection.

2282. Would it not involve great consumption of time in travelling?—I have made a rough calculation as to the rapidity with which these brief incidental visits might be made. I take it that each Inspector could make incidental visits to fourteen schools in the day, and of course he would arrange his journey so that the fourteen schools should lie in a certain convenient direction.

2283. How would you provide for a case where no manager attended during the quarter under this system?—If a manager were not able to discharge his duty, a substitute for him should be appointed.

[Adjourned.]

EIGHTH DAY.—DUBLIN, THURSDAY, APRIL 30, 1868

PRESENT:

The Right Hon. the Earl of POWIS, *Chairman.*

The Right Hon. the Earl of DUNRAVEN, K.P.
The Right Hon. and Most Rev. The Lord Bishop of MEATH.
The Right Hon. Mr. Justice MORRIS.
WILLIAM BROOKE, Esq., M.C.
Rev. DAVID WILSON, D.D.
Rev. BENJAMIN MORGAN COWIE, B.D.
JAMES ARTHUR DEASE, Esq.
SCOTT NASMYTH STOKES, Esq.
WILLIAM K. SULLIVAN, Esq., PH.D.
LAURENCE WALDRON, Esq.

GEORGE A. C. MAY, Esq., Q.C., D. B. DUNNE, Esq., } *Secretaries.*

April 30, 1868.

WILLIAM HOMAN NEWELL, LL.D., one of the Secretaries to the Board of National Education, sworn and examined.

William H. Newell, LL.D.

2284. The *Chairman.*—You are one of the Secretaries to the Board of National Education?—I am.

2285. Since what period have you been one of the Secretaries to the Board?—Since February, '67.

2286. Previously to that time did you hold other situations under the Board?—I did; shall I describe them?

2287. If you please.—I was appointed in November, '37, a clerk in the correspondence office; I was at that time a student of Trinity College. I was appointed, under the old patronage system, by the late Earl of Carlisle, who was then Lord Morpeth. In December, '38, I was appointed a Superintendent of schools, which was the same as Inspector now—that was the term used. I was promoted in '52, February I believe, to the office of Head Inspector. In '63 I was promoted to the office of Chief of Inspection; and, as I have said already, in February, '67, I was appointed one of the Secretaries to the Board.

2288. At what period of the year do you prepare the estimate for your ensuing year's expenditure?—In November and December of the year previous.

2289. Do you send that estimate to the Treasury?—We send the estimate to the Treasury, through the Castle.

2290. Does the Lord Lieutenant exercise any control over the estimate?—I believe he does.

2291. In what manner is that control exercised?—Without permission from the Lord Lieutenant no new matter could be introduced into the estimate for that year.

2292. In what manner is the pleasure of the Lord Lieutenant taken by the Board, as to the introduction of such new matter?—The practice is to consult His Excellency, previous to the Board's sitting to entertain the estimate—to write to him to obtain his sanction.

2293. Does the letter, so written to His Excellency, proceed from the Board?—It proceeds from the Secretaries, or from the Board.

2294. Is the communication, so made, ever personal?—I cannot answer for that.

2295. If His Excellency the Lord Lieutenant objects to any item in the estimate, in what manner does he reply to the letter so forwarded to him?—I do not remember any instance of the kind to have occurred, except one on the part of the Chief Secretary, who objected to an item in the estimate for the year '66. That is the only instance I can recall to mind.

2296. In the event of the Lord Lieutenant approving of both the old and the new items in the estimate, does he inform the Board that he approves of the estimate?—It is the Treasury that must approve of the estimate.

2297. You stated that the estimate must be approved by the Lord Lieutenant or the Chief Secretary, which is all the same, in the first instance?—Yes; but we must have the sanction of the Treasury for the proposed expenditure.

2298. Didn't you state that the estimate was sent to the Treasury through the Lord Lieutenant?—Yes.

2299. What I want to ascertain is, how you become informed that the Lord Lieutenant approves of the estimate or not?—He would send the estimate back, if he did not approve of it.

2300. Then, if His Excellency the Lord Lieutenant approves of the estimate, does he forward it to the Treasury *sub silentio*?—He does.

2301. In the case in which you stated that an item in the estimate for the year '66 was objected to by the Chief Secretary, what was the result of that objection?—The result was that the item was struck out of the estimate.

2302. In what manner does the Treasury signify their approval or non-approval of the estimate?—If the Treasury disapprove of the estimate, they communicate with the Commissioners, and say so. If they do not disapprove of it, we hear nothing more of the estimate until we see a report of the estimates passed by the House of Commons, which appears in the newspapers each year.

2303. Does the Lord Lieutenant or the Chief Secretary exercise any control over the proceedings of the Board?—Not that I am aware of. The Commissioners report to His Excellency—they submit their annual report for his approval. I never heard of any objection being made by the Lord Lieutenant to the course of action pursued by the Board.

2304. When the estimate is passed, and the money granted, have you to do, in respect of the expenditure, with any other body except the Commissioners of Audit?—We have nothing to do with any other body except the Commissioners of Audit and the Treasury.

2305. Why are there two Secretaries to the Board?—It was recommended at a very early stage of the Board's history, by the Duke of Leinster, that there should be two instead of one Secretary; and the object of appointing a second Secretary was, I believe, to give increased confidence to the various religious bodies in connexion with the Board.

2306. What are the duties of the two Secretaries? Are they the same, or are they separate?—The duties of the two Secretaries are not necessarily separate. For instance, in the absence of one Secretary the other is called on to perform the duties of the two. We agreed to divide them, but the duties of both have been by a minute of the Board defined. The one deals with the financial and agricultural departments; the other with inspection, the general public, and the correspondence; but both are charged with the discipline and organization of the office to the same extent.

2307.—Which department is yours?—I deal with inspection nearly altogether. I deal also with the correspondence with public departments, and with a good deal of the general correspondence.

2308. Is the signature of the two Secretaries required to all formal documents?—To all letters of importance the signatures of the two Secretaries are required, but he may sign for himself and his colleague. Orders for books and minor things would be given on the signature of one Secretary, for that would be, as it were, within the establishment.

2309. In case of the temporary absence of one of the Secretaries on leave, or arising from any other cause,

would there be many documents allowed to remain awaiting his return?—Not necessarily; but if the absent Secretary was dealing with an intricate matter of any kind, and that documents came to him on the subject, it would be considered well to allow them to await his return. If he were not dealing with such a matter then the documents could be attended to by the other Secretary.

2310. What documents are there to which the signature of one of the Secretaries would be insufficient?—All the documents that passed the Board—that are made orders by the Board—the Secretary attending the meeting of the Board marks that they are approved, if they are approved; and his signature only is required to them. All letters addressed to the public outside would require the signature of the two Secretaries.

2311. Are the two Secretaries completely co-ordinate, or is one inferior in position to the other?—The two Secretaries are completely co-ordinate latterly.

2312. Has either of them, or both of the Secretaries, any substantive individual authority?—I don't know that we have as a right, but we take on ourselves to direct matters in the office independent of one another, knowing that the course of action thus pursued by the one is agreeable to the other. But if I had a doubt that the course of action I had adopted was not agreeable to my colleague, I would consult him previously on the subject. If I had no such doubt, I would not consult him.

2313. I rather meant to ask you what substantive executive authority the Secretaries have as officers, and not merely as organs of the Board?—As officers, we have the right to refuse to sign any letters written by the clerks on the motion of the Chiefs of Inspection. If I doubted the course of action taken by the Chiefs of Inspection in any matter, I would certainly object to sign the letter. I would have a veto on it, and the letter could not go out without my signature. I might refuse to sign any letter not authorized to be written by the Board itself. We also have charge of the organization and discipline of the office in this way: we have the power to give leave of absence to, or to withhold leave of absence from, all the officers. When we do so we bring the matter if necessary before the Board, and they invariably act on the recommendation of the Secretaries.

2314. You report the leave of absence to the Board?—We record in a book that such and such an officer got leave of absence.

2315. Is that book laid on the table for the inspection of the Board?—It is laid on the table for the inspection of the Board every Tuesday—that is called the Attendance Book.

2316. As regards those letters which come up from the Chiefs of Inspection and are signed by you, do you sign them as the executive officer of the Board, or do you sign them on behalf of the Board?—I sign them on behalf of the Board.

2317. Then would the signing of these letters be your act as executive officer, or would it be the act of the Board?—I would consider that the Board would be held responsible for them.

2318. Then, practically, does the independent or executive authority of the Secretaries stand limited to the internal arrangements of the office?—Entirely.

2319. Have the Secretaries any direct power or authority over the Inspectors, or over the Heads of Inspection?—We have only direct power or authority over the Inspectors or the Head Inspectors, subject to the approval of the Board. For instance, we could not move an Inspector from one district to another district without consulting the Board; we could not issue a circular to an Inspector on a matter of grave importance without consulting the Board.

2320. Then have you any power or authority except as representing the Board, to order an Inspector or a Head Inspector to visit a school in a certain place?—We do so without consulting the Board, if the regulations of the service require it; but on such matters I always consult, in the absence of the Board, the Resident Commissioner who is on the spot.

2321. What is the general method in which you deal with the correspondence in your section of the office?—The letters in the correspondence department are opened by a clerk in the office, and are registered by him—this will also apply to the inspection department. They are registered, and are then distributed amongst the various departments to which they belong. After being noted by the clerks, they are sent to the Chiefs of Inspection or to the Secretaries. If they refer to important cases, they are brought before the Resident Commissioner, and he decides the action to be taken on them. They are then sent to the clerks to be written in accordance with the decisions; they are finally brought back to the Secretary, for his signature.

2322. Do the Secretaries decide what case or question should be brought before the Resident Commissioner?—The Secretaries, or the Chiefs of Inspection decide. The Chiefs of Inspection have quite as many cases as the Secretaries to bring before him.

2323. Do the Chiefs of Inspection bring them to the Resident Commissioner directly, or do they do so through the Secretaries?—The Chiefs of Inspection bring them directly to the Resident Commissioner, as a rule. If the case is not very plain, they might come and consult me as the Secretary of Inspection. No serious action would be taken in any matter, however, without my knowing it, for I must sign the letter that is written.

2324. Then, can the Heads of Inspection take papers to the Resident Commissioner without their being previously seen by the Secretary?—That is done constantly if it arises out of a report—particularly if an Inspector reports that there is some negligence on the part of a teacher with regard to the conduct of a school, the Chief of Inspection deals with the case without any reference to the Secretary.

2325. Then the Resident Commissioner having made his notes on this case, would a letter conveying them be prepared by the Chief of Inspection?—The noting across the document that is signed by the Resident Commissioner takes the form of a letter to be signed by one of the Secretaries. If it is a routine case, the noting of the Chiefs of Inspection is ample.

2326. Then a formal letter would be drawn up by the Head of Inspection?—By the Chief of Inspection.

2327. How does the Secretary distinguish those letters brought to him which are settled by the Resident Commissioner and by the Heads of Inspection, from those that have passed through his hands, when the day's letters are brought for his signature?—By the notings on the documents themselves.

2328. When the letter is being prepared, how is the Secretary made aware, among the letters that are brought for signature, and which are those he settled himself, which are those that have been settled by the Resident Commissioner and the Heads of Inspection?—They are all laid before him in a portfolio; he takes them out one by one, and sees if they are noted by the Resident Commissioner, or by the Chiefs of Inspection, or by the Secretary, and sees if the letter is written in accordance with the noting; if it be, he signs it.

2329. The matters which the Secretary does not settle himself, or which the Resident Commissioner does not settle, are they reserved for the Board?—They are, unless those which are settled by the Chiefs of Inspection, very many of which are not referred to the Resident Commissioner at all.

2330. When matters are so reserved for the Board, are the members of it summoned to attend a meeting for the purpose?—They are summoned on Friday, and furnished with a programme of the proceedings for the following Tuesday. The several matters are then brought before the Board by one of the Secretaries in attendance, at the hour named, and in the order set forth in the programme.

2331. Is the Secretary responsible for the completeness of the notice or programme?—I suppose he would be; but I invariably consult the Resident Commissioner in reference to the programme; I would not think of sending out a programme without consulting him.

2332. Are all the matters that are brought before

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the Board on the day of meeting, specified in this notice?—Yes, there is a short abstract of them made, and sent to each member of the Board.

2333. That is sent invariably to all the members of the Board?—Invariably, no matter whether they are in Ireland or not.

2334. Have any questions of importance ever been decided without the specified notice being sent to the Commissioners?—Not in my time.

2335. Has any Commissioner ever complained in your time, that he was not aware of any particular question coming on for discussion on a particular day?—I have heard Commissioners state so in one or two instances; but on reference to the programme I found that the notice had been given. These Commissioners had overlooked the matter.

2336. Then you think that no case has occurred in which any doubtful question has been decided by the Board, without all the Commissioners having received formal notice of its coming on for discussion?—Not in my time as Secretary.

2337. What standing Committees, or Sub-Committees of the Board are there?—There are three standing Committees—the Finance, the Agricultural, and the Sub-Committee. There are two Agricultural Committees—one, the Ordinary Agricultural Committee, and the other, the Special Agricultural Committee.

2338. What are the duties of the Financial Committee?—The duties of the Financial Committee are to prepare all matters connected with the expenditure of the system in every department, and to submit it in a short report for the approval of the Board. That Committee meets on Mondays.

2339. Does the Board ever order any payments without their having first come before the Finance Committee?—Not as a rule; but if there was a small payment overlooked by the Finance Committee on Monday, it might be passed by the Board without going before the Finance Committe.

2340. Who compose the Finance Committee?—The Resident Commissioner, one of the Secretaries, the Accountant, and Assistant-Accountant, or Bookkeeper, if necessary.

2341. Do you consider that the officers of the Board are substantive members of the Committee, or only in attendance on the Resident Commissioner?—I have always regarded them as only in attendance on the Resident Commissioner, though their influence, no doubt, is very considerable.

2342. Practically, then, the Finance Committee would be the Resident Commissioner himself?—Practically it is so.

2343. How are the Agricultural Committees formed?—The ordinary Agricultural Committee consists of a few members of the Board—the Resident Commissioner being one—one of the Secretaries, and the Agricultural Inspector, or Superintendent.

2344. Does the Agricultural Committee meet at stated times?—It is supposed to meet every Tuesday, about one hour before the Board meets.

2345. What business comes before that committee?—All matters of expenditure connected with the agricultural department, with the teaching of agriculture in the model schools, with the salary of the teachers, the increments they may have to receive, the expenditure of cropping lands, and of buying stock.

2346. Does it often happen that the Agricultural Committee is composed of the Resident Commissioner alone?—It has happened very often; but latterly not so much, as the attendance of the other members is regular of late.

2347. Is there any weekly notice sent to the members of the questions likely to be brought before the Agricultural Committee?—No notice, except that they meet at such an hour.

2348. Is that notice sent every week?—It is.

2349. On what day does the Board meet?—On Tuesdays now.

2350. What is the other Agricultural Committee?—It is a Special Committee that the Commissioners arranged to hold, in order to consider the best mode of spreading agricultural knowledge through the country, and of dealing with questions relating to agriculture from a larger point of view; to hear the reports from time to time of the Inspectors of Agriculture.

2351. Does that committee meet at regular times, or is it specially summoned?—It is specially summoned two hours earlier than the Board. I am not aware that there has been any business transacted by that committee since its establishment. I do not attend the meetings of that committee; but as I would have to bring up the reports, and as I do not remember any report having been brought up, I do not think that any business has been transacted by that committee.

2352. Of how many members is that committee composed?—It is composed of seven members, I think.

2353. What is the sub-committee?—The sub-committee may be attended by one or both Secretaries, but when one Secretary is attending a committee meeting up stairs the other is generally engaged down stairs—it consists generally of one Secretary, the Chiefs of Inspection, the Resident Commissioner, and any member of the Board, but no member ever attends This committee deals with all applications for aid to schools, with all important cases arising out of reports forwarded by the Inspectors, and with all cases of suspension or fines or severe admonitions, which would be out of the province of the Chiefs of Inspection or of the Secretaries.

2354. How often are the proceedings of the committees brought before the Board?—Weekly.

2355. Are the minutes of proceedings read for the Board, or are they merely laid on the table for its inspection?—The minutes are laid on the table for the inspection of the Board. The report of each committee is brought up by the Secretary, but he does not read it unless asked to do so. He takes the sense of the Board on these reports, but reads the papers relating to special cases only. The Board having heard the cases, order and direct him as to the action he is to take. But the proceedings of the committees are a mere matter of form.

2356. Does the knowledge of the Board of the proceedings of these committees depend on the items the Secretary picks out from the papers and calls attention to?—The Secretary never picks out any items unless he is directed to do so by the Board. It is only to special cases that he directs attention.

2357. How does the Board at the weekly meetings become aware of the various questions that have been decided before the committees?—I do not think the Commissioners present, unless those who have acted as members of the committees, know anything of what takes place unless they ask specially about them. The reports are passed as a mere matter of form; of course any case of large expenditure would be brought before the Commissioners, but such a case scarcely ever arises. If there was an application for the purchase of a new book, or to give money for the purchase of a schoolhouse, it would be brought before the Commissioners.

2358. By whom would it be brought before them?—By the Secretary formally on the programme.

2359. What record is given of the discussions which take place at the meetings of the Board on any question?—None of the discussions, but the Secretary makes a minute of the order of the Commissioners. If it is an important case, he writes it down verbatim; reads the minute for the Commissioners, and asks them if the minute is correct. If they suggest any alterations or modifications, he makes them.

2360. Is any notice taken of the fact of the discussion having taken place, or of those who take part in it?—No, unless a Commissioner desires to have his protest recorded, should he protest against or dissent from a decision of the Board.

2361. Does it often occur that a protest of dissent is entered by one or more members of the Board?—It rarely happens; it has not occurred in my time that a Commissioner desired to have his dissent recorded.

2362. Are such protests of dissents preserved by the Board?—All the minutes are preserved which contain the protests.

2363. Would such protests be entered at length on the minutes, or be merely kept as a separate document?—They would be entered at length on the minutes in the terms the Commissioners expressed their protests. When I have received letters from Commissioners who were absent, expressing their dissatisfaction at a certain course about to be taken by the Board—I invariably have them entered at length on the minutes.

2364. Would these letters received from Commissioners in anticipation of questions to be discussed, be always read at the meeting of the Board?—They are always read by me.

2365. Is one Secretary always present at the meetings of the Board?—One Secretary must be present at the meetings of the Board. If both were absent from illness or some serious cause a Chief of Inspection would act.

2366. The minutes of the proceedings of the Board are kept by the Secretary?—They are.

2367. Is any of the other officers present at the meetings of the Board?—No, unless sent for to give some information.

2368. Are the resolutions of the Board, when once adopted, subject to any sanction or control by the Executive Government?—No; I never heard of the Executive Government interfering. The minutes that are made of the proceedings of one meeting of the Board are read at the meeting held on the subsequent Tuesday and signed by the Resident Commissioner on behalf of the Board; but they are passed as a matter of course—they are never altered.

2369. Would such reading and confirmation of the minutes of the preceding meeting give an opportunity to any Commissioner not present at the previous Board meeting to cause a reconsideration of the questions if he felt it necessary?—Not without giving notice, which would be sent out again in the programme for the following week.

2370. In such a case would the operation of such a minute be suspended temporarily?—I believe that has been the practice, but I cannot just now recall an instance of the kind.

2371. Is it that the occasion for further discussion has rarely arisen?—It has arisen very rarely.

2372. Has the Lord Lieutenant any power of calling on the Board to reverse its decision on any question?—I should think not; assuming, of course, that the Commissioners' decision was made in accordance with the principles of the system they administer, and in accordance with their rules.

2373. Master *Brooke.*—You are aware that the rules of the Board have been changed from time to time, that some have been rescinded altogether, and others added?—There have been various changes from time to time.

2374. Suppose one of the Board proposed a change of any sort, are there any forms of the intended discussion furnished?—Notice should be given in the programme to the Commissioners.

2375. Of the intended subject of discussion?—Yes, always. I have never known anything to be brought under the notice of the Commissioners, of which all the Commissioners did not receive previous intimation in the usual programme sent to each of them. Of course I can only speak of my own experience as Secretary.

2376. In point of fact, would the Commissioners present refuse to discuss any matter not stated in the programme?—Yes; any serious matter. I have known matters to be introduced by the Board, and action taken on them, that were not stated in the programme; but these were not matters of any importance. A case of that kind took place at the meeting of the Board on last Tuesday.

2377. Do you remember that when the Scripture Lessons of Archbishop Whately were removed from the class and general educational books the Archbishop complained that he never had received any notice of the contemplated change by the Board?—I have read very carefully the correspondence on that subject, and that is not my recollection of it. His Grace complained that the books were removed from the schools—that they ceased to be used in the schools—without any references to him on the subject, and that such an extreme step should not have taken place without his knowledge.

2378. According to your experience such a notice was always given?—Yes, always.

2379. Suppose an alteration in the rules of the Board is about being made by the substitution of a new rule, are the absent members made aware of what is done?—Yes; there is an abstract sent out to each of the Commissioners.

2380. How long is that the practice?—It has been the practice, I should say, since I was connected with the Board; when I was Chief of Inspection, and long before it, I know it was the practice to send an abstract of the proceedings of the former day.

2381. Rev. Dr. *Wilson.*—You have stated that, as an officer, the Secretary can refuse to sign the letters of clerks noted on by the Chief of Inspection; do you require to exercise that right often?—Very seldom.

2382. You have stated that you have not authority over the Inspectors; is the location of the Inspectors in the different parts of the country altogether then the act of the Board?—Recently several removals were made, and the Board was consulted about them; but previously removals were made, and may be made any day, without consulting the Board formally, but never without consulting the Resident Commissioner.

2383. By whom are they made—by the Chiefs of Inspection or the Secretaries?—On a question of the kind, it is etiquette to consult one another.

2384. What is the character of the letters to which you have referred as prepared by the Chiefs of Inspection, but which are not submitted to the Board?—The admonitions of teachers; the recommendations made in the reports of the Inspectors, or in their letters on various subjects.

2385. With regard to the summons for the meetings of the Commissioners, do you issue it on Friday?—Yes, on Friday.

2386. For the following Tuesday?—For the following Tuesday.

2387. Is that the invariable rule and practice?—It has been since I became Secretary, and as long as I remember when the Board-days were on Tuesdays. The Board-days used to be on Fridays, and then the programme and summons were issued three days previous.

2388. That has been your invariable practice during the present year?—Yes, to the best of my knowledge.

2389. Are you not the Secretary?—I am, and I cannot fancy anything else having occurred.

2390. You don't issue a summons giving a week's notice?—Never. The practice is: at twelve o'clock on each Friday the clerk comes to me and says, "What have you got for the programme?" I say, "I have got three or four cases, but I must consult the Resident Commissioner; he may have a few;" and I say "I must consult Mr. Kelly, my co-Secretary, and the Chiefs of Inspection." I see them all, and ask them if they have anything for the programme; and if they say yes, I see what it is. I ask the Resident Commissioner if he thinks it is a matter that should be brought before the Board, and after talking and consulting with me he says yes or no, as the case may be.

2391. This takes place on Friday always?—Never earlier.

2392. Have matters of importance been dealt with at any time without consulting the Commissioners or giving three days' notice of the meeting—had complaints been made before your time of such things having taken place?—I have heard of such complaints. I would not, as Secretary and the servant of the Commissioners collectively, allow any document of importance to be brought before the Commissioners without giving due notice.

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2393. You have stated in regard to the committees that you consider the officials who were present at the meetings as merely in attendance on the Resident Commissioner?—Yes, that is my view of the matter.

2394. Then the Resident Commissioner is substantially and practically the committee?—Yes, but his acts are subject to the formal approval of the Board.

2395. You say that the reports are brought up from the sub-committee and the other committees; what do you mean by the reports being brought up?—The usual meaning I attach to the words. The reports lie on the table. I bring them up in a portfolio, and I lay them on the table for the consideration of the Commissioners, if they wish to look at them.

2396. May a large amount of business be transacted at these committees without the Commissioners as a body knowing anything of it?—Yes, a large amount of business at the meetings of the sub-committee, and of the agricultural committee, which contains a member or two of the Board—one is most assiduous in his attendance.

2397. You have stated that all papers are entered by you as Secretary on the minutes?—Not in my handwriting but by a clerk under my direction. There is a special sub-committee book in which the various items are entered.

2398. Are these various items read at each meeting of the Board?—They are not; the book lies on the table and it is for the Commissioners to read it if they wish. The book was suggested by one of themselves, that they might at a glance see everything without the trouble of going through a large mass of papers.

2399. As a matter of fact, do the Commissioners as a body consult that book to any extent?—Hardly ever.

2400. You have stated as one matter that would be brought before the Commissioners and specified in the programme, the payment for books?—Yes.

2401. Can you give us information as to the cost of the late revision of the books of the Board?—I cannot; we are making out a return for the Royal Commissioners, but it is not yet ready.

2402. With regard to the protests referred to, are they entered on the minutes?—Yes, they have been entered on the minutes.

2403. Then copies of all such may be obtained?—Copies of all the minutes can be obtained without any trouble.

2404. Are your annual reports uniform, or are there different editions of them?—I never heard of a second edition of the reports. I don't believe such a thing exists. They used to be presented to the Houses of Lords and Commons in a different form. Some years ago they were in a large folio form; now they are in an octavo form. They are not two editions; they are the same reports upon different forms of paper.

2405. What is meant by the heading "B.O." on official letters?—It means that the information referred to in that letter has received the sanction of the Board. B. O. stands for Board's order.

2406. What do you mean by "the Board"?—The Commissioners who met that Tuesday.

2407. Did it ever happen that a letter marked "Board's order" was issued from the office without the authority of the Board by the Chiefs of Inspection?—I could not answer that question. I should say not. Such a thing would be very irregular.

2408. What is the meaning of marking a document with the letters "R. C. O."?—That is a practice which prevailed some years ago. Any document issued by the Resident Commissioner's order was marked at top "R. C. O.," meaning that the Resident Commissioner had initialed the substance of that order on the original minute.

2409. Can you state when that practice was introduced?—No; I found it in existence when I came to the office of the Chiefs of Inspection.

2410. Has it ceased?—I never observe it now.

2411. Then practically it has ceased?—It has ceased so far that the initials "R. C. O." are not now put at the top of the letter; but the Resident Commissioner's order remains—the Resident Commissioner still initials the substance of the order.

2412. That fact remains though the practice of marking the letter with the initials "R. C. O." has been discontinued?—Yes.

2413. With regard to the Inspectors, I wish to put a few questions: has the character or efficiency of the Inspector any effect in making the schools better in one district than another?—I think it has a most potential and marked effect.

2414. Could you tell, from the character of the schools under an Inspector, whether he is efficient or otherwise?—I always found that after an efficient Inspector was two or three years in a district he left his mark on the schools under his care.

2415. And an inefficient Inspector produced results of a contrary character?—An inefficient Inspector left his mark on the schools in a much shorter time.

2416. Are the duties of an Inspector of an easy character?—I think they are very laborious.

2417. Does the work of examining and reporting on a school involve much time and a certain special aptness and ability?—I think so, considerably.

2418. May an injudicious examination of a school do harm rather than good?—Yes; I think an injudicious examination of a school may do a great deal of harm to the teacher, and the pupils too.

2419. Have you found that teachers who become Inspectors have any difficulty at first in examining schools—either in examining the teachers or in testing the progress of the pupils?—I think not; they generally make very good Inspectors. Of course the ability to examine is very often a special gift.

2420. Some Inspectors have been dismissed, I am told?—Yes.

2421. And some have resigned?—Yes.

2422. Could you furnish us with a list of such, specifying in each case whether the Inspector had been a National school teacher or not?—Yes.

2423. I find, by the evidence you gave in 1854, that there were at that time some very inefficient Inspectors under the Board?—There were about half a dozen very inefficient.

2424. Do you think there are fewer inefficient now—I do.

2425. As a body do you think the Inspectors are efficient?—As a body I think they are most efficient.

2426. The Chiefs of Inspection—are their duties laborious?—They are, very.

2427. State them?—Every report that comes in, from every part of Ireland, is supposed to pass through their hands, and, though they may not read them all, every report requiring action has to be read. The reports are brought before them and those which have been marked "Nil" by the clerks, which signifies, "No action required," are not read; they merely initial them. When I say the Chiefs of Inspection do not read them, I should state that when I filled the office, I in many cases read those reports in order to ascertain whether the clerk had acted properly in marking them "Nil," which means no action; and I suppose my successor, and Mr. Keenan, my former colleague, do the same thing. But in every case, in which action is taken, the Chief of Inspection reads the report. If it is a case in which the proper action to be taken is of a difficult or questionable character, he reserves the matter for the Commissioners. These reports number, on the average, between 500 and 600 per week, and the consideration and disposal of them is one part of the duty of the Chiefs of Inspection. Then there are many letters of a special character which have to be written, and which are often more troublesome than formal reports. Then there is the consideration of applications for aid, and preparing them for the sub-committee; he ascertaining whether the case comes within the conditions that would entitle it to a grant, and making his report upon it accordingly, which he hands to the Secretary. The Secretary reads the report, sees if the Chief of Inspection has noted it in accordance with the facts, and prepares it for the

Resident Commissioner either to be rejected or granted. These are the principal duties of the Chiefs of Inspection.

2428. I presume there are many other duties of a minor character?—Very many arising out of these.

2429. Would you regard the Chief of Inspection's time as fully occupied with his duty?—I think it is quite sufficient for any one man: that is so long as the business is distributed in the present manner.

2430. There are two Chiefs of Inspection at present?—Two.

2431. Each has the same work?—Exactly the same.

2432. Could you explain this statement, made by one of the Chiefs of Inspection—"It so happens that from the variety of my occupations I have been able to do always less work than my colleague?"—I don't know of any occupations one Chief of Inspection has that the other has not—I mean any official occupations.

2433. Do you think the expression "less work than my colleague" means less of the work of the Chief of Inspection?—I cannot understand it at all.

2434. You don't know, then, what those occupations either have been or now are?—I know one of the Chiefs of Inspection is very often selected to discharge special duties, but that does not relieve him from doing his own ordinary duties.

2435. What special duties, may I ask?—I remember one of the Chiefs of Inspection having been sent over to the Treasury on two or three occasions.

2436. Lately?—Not lately. I remember his having been sent to London on one occasion at least, if not two, on matters connected with the administration.

2437. You say that has happened "on one or two occasions"—the statement to which I have called your attention is "from the variety of my occupations I have been able to do always less work than my colleague?"—I cannot explain that.

2438. You were a Chief of Inspection yourself, Dr. Newell?—Yes, upwards of three years.

2439. And senior to the present Chiefs?—One of the present Chiefs was senior to me.

2440. Would you say that your colleague did less of the work than you did?—I would not like to say that our work was not equal.

2441. I believe it was in consequence of there being arrears of work in the department that the second Chief of Inspection was appointed?—That was one cause; another motive was that it would give increased confidence to the public to have a second Chief.

2442. Are there any arrears of work in the department now?—I dare say there are some arrears of work there now, but not much.

2443. Then the department keeps up its work regularly?—It keeps up its work pretty regularly.

2444. Would you say perfectly regularly?—I could not say that.

2445. May Inspectors' Reports remain in the office and not be dealt with for two, three, or four months at a time?—There might be some isolated case of the sort, but it would be an irregularity.

2446. May the report of an Inspector on a school be before the department for a considerable time, and even until he visits the school again, without action having been taken?—Do you mean a report on which action should have been taken?

2447. Yes?—Such cases may arise, but they are exceptional.

2448. It has been stated that a Head-Inspector examines on an average 300 schools each year in addition to his other duties. Do you concur in that statement?—It altogether depends on what you mean by examining. If examining be inspecting fully, I do not at all concur in it. We can give you an exact return of the number of schools inspected and the time spent in each case.

2449. Does the District Inspector make a report to the Head Inspector as to the state of the schools in his district as a part of his duty?—No.

2450. Then if any statement were made on that subject to the contrary effect you would not concur in it?—No; not that he reports as a part of his duty. When the District Inspector meets the Head Inspector, it is the duty of the Head Inspector to talk to him as to the state of the schools in his district, and the Head Inspector having gone over his district, it is his duty to communicate with the District Inspector upon any defects in the schools.

2451. But, as part of his duty, it is not the duty of the District Inspector to report to the Head Inspector?—No.

2452. Is the subordination of the District Inspector to the Head Inspector well defined?—I don't think it is well defined. I think it is very well understood.

2453. Is it such that the Head Inspector may order, and that the District Inspector must obey when ordered to visit a particular school in his district?—I do not think the Head Inspector can order the District Inspector to move at all without the sanction of the Commissioners. The District Inspector may do it as a matter of courtesy, but he has no instructions to obey the Head Inspector in that sense.

2454. The Head Inspectors are supposed to make annual reports?—Each Head Inspector is to make an annual report on the condition of his circuit.

2455. Are these reports published?—Most of them.

2456. Are they published without omissions?—Latterly, I think, they are published without omissions.

2457. Have the omissions in time past been numerous, do you know?—Not in my time—not since I went to the office. I am aware that before I went to the office passages were often struck out; in one of my own reports, when I saw it in print, many passages were omitted.

2458. Have entire reports been kept back in any instance?—There was one year the Commissioners determined not to publish any of those reports.

2459. What reason was there for that?—I suppose they had some reason.

2460. What reason?—I could not venture to assign their reason. I believe it was supposed one of the reports was calculated to give offence to one portion of the public.

2461. I wish to put a question with regard to the fees of the model schools; what advantage is gained by transmitting those fees monthly to the Board, or is there any advantage?—I don't think there is any advantage. It is, I believe, done in accordance with the wish of the Treasury; it is not the desire of the Commissioners at all. I think it is a great disadvantage.

2462. It seems to me to give unnecessary trouble and involve unnecessary expense?—I think it does. In my opinion it is quite indefensible, but we are ordered to do so.

2463. Owing to the action of the Treasury?—Yes; I think so. I think it is owing to the action of the Treasury that all fees must be paid into the office.

2464. Why not allow the teacher to reserve his proportion, and have the balance remitted?—I cannot answer.

2465. Would you think it desirable that the entire fees should be distributed amongst the teachers—are not the teachers in those schools of a superior class?—They are of a superior class generally.

2466. Have you turned your attention to that subject?—I have.

2467. What is your opinion as to distributing the entire fees among the teachers?—I think it would be desirable to give the whole of the fees if the number of teachers in the school was as large as was likely to be required, because you then would not have to keep a reserve for an extra teacher; but if there was room for an increase it would be well to keep some part of the fees in reserve for the incoming teacher. But in most of the schools all the fees are absorbed.

2468. Mr. *Cowie*.—Is it, do you think, necessary for the public service that there should be two Secretaries?—I think that one Secretary could not do all that is now done by the two, so that there should be a redistribution of the work, and a different organization of the office if you are to have but one Secretary. As matters are at present arranged I think two Secretaries are necessary.

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2469. Would it be a fair statement that the arrangement at present adopted was to avoid the suspicion of partiality on religious questions?—I understood that was one reason for appointing two Secretaries.

2470. Then the fact is that the public have to pay two Secretaries to avoid the appearance of partiality?—They pay a great deal more than that to avoid the appearance of partiality in this country.

2471. That is the type of the administration?—I would be sorry to say it was a type of the administration. That was one of the reasons assigned for the appointment of two Secretaries.

2472. Some cases you have stated are settled either by the Secretaries, the Chiefs of Inspection, or by the Resident Commissioner, and they go no further—have any of those cases been subsequently brought before the Board by way of appeal or for revision?—I cannot recall any instance in my time of a case having been brought before the Board, but a remonstrance might be made against such a decision by the manager of the school, or by the person to whom the decision was communicated; but the remonstrance being considered groundless, as it usually is, it would not be brought before the Board, and the manager would not ask to have it brought before the Board. He might ask to have it reconsidered. I suppose the public outside regard all acts done in the office as the acts of the Board, as a general rule.

2473. Do you correspond in the name of the Board?—We correspond in our own name, and in the name of the Board. We sometimes say, "we are directed to inform you," or "we have to inform you;" of course "by" means by the Commissioners.

2474. In the case of a remonstrance against the decision of the Resident Commissioner coming up to the Secretaries, would the Resident Commissioner decide whether that remonstrance should be settled forthwith by himself or should it go before the Board?—I think the Resident Commissioner would be anxious to bring it before the Board if there was the slightest reason for questioning his decision.

2475. Suppose an Inspector felt aggrieved by the decision of the Resident Commissioner, he could appeal to the Board?—Of course—any letter appealing to the Board, to the Board it should go.

2476. As a matter of certainty?—As a matter of certainty. I would consider it my bounden duty to do so quite irrespective of the feelings of the Resident Commissioner; but he never would think of any other course himself.

2477. As a matter of fact all the routine business of the office is done by the Resident Commissioner?—All the serious routine business; the ordinary routine business is done, as I already mentioned, by the subordinates.

2478. Does the Resident Commissioner himself settle whether each particular case is routine business or not?—No; that is a matter of practice. We all know what is routine business instantly.

2479. If there is any doubt about it would it be brought before the Board?—It would be brought before the Board, certainly.

2480. With respect to the action of the Board in settling important rules?—Do you mean the rules of the Commissioners?

2481. Yes. Is any pressure or control exercised by the Executive Government?—I am not aware of any.

2482. In the report for 1863, vol. 24, sect. 55 begins in this way: "In conformity with the wishes of Her Majesty's Government we have ceased to give assistance to the agricultural department of workhouse National schools"?—I think I can explain that.

2483. Would there be any public document showing how the Board received this direction from the Executive Government?—There would be an official paper, very likely, addressed to the Commissioners by the Chief Secretary.

2484. Can you give any other instance where the Board has been called upon by the Chief Secretary to take action?—There was a case in 1866, where it might be considered the Commissioners were called upon to take action during the Secretaryship of Mr. Fortescue, when he recommended a certain change.

2485. Does that appear in the Commissioners' report?—No.

2486. Can you remember any instance in which the Board has been called upon by the Executive Government to reverse a decision?—Yes, I remember one recent instance where a teacher was retained in the service, and the Executive considered he was not a fit person to be retained in the service. It was in consequence of his supposed connexion with a political offence.

2487. That communication, I suppose, came from the Chief Secretary?—It came in the name of the Lord Lieutenant, either from the Chief Secretary or Under Secretary.

2488. The rules and regulations were revised, were they not, in 1863?—Yes, I think it was in 1863 they were revised.

2489. There is an important alteration in the first section. "The Commissioners will not withdraw or alter any book." I have been comparing that with the rules preceding that time, and I find it was a rule added then?—It was added, I remember, in consequence of, or subsequent to, the inquiry before the Lords, in 1854, and in consequence I apprehend of some communication which the Commissioners received at that time. I think in Lord Granville's suggestions there is something to that effect.

2490. There have been changes introduced from time to time in the rules and regulations of the Board?—There have, as you will see when you get the return which we are now preparing for the Royal Commissioners, and which shows all the changes which have taken place in the rules from the commencement.

2491. Do you not indicate to the public, by specially printing or notice the alterations you have made?—No.

2492. You don't use difference of type to show alterations?—No.

2493. Do you indicate to the public in any way that you have altered your rules?—No.

2494. They must find that out for themselves?—Yes, they have to read the rules as they would an Act of Parliament, and find out any change.

2495. Then considerable alterations might be made, and if persons interested are not careful to read the new rules, they may find themselves in a difficulty?—Well, if any considerable alterations were made affecting the practice in the schools either as to the time the schools should be open, the hours of religious instruction, or the conditions under which aid would be given, circulars would be issued to the managers in such cases; but the general public would not necessarily know anything about them unless they read the rules.

2496. On looking at your reports generally, they seem to be chiefly statistical?—Yes, the Commissioners' reports are nearly altogether statistical, not educational. The educational part of the volume is that which is written by the Inspectors.

2497. You have not been in the habit in your reports of discussing the important phases which the educational question takes?—No, that has been abandoned long since. It has not been thought advisable to do so. In some of the early reports you may observe such discussions.

2498. Why has that practice been abandoned?—I could not tell the Commissioners' motives for abandoning it.

2499. Are you responsible for drawing up the report?—No.

2500. It is signed by you?—I am responsible for what is in the report, but I do not draw it up. I drew up a few paragraphs last year, but it is the Commissioners put them together. The reports have been in the same form for many years past, the facts and figures merely altered.

2501. In fact it is merely a statistical table?—Yes; last year a paragraph was added on the subject of mixed religious instruction, and a couple of paragraphs as to the loyalty of the teachers. I check the statistical tables myself to a certain extent, but it would be

impossible I could go through them all. I take columns here and there, and try whether are they correct, so as to check the clerks.

2502. Mr. *Stokes*.—Do you remember the 1st rule —"The object of the system of National education is to afford combined literary and moral and separate religious instruction to children of all religious persuasions, as far as possible, in the same school, upon the fundamental principle, that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils?"—Yes, I think those are the words of the rule. These are the principles on which the system is based.

2503. What sense do you attach to the words, "to afford combined literary and moral and separate religious instruction to children of all persuasions?"—Children of all persuasions may attend from the opening to the close of the schools, except during the hours set apart for religious instruction.

2504. My question has reference to the meaning of the word "afford"?—"Afford" means to give.

2505. To give freely?—Yes, to give opportunities to the children in attendance of deriving those benefits from the schools.

2506. Is that the full meaning of the word "afford"? —I think so.

2507. Surely the Board pays for the combined literary and moral instruction?—It does, of course; and the rule does not say that they do not pay for it. We afford children opportunities of getting literary and moral instruction, but it is not said that we do not pay the teachers and staff.

2508. You "*afford*" combined literary and moral instruction by paying for it, but you do not *afford* separate religious instruction by paying for it?—Separate religious instruction is not paid for.

2509. Does not the verb *afford* bear two senses?—I think not.

2510. Can you give me an instance of the same verb applied to two parts of a sentence, coupled by "and," and yet having a meaning in one totally different from the other?—Evidently "to afford" means to give facilities for combined literary and moral instruction, and also to give facilities for separate religious instruction. That is the meaning I have always attached to the word "afford"—to give facilities and opportunities.

2511. By that explanation don't you run from one difficulty to another? Are not the facilities you give for religious, widely different from those you give for moral and literary instruction?—There are facilities for combined literary and moral instruction at certain hours of the day, and for separate religious instruction at certain hours of the day.

2512. What facilities do you give for separate religious instruction?—The pupils may get religious instruction in the schoolroom or elsewhere—that is all that the Commissioners undertake, but it is not all that exists in practice.

2513. That is the meaning you attach to the word "afford"?—Yes.

2514. You say the Commissioners are responsible for the annual report?—They are, it is signed by their order.

2515. Would the Commissioners include in their report anything they did not consider worthy of credit? —I should say not.

2516. Do you consider the District Inspectors' reports worthy of belief?—There is no doubt, like the reports of any large body of men, many of them must be taken *cum grano*—some are probably a little exaggerated, when descriptive; but when they state matters of fact, I would rely upon them.

2517. There is no officer of your Board entitled to repudiate the statement of a District Inspector?—I should be very sorry to repudiate the statements of the Inspectors as a body, or of any one of the Inspectors.

2518. Do not you consider that the efficiency of a school depends more on the teacher than the Inspector? —Certainly; there is an old saying, "Such as the teacher, such is the school."

2519. It would then be hardly fair to visit upon the Inspector the inefficiency of the schools?—I think the teachers in a district will become careless and indifferent if the Inspector is careless and indifferent; they lapse from being good teachers into bad teachers in a few years.

2520. What power has the Board of remedying the carelessness or indifference of a manager?—They have the power of dismissing the teacher, and everything short of that.

2521. But with reference to abuses not attributable to the teacher, such as defects in the building?—They can strike the school off the rolls.

2522. Is that course frequently adopted by the Board? —No, that is a very extreme course.

2523. Short of that have you any remedy?—We write to the manager, inform him of the defects or irregularities complained of, and request him to have them remedied. If he refuses or neglects to do so, we write again; and we often write three or four times before we get redress. Ultimately we might be obliged to strike off the school, and that generally induces the manager to do what he has been asked to do in the first instance, but it is the last appeal, because it deprives the poor children of the means of instruction.

2524. That last remedy is adopted with great reluctance?—With great reluctance.

2525. You have stated that one object of having two Secretaries is that there may be one of each denomination?—Yes.

2526. You say one Secretary generally attends the meetings of the Board?—Yes.

2527. That Secretary is yourself?—Yes. Mr. Kelly, who was my senior, attended the Board for many years. It is merely a matter of private arrangement. My colleague asked me would I attend the Board, and I said yes. The Commissioners might order both of us to attend, and I have heard that spoken of.

2528. As the Resident Commissioner and yourself both happen to be of the same religious profession, do you not think the attendance of the other Secretary would be more likely to meet the object which was in view in the appointment of two Secretaries?—I think the Commissioners never considered what the religion was of the Secretary in attendance.

2529. Religious questions don't come before the Board?—Religious questions come before the Board very often; but I think they have confidence enough in the Secretaries to deal with them, no matter from which side they come.

2530 The Bishop of *Meath*.—Do you think it would be desirable to have an examination of the teacher of a school before he would be appointed to it by the manager?—I have always considered it necessary.

2531. It is not the practice?—It is the practice. We do not recognise any teacher as a National teacher till he shall have passed an examination by the Inspector. There is a circular upon that subject. The teacher must qualify as a probationer before he will be allowed his salary.

2532. The manager first appoints his own teacher? —We call that "nominating." He nominates the teacher.

2533. You do not examine the man for some time after?—An interval might occur before the Inspector visited. Are you speaking now with reference to a school already in existence?

2534. I am speaking of a school just founded?—In that case the school would not be taken into connexion until the teacher had been examined.

2535. How are teachers promoted from one class to another?—By annual examination by a Board of Inspectors, generally consisting of two—the Head Inspector of the circuit, and the District or Local Inspector.

2536. Do you consider that teachers examined and classified in that way are as well qualified as the teachers whom you instruct in your training school?— As far as literary acquirements go they are fully as

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well qualified. They are in fact subjected to a more severe test than they are in the training school.

2537. What do you consider the advantage of the training school?—It gives them a knowledge of school organization, school discipline, and improved methods of teaching, which they could not have if they did not leave their own locality.

2538. They are inferior in that respect?—Yes. When I said they are as well qualified, I said with reference to literary acquirements.

2539. I presume you think power and skill in teaching quite as important in a teacher as absolute knowledge?—Quite as important. I have had the privilege of classifying teachers for a period of eleven years myself, and I always considered fifty per cent. to belong to efficiency and skill in teaching—that is, I allowed fifty per cent. of the marks to go for efficiency and skill in teaching, and for power in communicating knowledge.

2540. *Ceteris paribus*, a man instructed here you would consider a superior teacher?—Yes; I would consider him a more desirable teacher to have. I believe they derive great benefits from attending the training school.

2541. Mr. Justice *Morris*.—When you said the Lord Lieutenant exercised a supervision over the estimates, have you ever known of any supervision as a matter of fact exercised by the Lord Lieutenant or by the Executive Government?—Well, I must assume when he approves of it, and says it has gone on to the Treasury, that he has examined it.

2542. Have you ever known of any supervision beyond the mere fact of its being transmitted or sent by the Irish Government to the Treasury? Have you ever known of any alteration?—Except in one case, where the Chief Secretary declined, the year before last, to approve of one item, I cannot recall any instance.

2543. Are the Commissioners themselves practically appointed on the same principle that the Secretaries and the Chiefs of Inspection are—namely, as being numerically equal in religious denominations—Roman Catholic and Protestant?—Since Mr. Cardwell was Chief Secretary for Ireland the numbers of the Board have been equalized—ten Protestants of all denominations and ten Catholics. At present there are fewer; there are but seventeen members on the Commission at present, there being three seats vacant.

2544. The primary idea is that the Commissioners themselves should be equally divided?—That was the idea.

2545. That idea descends through the Secretaries and the Chiefs of Inspection?—Yes, there is a duality there.

2546. Does it descend to the more subordinate officers?—No, it does not descend to them, except to one class of officials—the Inspectors.

2547. The Head-Inspectors?—Inspectors of all classes. The Head-Inspectors are three Roman Catholics and three Protestants, of whom two are Presbyterians, and one Church of England. In my time two were Church of England, and one Presbyterian.

2548. You say the principle descends to the Inspectors?—It does; and if a vacancy occurs for a Roman Catholic Inspector only Roman Catholic candidates can be nominated; if for a Protestant Inspector, only Protestant candidates can be nominated.

2549. How low does that idea of duality, as you call it, descend in the central department?—Not below the Chiefs of Inspection.

2550. Does it pervade the Head Inspectors and the District Inspectors?—It does, it pervades these classes.

2551. Does it pervade the clerks in the office?—No, not in any sense. If a vacancy occurs in a clerkship, persons of all denominations are nominated to compete.

2552. How is the patronage of the office exercised—who have the appointments?—Any Commissioner may nominate a candidate for a vacant clerkship, and then the nominations are sent on to the Civil Service Commissioners, and the man who obtains the highest number of marks is appointed. It is open to Civil Service competition.

2553. May there be twenty nominations for each vacancy?—No, I never knew more than ten, and even that is considered too many; eight is considered the best number to compete for an appointment. If we had only four candidates, the number would be deemed sufficient, and the names would go before the Commissioners. As many as ten have been nominated and their names have gone on, but the Commissioners refused to nominate eleven; in the case where there were ten nominations they were all very eligible men, or they would not have allowed more than eight selected.

2554. How many compete for an Inspectorship?—Generally four compete for each vacancy, sometimes more. Eight persons have sometimes been nominated, but they seldom all come forward.

2555. If a vacancy arises among the Roman Catholic Inspectors, I presume only the Roman Catholic Commissioners attempt to nominate?—No; I have known Roman Catholic Commissioners to nominate Protestants, and Protestant Commissioners to nominate Roman Catholics. If they have eligible men they put them forward.

2556. How, then, is duality preserved?—I did not say duality was preserved as regards the acts of the Commissioners in any way. There is a feeling, or wish on the part of people outside to have representatives on the Board, but there is a unity of action on these matters in the Board itself. I knew on a recent occasion a Roman Catholic member of the Board to nominate a Church of England candidate. He said, "so and so is a very respectable man, and I bring him before your notice."

2557. I understood there was a duality attempted to be preserved?—Not in respect to the acts of the Board. You asked how far does the duality extend, and I answered your question without any ulterior meaning.

2558. Then Protestant Commissioners do nominate candidates on a vacancy arising among Roman Catholic Inspectors?—Yes, I have known that; and the Resident Commissioner, who is a member of the Church of England, nominates candidates of all persuasions, because he is most familiar with them.

2559. Is that generally the practice?—I think it is rarely the practice.

2560. The general practice is for Roman Catholic Commissioners to nominate Roman Catholics, and Protestant Commissioners to nominate Protestants?—That is the general practice.

2561. Is it the general practice to have a full attendance at the meetings of the Board?—Do you mean on those occasions of nominations?

2562. No; but is there generally a full attendance at the Board?—It is very fluctuating—sometimes small, and sometimes large.

2563. Does the large attendance generally take place when questions of patronage come on?—That would be a reason for a large attendance; but large attendances are frequently caused by other motives.

2564. When important subjects are to be discussed?—Yes.

2565. Does not a question of patronage, at all events, generally bring a large attendance?—I think it generally does.

2566. Is the routine business of the Board generally attended to by a comparatively small section of the Board?—The routine business of the Board cannot commence till the Board assembles. As the Commissioners keep dropping in I note down their names in the order in which they come in.

2567. Is there any fixed quorum?—Yes, three. They cannot proceed to transact business without a quorum of three, but two may confirm the minutes of the last day. That is the only exception.

2568. Are you very often left, on the Tuesday meetings, with only three members of the Board?—Very often.

2569. Are you often that you have not even three?—Not often that we have not three.

2570. You have always one in the Resident Commissioner?—Always one, but no business could be done if there was not a second Commissioner. Even the

minutes could not be read, and there would be no Board. It would be a *dies non*.

2571. The routine business is discharged by the Secretaries, Chiefs of Inspection, and the subordinate officers?—Yes.

2572. The serious business is discharged by the Resident Commissioner?—Yes, in connexion with the Secretaries and Chiefs of Inspection. He never goes through a case without some one to deal with it in connexion with him.

2573. Have you then often nothing to come before the Board on Tuesday, or comparatively nothing?—It is very rarely that we have nothing; for instance, the reports of the various sub-committees must be brought before the Board before they can be fiated. We could not pay out a penny of money unless the report recommending it was submitted to the Board. There is rarely a day we have not something to submit to the Board, sometimes we have more than we can get through.

2574. These reports are merely formally brought before the Board, the general body of the Board never troubling themselves to look into them?—Certainly, but unless the Board assembled they would lie over till the next Board day.

2575. Serious matters of routine being disposed of by the Resident Commissioner in replying to individuals who may have called that decision of the Resident Commissioner into action, do you write as if it was the act of the Board?—No; we do not write as if it was the act of the Board technically, because, if so, we would say, "Board's Order," at the top; but we say, "We are directed by the Commissioners;" we write in the name of the Commissioners.

2576. Then how is the individual outside ever to detect that it was not the act of the Commissioners, so as to enable him to appeal to the Commissioners if he felt aggrieved by it—he not knowing that it was not their act?—Unless acquainted with the practice of the office he could hardly draw the distinction.

2577. How are Model schools allocated or applied for? how do they come into existence?—They are applied for by local parties. I have in this note book the names of all the Model schools now in connexion with the Board and the names of the persons who applied for them nearly in every instance, so that if you name any Model school I can give you the names of every individual who signed the memorial for its establishment.

2578. Model schools are then generally established in compliance with a memorial from the locality?—Yes, signed by the most influential people in the district.

2579. Is the education at the Model schools comparatively gratuitous?—No, it is not gratuitous at all. There is only one Model school in Ireland in which a few children are admitted free. There are three rates of payment. One-half, or 50 per cent. of the children are admitted at 1*d.* per week; of the other half three-fifths pay 2*s.* 6*d.* per quarter, and two-fifths pay 5*s.* per quarter.

2580. Then the outside sum which the parent of any child would pay would be £1 a year?—Yes. No doubt in many instances they pay more: the master gets more from them and it is not prohibited.

2581. Is that for instruction out of school hours?—Well, instruction is given after the usual hour of 3 o'clock in nearly every model school in Ireland, in physical science or other extra subjects, but there is no charge for that. If, however, the parent of any child says, "I would rather pay 10*s.* a quarter than not," there is no rule prohibiting him, but the head master only gets his portion of it. The head master gets one-half the fees, and the remaining half is divided amongst the other members of the staff.

2582. Are applications for Model schools brought before the members of the Board?—Yes, and carefully considered—it was a very long and tedious process, sometimes lasting for months before a decision was come to.

2583. Have you any limit as to the number of Model schools or is it arbitrary?—I never heard of any limit. It was understood there should be one at least in each county in Ireland at the outset, but there are not so many Model schools in Ireland as there are counties, for there are only 27. I understood there was a limit put to them by the Government declining to have them increased.

2584. Do you exercise any discrimination at all as to the class of persons who are to be taught at these Model schools?—There is this limit, that the teacher is bound to admit 50 children at a penny a week, so that the poor cannot, so far, be excluded. Any child may attend if he chooses.

2585. May not any gentleman's child attend and obtain the education at a penny a week?—I think not.

2586. Why not?—Because the circumstances of the parent are considered by the teacher, and if he is able to pay more, the child will not be allowed to enter at a penny a week.

2587. Suppose there was not a pressure on the school in regard to members might it not occur?—I never heard of any one of the kind. A man who could pay would not like to have his son admitted on the footing of almost a pauper.

2588. Parents of a respectable class would not like their children to come in at this very small rate?—Yes, I think that is the general feeling.

2589. With regard to that last answer, allow me to call your attention to a passage in page 139 of the report for last year: "I was much surprised at the number and respectability of the parties who during the year claimed exemption from the high rates, which are so extremely moderate as compared with the amount and quality of the instruction imparted, and such as can rarely be had on any terms in non-National schools?"—Yes; but it does not follow that those individuals were admitted at a penny a week, they may have paid the intermediate rate, 2*s.* 6*d.* per quarter. In the answer I gave I only spoke generally. I do not say there are no such cases.

2590. Have you ever heard complaints that the National System of Education affords at the expense of the public an education rarely obtained in non-National schools at any price, to respectable persons fully able to pay for it at 10*s.* a year?—I have very often heard remarks of that kind. I have very often heard it said that our school curriculum is much too high and the instruction much too good and extensive.

2591. Must not the effect be that non-National schools—that is, independent private schools, affording a superior class of education are driven out of the field?—I am satisfied that private schools, or non-National schools, are frequently driven out of the field. There is only one part of your question in which I do not concur—that they afford a superior class of education, as a rule, to that given in the National schools.

2592. Were they not, comparatively speaking, the only schools in the South and West of Ireland up to the establishment of the Model schools?—Yes, but I think they were a very inferior class of school as a general rule.

2593. You are a graduate of Trinity College, Dublin?—Yes, I am a doctor of laws of that University.

2594. Are you not aware that a great number of the exhibitions, scholarships, and prizes in Trinity College were and are obtained by students from the province of Munster?—Yes, formerly that was very much the case.

2595. Must that not have arisen from the excellence of the schools in that province?—I never heard of any of them having been driven out by Model schools. There was no such school at Dunmanway, where we have a Model school.

2596. Did you not hear of one at Midleton?—Yes, but we have no Model school at Midleton. There are but two in the county of Cork, one of them at Dunmanway, which is really a school for the poorer classes, the majority of the children being those of labourers and small farmers. The other is a school in the city of Cork, not long established.

2597. You know the professional callings of the members of the Board?—I do.

2598. Are not many of them persons who can very

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seldom attend the meetings except with extreme difficulty?—Yes.

2599. Are not there six judges belonging to it?—Yes; they find it very hard to attend during term, the hour being three and half-past three o'clock.

2600. Has there been an idea of having two Resident Commissioners, one of each religious denomination?—I have only heard that as a whisper.

2601. Mr. *Deasy*.—You mentioned Mr. Kelly as your colleague?—Yes.

2602. Before you were appointed Secretary who was the second secretary?—Mr. M'Creedy, who was a Presbyterian.

2603. At that time who actually attended the meetings of the Board so far as you are aware?—Previous to my appointment, for seven or eight months, Mr. Kelly, regularly, I should say, because Mr. M'Creedy was in failing health; but up to the time Mr. M'Creedy's health began to fail he frequently attended the Board. He was junior to Mr. Kelly.

2604. Can you state which of the secretaries attended the Board before Mr. M'Creedy became a secretary?—Mr. Kelly attended for many years very regularly, because Mr. Cross, the other secretary, had been for two years in failing health.

2605. In the second section, No. 4 of the rules, it is said the Commissioners request that instruction shall be given in plain needlework in the female schools. Is that adhered to, generally speaking, in the female National Schools?—I think that previous to last year that rule was not enforced with the strictness with which it ought to have been enforced; but at the beginning of last year a very stringent circular was addressed to the Inspectors that they would require the teachers to bring in samples of needlework. The female teachers who come to the annual examinations are obliged to execute specimens of needlework at the examination, and to pass in that branch the same as in any other of the branches of examination.

2606. In Section iv. of the rules, No. 14, it is stated—"No pupil who is registered by its parents or guardians as a Protestant is to be permitted to remain in attendance during the time of religious instruction in case the teacher giving such instruction is a Roman Catholic; and no pupil who is registered by its parents or guardians as a Roman Catholic is to be permitted to remain in attendance during the time of religious instruction in case the teacher giving such instruction is not a Roman Catholic. And, further, no pupil is to be permitted to remain in attendance during the time of any religious instruction to which its parents or guardians object." How do you define "teacher," as used in that rule?—The principal teacher.

2607. That is the salaried teacher of the school?—The salaried teacher.

2608. Would this rule prevent the giving of religious instruction under the circumstances stated or supposed, by other parties than the teacher?—No; anyone approved of by the parents, and having the right of admission to the school for the purpose, might give religious instruction to the children, subject to the rules.

2609. You do not understand that rule to exclude the possibility of any one giving religious instruction in a school under the conditions stated?—Clearly not.

2610. The *Chairman*.—Since you became Secretary, how many cases have occurred in which formal communications have been made to the Lord Lieutenant, as to an alteration of a book under Rule 5?—None.

2611. What provision have you in the office with regard to unfinished *agenda*, so as to prevent matters going to sleep in the office?—A bill of work. The plan was introduced by myself—or certainly if not introduced, it was re-introduced, and I was not aware it had ever before existed in the office. I require that the clerks in the departments who deal with the public shall fill up a bill of work under a variety of heads, showing what the arrear is, whether under letters, or under reports, and if I see that the clerk is unduly in arrear I bring him before the Board. I have had a clerk suspended for a month for arrears; that is a heavy penalty. I have had clerks fined for arrears. I see from week to week the condition of the office. I verify that by going up myself and seeing the desks. I require the desks to be open—no locks and keys—so that I can see what each man has to do.

2612. When a letter comes on any particular subject, is there a registry of whether it has been finally disposed of, or whether it remains on hand?—There is a registry. The letter is registered. Next action is taken upon it, and when finally dealt with, it is indorsed and put by. We know by a mark in the book that the letter has gone up. When we come to the letter we find the word "up" on it, together with my initials, if I dealt with it myself.

2613. Then all that is required is to look over the letter book from time to time, to see whether there are any unticked?—Yes; that is with reference to the cases that have passed the Chiefs of Inspection, or the Resident Commissioner. But if they are not dealt with, of course the clerks could not be held responsible.

2614. Since you have been Secretary has much alteration been made in the routine management of the office?—Well, I have taken upon myself to curtail a good deal of the work, and perhaps I have simplified it a little; but in the main features of the office there has been very little change. I have reduced forms as much as possible, consolidated reports and things of that sort, which has saved time, but there has been no organic change.

2615. In the last twelve months had you occasion to send out any circulars prescribing considerable changes to your Inspectors?—Several circulars have been prepared and sent out on inspection matters by the Chiefs of Inspection: for instance, with reference to this change in the rule about religious instruction; which was very important. Circulars had to be sent out interpreting that, telling them the meaning of it, and how to act upon it. These were not prepared by me, but by the Chiefs of Inspection. They were signed by me.

2616. How many of such circulars have been sent out within the last three years?—I could not answer that. There is scarcely a month that a circular or two is not issued on some important matter.

2617. You spoke of the untrained teachers being equal in point of literary ability to the trained teachers?—If they are so classed by the Head and District Inspectors. That is, a man who is classed in the training school in first or second class would not be a superior man to a man who obtained the same class from a Board of Inspectors as far as literary attainments, because they may be classified in training or in the district; and when a man is trained once, he is rarely ever trained again. Then his further promotion always goes on in the district.

2618. Where do these untrained teachers acquire their knowledge?—Many of them in model schools—many of them from trained teachers in well-conducted ordinary National schools—some of them are teachers from natural aptitude.

2619. Does the Executive Government make any appointments in your office?—Never.

2620. Are there any stated meetings of the Board which are more important than others? For instance, do you reserve any business for a particular Tuesday in each month?—It used to be the case, that one Tuesday in each month was considered as the important day, and there was a larger attendance of members. But that has been given up for several years, and there is no distinction drawn now between one Tuesday and another.

2621. Was that practice found inconvenient for the members?—It was before my time. I never heard that it was.

2622. Do you know the reason of its being abandoned?—I think there was no reason for it. I think it lapsed.

2623. Does it not appear as if such an arrangement might be convenient to those Commissioners who have other business in Dublin, or who live in the country?—I think it would be a very desirable arrangement.

2624. What is the advantage to a locality of having a model school established in it?—Well, the superior class of education brings together children of all denominations, and very often of all classes, though that has been objected to on the ground that the system is intended only for the poor. But I think it has its advantages by bringing the children of the middle classes into contact with the children of the poorer classes.

2625. Is it that the model school acts as a good middle school?—It was not the intention that it should act as a good middle school, but practically it does act so. Then there is the advantage of giving a training to pupil teachers and paid monitors. If it is a district model school it has a number of pupil teachers who may remain one or two years. They receive instruction in the art of school management. They become auxiliary teachers themselves in the establishment. In fact they are portion of the staff. They study before breakfast in the morning, and again in the evening, and they are subjected to annual examinations.

2626. Are these pupil teachers a different class from the ordinary monitors?—They are of the same class as the monitors; and very often the monitors themselves promoted from the ordinary schools and brought there in order to get a special training at the model school.

2627. Are there monitors in model schools?—There are some monitors in the female department. They are called monitresses, but in the boys' schools they are pupil teachers. That distinction is drawn because they are interns, though we have some pupil teachers who are externs. We have no domestic establishment at model schools for females.

2628. Do these pupil teachers receive £4 or £8 like monitors?—They are boarded, and if at the end of the year their career is satisfactory, they receive 30*s.*, and at the end of the second year £6.

2629. Are they boarded in the master's house?—Yes; and the master is obliged to sit at the same table, and partake of the same food.

2630. Do you often have complaints of their being troublesome to masters and their families?—None.

2631. Would there be any scruple in dismissing them if such were the case?—None whatever.

2632. With regard to extra payments made by parents of children to masters in model schools, do the masters return them?—They do; the amount paid is registered in a cash book; the Inspector checks that weekly. Then at the end of the quarter the gross fees are sent up and the teachers' proportions are remitted. Formerly the Inspector paid the amount due to the teacher and sent the balance to the Board. But I think a Treasury minute prevented our adhering to that practice.

2633. Are the payments extra, 5*s.* a quarter, recorded in the same manner as the regular payments?—Just in the same manner. They are not very common.

2634. You consider that affords sufficient security against abuse?—In the misappropriation of money by the master?

2635. Of the master neglecting the ordinary pupils for the sake of earning the extra payments from other pupils?—The masters cannot neglect the pupils because they are examined so frequently. If he neglected the pupils, he would be severely admonished.

2636. Has any Inspector ever had occasion to put a check upon the receipt of extra payments in any particular school?—I think not.

2637. Does the establishment of a model school involve the Commissioners in much expense?—Yes. It depends upon the extent of the buildings. Some of them cost as much as £9,000 or £10,000 before completion. It was originally contemplated the model schools should cost only £800 each, but it was found they could not be built for that sum. They are built latterly by the Board of Works.

2638. Practically does the establishment of a new model school involve a considerable addition to the next year's estimate?—Yes. The probable cost must be put into an estimate for the Board of Works to take a separate vote.

2639. Would this appear as a considerable item in the estimate to send up to the Treasury?—It would appear as a considerable item.

2640. So that from these causes may we understand that the creation of a new model school is not like to be undertaken without considerable necessity?—I think so, and there are other reasons why model schools are not likely to be established by the present government.

2641. You have said, in answer to a question, that any gentleman's son might attend. Supposing a great number of pupils to be at a school, might a larger percentage than that you have mentioned of high paying pupils be admitted?—I think a larger per-centage of higher paying pupils might be admitted provided that the 50 per cent. were admitted at a penny per week. They would come first, they would have the first claim. I have always instructed the head masters to admit the poorer classes as long as they made application, but the general rule is that they are admitted in the order of their application after the schools have been once established. There is an application book, and they write down their names there. Supposing a school is overcrowded and that there is not accommodation, then they are received in the order of application.

2642. How do you limit the proportion of classes paying different rates?—The order of their application would refer to the dates. If A applied at 3*s.* a quarter and B applied at 1*d.* a week before A, and that there was a vacancy, B at a penny would come in.

2643. Does each application state the rate at which it is desired the pupil should be admitted?—The head master generally determines what would be fair for the applicant to pay, but that is subject to the revision of the District Inspector, who always resides where the model school is, visits it weekly, and examines these books. There is no model school in Ireland that I am acquainted with, in which there is not ample accommodation for the number at present on the rolls, and for all the applicants.

2644. Does the Inspector ever note in his report the proportion of different classes of pupils in model schools?—No, that is not done in the reports. We have that in the register, which he inspects, and is there for the Commissioners to call for at any time, but he sends up weekly the number of pupils on the rolls.

2645. If a master objected to admit a pupil at a low rate would an appeal lie to the Inspector?—Yes, I have known such cases.

2646. Does it often occur that the Inspector increases the rate at which a child has been admitted?—I think very seldom. We do not hear of these things.

2647. Rev. Dr. *Wilson.*—Do you not understand that the District Inspector makes special inquiries as to the children paying according to their means?—That is clearly understood.

2648. That he exercises a careful revision over the admissions, and sees that the children of respectable parents are paying the higher rates?—Yes.

2649. Have not these model schools, to some extent, interfered with other schools in the several districts?—Yes, I think they have.

2650. If so, are not the parents in the districts where they are obliged to take advantage of the model schools?—Yes; I have heard that assigned as a reason for their doing so as much as the advantage of the schools.

2651. You have stated that a circular was sent to the Inspectors, telling them of the new rule on religious instruction?—I mentioned that, as an instance, in answer to a former question.

2652. Then do the Commissioners acknowledge, to some extent, that there is a difficulty in understanding this rule on the subject?—I don't think one is to infer that. But it is necessary to issue instructions to every Inspector upon nearly every new rule.

2653. Have you found that the teachers themselves understand it?—With reference to that particular rule I know there is very much controversy about it.

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There is very great controversy with reference to that rule, and has been for a long time, respecting the meaning of different clauses.

2654. You were asked with regard to the testing of a teacher before his being appointed by the patron of a school. We have heard that no such test of the competency of a teacher before appointment by a manager is ever made—is that the case?—If an Inspector failed to apply the test he would fail to discharge the duty imposed upon him. He is obliged to certify. There must be a test.

2655. It is stated there is no machinery for such a case; is not the Inspector on the spot to examine any candidate that is presented to him?—The Inspector need not examine the candidate unless formal application has been made to the Board. He may decline to do so. But if application has been made to the Board for the appointment of a teacher to a new school, and that the application is sent to him, he must examine the teacher before he can fill up the report.

2656. But, with reference to a new school, is there a machinery to apply this test?—There is.

2657. Supposing there was a rule to the effect that no teacher should be employed without being examined, could not the manager have the Inspector sent to the school?—It is constantly done. The attention of managers is specially directed to the following rule—"Newly appointed teachers are not entitled to any salary from the Commissioners until examined and pronounced competent."

2658. It is said that the reports of the Head and District Inspectors are examined by the Chiefs of Inspection, who often interfere with them?—Yes; I think it is a fair revision, because the Chiefs of Inspection may have some records in the office against the particular teacher with which the District Inspector might not be acquainted.

2659. It has been stated in answer to the question—"Do you ever allow a third-class master to offer himself for first-class examination without passing through the second class," that a few such cases have occurred; is that so?—Yes.

2660. In your opinion have the cases been few or many that a teacher has passed from the third grade to the first without going through the intermediate grade of second class?—I think such cases have been very few.

2661. Was the rule intended to mean that a teacher should go through all the grades?—No; but when a teacher is in a class, the rules are specific that he must remain at least a year in each division of the class; but it does not prevent the examiners from putting him over a whole class into an upper class.

2662. Would not a teacher in the third class for two years be considered eligible for the first class if he had the ability and the teaching power?—I have known such instances.

2663. Can you give an opinion on this subject—What proportion to numbers should teachers bear to pupils in the ordinary National schools?—There is great difference of opinion about that; but the Commissioners have laid down a rule on the subject, which I can quote. To entitle a teacher to first-class salary, we require thirty-five pupils. Under thirty-five to thirty pupils the Commissioners pay second-class salary. They take no school into connexion that has not thirty in attendance. But if a school in connexion, from any particular reason, falls below thirty, they treat it leniently and allow third-class salary.

2664. Is the principle of religious denomination observed in the promotion of Inspectors?—No; it is not necessarily observed. It used to be observed much more. Some men have latterly been promoted upon their merit, irrespective of their religious denomination.

2665. The Inspectors?—Yes.

2666. Otherwise, you think, this principle might operate injuriously to senior and superior officers?—I think so.

2667. In that case might not the junior and inferior officers be promoted, while the senior and superior officers remained in the second class?—Yes, if you promoted strictly, according to religious denominations?

2668. Rev. Dr. *Wilson*.—Yes?—Certainly.

2669. If this balance of religious power must be maintained, would it not be better it should be maintained in the junior class, and that the promotion from third to second, and from second to first should be by seniority and merit?—I think that would be fair.

2670. Do you think this classification of Inspectors operates injuriously by promoting juniors over seniors in some cases?—Well, juniors are not promoted over seniors, unless for merit, or supposed merit.

2671. Do you suggest any alteration in this matter?—I think that promotion should go on in the Board service, and in every service, quite irrespective of religious denomination, according to merit and seniority.

2672. You don't think it a sound principle, that a Presbyterian, because a Presbyterian, or an Episcopalian, because an Episcopalian, should be promoted to first class unless he was the senior and superior of the Roman Catholic?—Certainly not, and recently there was a Church of England vacancy given to a Presbyterian, because he was the better man.

2673. Rev. Mr. *Cowie*.—The cost per head in the model schools exceeds £1 per head?—Yes.

2674. On what principle do you justify the education in model schools, at the expense of the State, of children whose parents can afford to pay for education?—I don't pretend to justify it. I should rather not enter into that question at all. I think that in this country you cannot measure the bounty of the State by £1, or 10*s.* a head. I think it is very important you should give them the best education they can receive. If they choose to avail themselves of it, I don't think they ought to be excluded, if the poor are provided for. I think it has very many advantages—bringing them together.

2675. Has any model school ever become empty in consequence of the withdrawal of pupils?—Never empty; but they have been reduced in some cases to a comparatively small number; that was not from any question connected with money.

2676. Where is the least successful Model school in point of numbers?—I suppose at present the Kilkenny Model school is as low as any.

2677. The question has never occurred what should be done with a school when it became empty?—I never heard of a model school becoming empty.

2678. It has not been settled what should be done with the building in case of the school becoming a failure?—Nothing of the sort has been contemplated.

2679. Mr. *Stokes*.—It seems that you consider all your teachers competent persons, and that they have been all examined by Inspectors before their appointments were authorized?—I said a teacher should pass an examination as a probationer, and I don't think a probationer necessarily a competent person. For a year he is allowed to remain in probation to see will he rise to a class at the end of the year.

2680. Will you explain statements such as these, which I find in the last report? "No. 5 District.—Several applications were made to me during the past year by managers for male teachers, which I was unable to meet, and probationary teachers have been retained in charge of schools who have failed after two examinations to obtain classification." "No. 13.—Already there is considerable difficulty in providing even tolerably qualified persons to fill up vacancies as they occur; hence there is often no choice but to appoint lads in the vicinity of the schools of very meagre qualifications, simply because they can live with their parents." "District No. 14.—I am sorry to say it was with difficulty the vacancies could be filled up, and in several instances the young persons appointed were but poorly qualified and too young?"—Yes.

2681. "District No. 20—Many of these female teachers are probationers, and their qualifications may be judged from the fact that of nine of them who attended the last examination only one was deemed worthy of

classification. From a teaching body so constituted much efficiency cannot be expected." "District 40.—There is a sad dearth of rising teachers (male), and of eligible candidates. Very few eligible lads will accept the post of paid monitors, and latterly none appeared to enter with a real intention of ultimately becoming teachers. Several of the younger schoolmasters are afflicted with physical defects which would unfit them for more active employment?"—That is perfectly consistent with what I said. In that district the state of education was very low. Sooner than close the schools probationers were retained a second year, but not without the matter coming before the authorities. I am sorry to say there are too many of these cases. The rule says that a teacher must pass the prescribed course of examination for a teacher, and if at the end of the year he fails to rise to a class he must be removed.

2682. Are not the Commissioners bound by their own rules?—They may be indulgent.

2683. Necessities may arise?—Yes, these are very exceptional cases. I know that poorly qualified teachers are to be found in other countries too.

2684. The Lord Bishop of *Meath*.—Do you think it would be in the interest of primary education that the teachers of the National Board should be instructed in Latin, French, or other branches of education of that kind?—I have considered that subject a good deal, and my mind has undergone some change on it. Many years ago, when I was asked my opinion about that, I felt that it would be better, perhaps, not to introduce Latin or French into the schools, but since that I have changed my opinion. I would not introduce Latin into the schools as part of the curriculum of the daily business, but I would leave it optional with the teachers who are qualified, or might become qualified, to teach it in after hours, because I saw that it had produced very happy effects in the parochial schools of Scotland.

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2685. In order to retain the services of teachers qualified in that way, would it not be necessary to increase very considerably their salaries?—No. It was proposed to give a small gratuity to each teacher of that class in addition to his regular class salary as a National teacher, for instructing a given number of pupils. Perhaps your lordship has seen the scheme drawn up by the Commissioners on the subject. I can submit it or send a copy of it. The Commissioners have adopted the principle.

2686. Would not men so highly qualified as that find more remunerative occupations elsewhere than under the Board?—I find a great many men who can teach Latin and Greek going about looking for situations as National teachers. They do not know Latin and Greek very well.

2687. You don't think giving such an education would interfere with their proper work as primary teachers?—No, because I would make it a condition it should not interfere. Before I would allow these subjects to be introduced I would require a certain proficiency in the other subjects. I would allow no boy to learn Latin or French who had not passed through the Fourth Book and all the collateral subjects. That was part of the scheme I submitted to the Commissioners.

[Adjourned.]

NINTH DAY—DUBLIN, FRIDAY, 1ST MAY, 1868.

PRESENT:

The Right Hon. The Earl of POWIS, *Chairman*.

The Right Hon. The Earl of DUNRAVEN, K.P.
The Right Hon. and Most Rev. The Lord Bishop of MEATH.
WILLIAM BROOKE, Esq., M.C.
Rev. DAVID WILSON, D.D.
Rev. BENJAMIN MORGAN COWIE, B.D.
JAMES ARTHUR DEASE, Esq.
SCOTT NASMYTH STOKES, Esq.
WILLIAM K. SULLIVAN, Esq., PH.D.
LAURENCE WALDRON, Esq.

GEORGE A. C. MAY, Esq., Q.C., D. B. DUNNE, Esq., } *Secretaries.*

Examination of WILLIAM HOMAN NEWELL, Esq., LL.D., resumed.

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2688. Professor *Sullivan*.—I believe you are the Secretary who generally attends the meetings of the Commission?—Yes. Since my appointment I have generally attended.

2689. Is every matter which comes before a sub-committee of the Board afterwards submitted to the Board?—Not each matter. The business transacted is submitted *in globo*.

2690. What classes of subjects are not submitted definitely to the Board?—Any subject that is not specifically mentioned upon the programme. The report upon all other subjects is merely brought up and laid upon the table, and I announce that it is there if any Commissioner wishes to see it. I say "brought up report of Finance Committee; brought up report of Agricultural Committee," and so on; and I proceed so through the ordinary business. If I am asked any question by any Commissioner present, of course I explain.

2691. Then, as a matter of fact, the greater portion of the ordinary business of the Commission is not really at all brought before the Commissioners?—Except in the manner that I have mentioned.

2692. Who decides upon the fines inflicted upon teachers?—The Resident Commissioner, after careful consultation with the Chiefs of Inspection generally, and sometimes the Secretaries. That is sub-committee work. These fines almost invariably arise out of the reports from Inspectors.

2693. Then the Inspector sends up a report recommending a fine?—Not always recommending. Generally he does recommend that the teacher shall be severely dealt with; either fined or depressed, or dismissed; but sometimes he does not specify the penalty that he would wish to have inflicted.

2694. The report goes to the registry office?—When it proceeds from the Inspector?

2695. Yes?—Yes; it is first opened in the Inspection Office; the inspection and registry office.

2696. And then the clerk notes his observations upon the report?—The clerk registers the date of the receipt of the report, and the name of the school that it is upon. That is at the "inspection" end. He sends it, then, down to the registry end where the records of that school and of the conduct of that teacher are kept, having directed attention to the salient points. The clerk of the registry notes the report with reference to those points—whether any previous misconduct of a similar kind had taken place, or of any kind. Then when the case is fully prepared it is sent up to the Chief of Inspection, who reads it and deals with it, and, if necessary—as would be necessary in the case of a fine—brings it into sub-committee.

2697. Then, in most cases it is the clerk who recom-

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mends that the teacher should be fined?—Never. The clerk never recommends that a teacher should be fined.

2698. In no case?—In no case. He merely notes the informations; the antecedents of that teacher; the history of that teacher if unfavourable. If favourable, he says "*nil*"—nothing against him. That is what we understand in the office by "nil." Then the Chief of Inspection deals with the case, and a fine is recommended in his handwriting almost invariably. I do not remember a case of a fine being recommended in the handwriting of the clerk. The Chief of Inspection makes out the order in sub-committee, and it is initialed by the Resident Commissioner. That paper is sent down next day—there may be one day's delay—to the clerk who has charge of the sub-committee book. The details are entered in that sub-committee book, and then these papers are tied up together. They are brought up by me on the board day, and laid on the table; and that is what I called bringing up the sub-committee's report.

2699. Then in no case do those instances where fines are inflicted come before the Board as such, directly; they are all dealt with by the sub-committee?—They are all dealt with by the sub-committee. They require formal confirmation by the Board, by being brought into the board-room and laid on the table.

2700. What is the maximum amount of fine that may be inflicted on a teacher?—There is no limit. As a matter of practice it is 10*s.* or £1 or £2. I think I remember one case so high as £5—some very extreme case; but it is generally £1, and generally it is made relative to the class and salary of the teacher, to how much he would be fairly able to bear. Fines are avoided as much as possible.

2701. For what are fines inflicted?—For gross and repeated neglect of duty, for insubordination to the Inspector, perhaps for a reported case of misconduct with the general public, as getting into a row. I have known a man to be fined for intemperance on the first occasion. Sometimes recommendations have been sent up by the local parties that he might be leniently dealt with. The general rule is that that offence is visited with dismissal.

2702. How many such fines are inflicted in the year on an average; can you form any idea?—I can form an idea, but I may be very far out in the answer I give. I know that in some years they are very much more than in others. If you were to take an average, perhaps of five years, they would amount to four or five a month.

2703. Not more?—Not more, I think.

2704. How many classes of records do you keep in the Central Institution?—I have a memorandum here which describes all the books that are kept. In the Inspection Office we keep what is called the long book, in which we enter all the reports that are received *inwards*, and which shows the three terms of the year; and under each term we have the date of the report; and at a glance we know if the Inspector has reported on the school three times or not. Then we have a letter-book *inwards*, in which we register briefly an abstract of the contents of each letter, so that if asked if there were such a letter on such a subject, we would not have to go to the pigeon-hole and pull down the letter, and read it through; but by merely looking at this book we see that the letter refers to such and such a subject. Then, of course, we have a letter-book *outwards*. Then, at the other end of the department connected with it—the Registry—we have the great large county folios, and the salary books. These are the principal books; but there are many other smaller books, indexes, and grade-books.

2705. Did the Board ever contemplate amalgamating the three offices of the salary office, the registry office, and the inspection office?—The salary office and the registry office are in fact amalgamated. That was done, if I remember rightly, at the instance of a Commission presided over by Lord Monck. These two offices they recommended should be consolidated, and they were. I think I saw that report once. I have been unable to get a copy of it. I think they also recommended the consolidation of the correspondence office, but the correspondence is at present a separate office from a certain class of correspondence.

2706. Had any books been prepared for the purpose of carrying out that consolidation?—In the time of my predecessor, Mr. M'Creedy, some large books were prepared to carry out a scheme, but it was not that scheme.

2707. Would you tell the Commission what Mr. M'Creedy's scheme was?—I really could not undertake to tell the Commission. It was Mr. M'Creedy's own scheme. I did not make myself conversant with it in detail; I was not consulted about it.

2708. Did the Board have any books prepared for the purpose of carrying out the scheme?—Mr. M'Creedy, I think, himself, without the direction of the Board, gave orders that certain books should be prepared. There is no Board's order on the subject that I could hunt up.

2709. Could you give any idea of the cost of those books?—Very considerable. I have not seen either an estimate or a bill; but they appear to me to be large books that would cost £3 or £4 each. They might cost a great deal more; perhaps not so much. I only just looked at them.

2710. Could you give a rough estimate of what you think the actual cost of those new books was?—I would say, as a minimum, it might have been £300, if not more. I speak guardedly.

2711. Could it have been £1,000?—I should say, certainly not £1,000.

2712. Is it possible that the Secretary of the Board could give an order even to the extent of £300 or £400 without any Board's order?—I never have ordered to an extent over £5 without the sanction of the Commissioners. There is an understanding that the Secretary can only order things to the amount of about £5 without the sanction of the Commissioners, except on pressing emergencies; and this order would go before the Finance Committee on its next day of meeting.

2713. Still it occurred that an order was given to the extent you say of at least £300?—Yes.

2714. Without any Board's order for it?—Yes, I believe so. I said I am not aware if any Board's order exists.

2715. You are not aware?—Yes.

2716. Could you ascertain?—Yes, certainly.

2717. And also would you kindly have one of those books sent for the Commissioners to look at?—Yes. (The witness retired for a moment and on his return said)—With reference to the last question I must explain, that if, from any circumstances, books were required for the stores, and that the Secretaries had prepared a requisition for the Finance Committee, afterwards to be fiated by the Board, but the Board did not happen to meet, and that there was an application in from the country for those books; in order to prevent the public from suffering inconvenience the Secretary would allow those requisitions to go forward and get them sanctioned by the Board upon the next day. A few cases of that sort have occurred; but, with these exceptions, no money orders are ever signed by me without the sanction of the Board, over the amount I say.

2718. The case to which I alluded, of course, is different from that?—Entirely.

2719. In what manner is the superintending clerk of each department appointed?—Well, there is no manner of appointment, except that he is selected by the Secretary, after talking over the matter with the Chiefs of Inspection, as the person, from experience and aptitude, best fitted for the position, and he is placed there; but his salary does not differ in amount from that of clerks of the same grade and class as himself.

2720. That is to say, he is not necessarily a first-class clerk?—He is not necessarily a first-class clerk. We had one exception in which a man, who was a second-class clerk, from his great aptitude was appointed to superintend the inspection end of the department; but a special application was made to the Treasury on

his behalf, and on behalf of another at the same time, and both were appointed first-class clerks.

2721. As a matter of fact, with that exception, are the Superintendents of the several offices first-class clerks?—Yes; they are all now first-class clerks.

2722. And in the order of seniority?—No. They are not Superintendents, they are merely in charge for the sake of discipline and order, as responsible persons that I or my colleague, or the Chiefs of Inspection, may rely upon to report upon the condition of the department from day to day or from week to week. They are not considered as heads of departments further than that; and it so happens that the three first-class clerks who are in charge, one of the Statistical department, another of the Inspection department, and the third of the Salary department, are three of the last appointed first-class clerks.

2723. What is the object of making a classification of first and second class clerks, if it has nothing but mere salary attached to it—if the duties are, in fact, not classified in the same way?—Well the duties are, to a great extent classified; but if in practice we find that the first-class clerks don't come up to the standard that we expect from their class, we make them give way to better men for the sake of the establishment.

2724. Then the classification is only a classification of the period of service?—Any appointments that have been made within several years past, have been according to merit and service combined; but as to the old first-class clerks—to whom I must conclude you are alluding—that are not in charge of departments, they are men who have been a very very long time in the establishment—some of them almost from the first; and they were appointed first-class clerks years ago. Two of them were in the office before myself.

2725. Your statement is, that at present the practice is to promote for merit only?—Combined with seniority.

2726. In every case?—Well, there was a difference of opinion about one man who was promoted to be a first-class clerk. My predecessor in office, Mr. M'Creedy, considered that he was the best man. There was a difference of opinion about that; but he was appointed because he was considered to be the best man and was at the same time the senior man. I did not think so.

2727. Was there any case of a man who was promoted simply for merit, and quite irrespective of seniority?—There is a case of a first-class clerk who is now in charge of the Inspection department, who was not the senior man, and who was yet promoted, and, I think, most deservedly, because of his great merit and great assiduity; but he was not put over the head of any man who had a fair share of merit, and against whom there was not something, I think, perhaps unfavourable in the records of the office.

2728. Then his case is an example of promotion for merit quite irrespective of seniority?—Yes, it is a fair example of that.

2729. And in future such appointments would naturally be made, and men would be promoted solely on the ground of fitness for the object, and not of seniority?—No, I think of both combined; because though he was a junior he was only junior to three or four—he was not far down on the list; and he himself fancied that as he had been employed as a temporary clerk his service as such should have been considered more liberally than it was.

2730. Do you think it desirable that the work of the office should be sub-divided into those different departments?—I think the division of labour is necessary in every great establishment to a certain extent. That principle may, perhaps, be carried a little too far in one or two of the departments. There are two departments in the establishment that I should like to see consolidated; but with the exception of that proposed arrangement I don't see myself that you could improve the present organization.

2731. Which of the departments would you wish to consolidate?—I have always thought that the correspondence of the entire establishment should be conducted in one office or department. That is, the correspondence with the Inspectors, and with the Commissioners own servants, and the correspondence with the general public. Because the documents that come from the general public generally relate to inspection; and it is very desirable that the person who deals with one document should also be conversant with the documents received in relation to it from the Inspectors. If, in fact, he were to have them together in his mind there would be a much greater amount of despatch. That is not the present arrangement.

2732. Was not Mr. M'Creedy's plan to consolidate the entire, and place a number of schools under each clerk?—I stated at the beginning that I never thoroughly understood Mr. M'Creedy's plan; but I glanced at it once, and I designated it as a "one man's plan." He wanted to have one man to do everything, which I think is impossible.

2733. That was exactly the question; I wanted to know whether you thought it desirable?—I was quite opposed to his plan further than the consolidation of the correspondence department. I don't think you can have one man dealing with accounts and the same day dealing with inspection, and the same man, perhaps, the next day dealing with books in the book-store, imposing on him a variety of labour of that sort. I think you must have specialities for men in a great public office.

2734. After all, is not the chief part of the work done in the Registry Office?—The chief part of the business of the Board, as connected, of course, with the schools, is done in the Registry Office. I would consolidate the Registry Office with the Correspondence Office. But then, everything connected with finance and with the accountant's department is necessarily separate from inspection.

2735. But did Mr. M'Creedy contemplate consolidating the accountant's department also with the others?—No, I don't think he did contemplate anything so extreme; but he contemplated that one man should note the receipt of the particular reports, and deal fully and finally with each, as far as I understood. But you will bear in mind that I was not thoroughly familiar with his plan, because he never consulted me about it.

2736. You have stated that already?—Yes; and, therefore, my examination with reference to it may not be worth very much; but if you choose I shall tell you what I think was his plan.

2737. Is there any document containing his plan?—I don't think there is.

2738. Will the book itself show what it was?—The book itself will give you a very good idea of what he intended.

2739. Then I shall postpone the subject for a moment and ask you another question.—I am told that the books can be made available for the office in case hereafter the system of payment by results shall be adopted.

2740. Is the printing of the Board's books set up for public competition?—Of the lesson-books?

2741. Of the lesson-books, and all the printing generally?—No.

2742. What method is adopted?—It will, perhaps, be necessary that I should go into the history.

2743. Oh, not at all necessary. Is all your work done by the Stationery Office or on a separate account?—We have a separate account for the First and Second Lesson Books with Mr. Falconer; for the Agricultural Class-book with Mr. Alexander Thom; and a separate account with Dr. Sullivan for the books which have his name prefixed to them. These books, however, we receive in sheets, and they are bound by the Stationery Office. The books supplied by Messrs. Falconer and Thom are bound by them.

2744. So that their contract includes not only the printing but the paper and the binding?—Yes.

2745. How is the contract made?—When the Commissioners approve of a book they write to Mr. Thom to know at what rate per thousand he can supply it

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to them. When he sends in his estimate we apply a standard according to a minute of the Board of 1858, when the printing of these books was taken from the Stationery Office, and the Commissioners were desired to contract for their printing direct, or were at liberty to contract for their printing direct with the public; we see through our store-keeper, who was himself brought up to the book trade, whether the estimate is a fair and reasonable one. If there is any doubt whatever about it—I believe generally whether there is a doubt or not—at least the practice since my time has been so—the estimate and the book are sent to the Stationery Office for their report. If the Stationery Office say that the estimate is a little in excess, Mr. Thom, in that case, is called on to cut down his estimate.

2746. Now, are you not at liberty to contract with the general public?—I should think the Commissioners are at liberty to contract with anyone.

2747. Then if so, does it not seem a strange mode of proceeding to contract with a man, and to take your own officer's opinion as to the price of that contract?—Well, we take our own officer's opinion, subject to the opinion also of the Stationery Office.

2748. But suppose another man was to offer to do it for one half the amount?—If he were to offer to do so, I am sure the Commissioners, if they thought it would be done as well, would accept the offer, provided that the Stationery Office approved of it; but subject always to the approval of that office. But at the time these books were contracted for with Mr. Thom there was no other man in the city of Dublin—if there be anyone now—who could supply them at the same rate.

2749. Has the Board often given the public an opportunity of deciding that question?—I don't think they have.

2750. Then it is a matter entirely of opinion with you?—It is more than a matter of opinion with me, because I have frequently asked the question already, if there was anyone in the city that would do it.

2751. Of whom—of Mr. Thom?—No, but of other persons.

2752. Would you be astonished to find that there are three or four that could do it?—Well, I would certainly be astonished to find that there are three or four.

2753. When you make a contract, is it by the sheet?—So much a thousand, and so much each copy. A thousand copies is the least that we require.

2754. That is, of reprints?—Of reprints and of new books.

2755. Suppose for example, a new book is to be issued by the Board and the manuscript is sent to Mr. Thom. He sends proofs?—He does.

2756. Who is entitled to get proofs of these books?—Each member of the Board.

2757. Does each member of the Board make corrections upon the proofs?—If it is a new book, each member of the Board is supposed to record any objection he may entertain to the book.

2758. What is done with the corrections?—If it is an entirely new book it has to be submitted to a committee called the "Book Committee" before it is approved; and then they report upon the book, and their report is brought up for the final approval of the Commissioners.

2759. With regard to the corrections that are made upon the proofs, are the separate proofs sent to the printers, or are all the corrections inserted upon the one proof?—I don't remember an instance of the kind. It is generally the Commissioners who make objections to any portion of a book. It is very seldom that they object to typographical errors. They object either to a whole passage or a whole lesson, and that may be struck out. The Secretary looks over the book for typographical errors, at least I do.

2760. Mr. Thom gets the book, and he makes an estimate upon it as offered to him, subject however to the subsequent corrections?—Yes. He does not make an estimate for the book until it has been finally approved of by the Board. It is in a state of progress up to that time; and he charges for all alterations and changes of type that he may happen to be called on to make, in order to prepare the proof for the final sanction of the Board.

2761. Then who certifies as to the corrections and as to the time, or is it left entirely to his own disposal to make any charge he pleases?—I should think it is entirely left to his own disposal; and I think he deals very liberally with the Board; because a book is very frequently locked up in type for a long time, and he does not charge for the type that is technically called "locked up." I have heard him complain of the delay in not dealing with the proofs sent in, and keeping so much of his type locked up.

2762. Then when it is finally printed off and the account sent in, who certifies to the accuracy of the account?—The accuracy of the account? The Stationery Office are obliged to send one of their clerks who is brought up to the business, I suppose, to look at the books that are sent in from time to time, according to any estimate. Four or five times one of these gentlemen visits the Education Office and certifies that the books are in accordance with the proof that the Commissioners had approved of as regards printing and paper.

2763. When a book is to be illustrated, what process do you adopt in getting the illustrations done,—is that also a contract with Mr. Thom?—No; for the illustrations for the new lesson books—and it is only recently that the Commissioners have attempted to illustrate their lesson books—there has been no regular contract, I think, entered into with the engraver. He has been told that he is required to prepare the engravings for such and such lessons, to illustrate them; and he does so accordingly and sends in his account.

2764. And who certifies that account?—That account passes through the Finance Committee, who see the engravings. The Commissioners see if they approve of them. The account passes through the Finance Committee, and is paid as a common account.

2765. Now, suppose you take up a book from an author, and that it is not a compilation in the ordinary sense, but the product of one man's labour and time. He, of course, wishes it to be corrected; and there are the corrections of the Board and the sub-committee and so on, made in it; is he ever asked to certify to his own corrections, or may he make any number of corrections he chooses in the book?—I only know two cases in which the Commissioners selected individuals to compose books,—not to compile books, but to write them. I beg your pardon, I thought you might be referring to these persons,—I don't want to quarrel with a word; at least I want to know whether you refer to a person who has compiled one book from many others or has written a book?

2766. Written a book is the sense in which I put the question?—Very well. I only know two persons at present, that were called on to write books,—I only speak from experience. One of them is Mr. Baldwin, the principal Inspector of the Agricultural Department. He has written an agricultural treatise which has received very great praise. He was called upon to correct the proofs of that book; and when corrected, the book was sent at once by me, it having been approved of by the Board, to Mr. Thom; and I quite forget whether Mr. Baldwin got a proof or not to see if it was in accordance with his corrections, but I rather think he did; I am not quite sure. The other was the case of a gentleman who was writing a book on trigonometry. It is in progress at present, and he, I know, receives proofs to make his own corrections, and he deals with Mr. Thom. It is entirely a scientific book, and the Commissioners, at all events, could not all correct it.

2767. Then he certifies, of course, as to the accuracy and the cost of these corrections?—The gentleman who is preparing the book?

2768. Yes?—No, he has nothing to say to the cost of the corrections at all; neither was Mr. Baldwin asked as to the cost of anything.

2769. Are there illustrations in Mr. Baldwin's book—Yes.

2770. Who certified as to those illustrations?—I don't know, indeed.

2771. Did Mr. Thom ever certify as to the engraver's account?—I am not sure.

2772. Could we have the whole of the accounts connected with Mr. Baldwin's and that other book brought before us?—You can have the record of them in the minutes.

2773. The vouchers themselves?—They are with the Audit Office.

2774. Don't you keep duplicate accounts—duplicate vouchers?—Yes; in many cases we keep duplicate accounts.

2775. But of those to which I alluded?—I am not sure I can ascertain that.

2776. When a book is ordered to be printed by Mr. Thom, or whoever may be the printer, what is the usual number?—According to the demand that the book may be in. For instance, of the Fourth Class Book we would order 10,000; and then if we saw that the demand on the part of the public was very great for these books, in order to anticipate their wants we would order 10,000 more. Of the First Class Book—the First Book of Lessons—we would, perhaps, order 200,000.

2777. Does Mr. Thom keep the type standing?—Always.

2778. And then he allows you for the use of that type, subject to the cost of keeping the type standing?—He does not charge anything for keeping the type standing.

2779. Then, when he prints, say 10,000 copies, and you, in the course of three months require 10,000 more, what does he charge you?—The same.

2780. That is, he has kept the type standing, and he charges you for the composition anew?—Well, he charges at the same rate. It is his contract until the Commissioners choose to terminate it. They get their Fourth Book at so much per thousand; and he continues to supply it at that rate.

2781. Then, is this statement of the matter correct—Mr. Thom contracts to produce, we will suppose, a Fourth Book of Lessons—to set it up in type, to give paper, and to do the presswork for so much per thousand. An edition is ordered of say, 10,000, from him. He does not charge for keeping the matter in type—that is not your concern—but you order, in the course of three months, a second edition of it without any alteration. He in the meantime has kept the book standing in type. He charges you again for the re-setting of the whole of that type; and, any number of times that it may be required for, suppose, two or three years, he is paid, in fact, three, four, or five times, successively for the setting of it up?—I am not prepared to say that that is a fair view to take of it. We contract with him for a certain article—the Fourth Book of Lessons—at so much per thousand. He is to continue to supply that book to us at that rate as long as the Commissioners require it. He continues to do so. The Commissioners have nothing to say, I think, to his keeping the type standing. That is not the question. I suppose if Mr. Thom thought that he was not likely to get 10,000 copies ordered next month, and 10,000 copies in a couple of months afterwards, he would charge a great deal more for the first 10,000.

2782. That is to say, he has a practical monopoly?—He decidedly has a monopoly.

2783. Which would prevent, from the mode in which the Board contracts with him—absolutely prevent any competition with the public outside?—I have said it from the start that there has been no open competition for the Lesson Books. There was a competition at the beginning for the Lesson Book when Mr. Thom got the contract. At that time the Stationery Office used to supply the books; and Mr. Thom has kept the contract ever since. There was then an open competition.

2784. In the case of Mr. Baldwin's book, what was the number of the first edition?—It was either 3,000 or 5,000—I am not sure which, but I think it was either.

2785. How many copies did Mr. Thom print of it—I suppose that is a private matter which you are not acquainted with?—No. He printed a second edition.

2786. Of his first edition he printed 3,000 for the Board. Did he print any more for the public?—I remember Mr. Thom saying that he could not put up the type at the rate that he offered to supply the Commissioners if we ordered only 3,000, and that he should print an extra number. I don't know how many, indeed; perhaps if he printed 5,000 for the Board, he printed 5,000 more for himself—that unless he did that it was not worth his while to put up the type.

2787. Then he printed a large number?—I think he printed 10,000.

2788. And in the expectation that the old limit would continue, and that when the Board ordered a new edition they would pay for the composition of it?—I don't know what his object was except what he told me, that he did not like to lose, and that he thought the book would have a sale and that he had printed so much on his own account. That edition is gone, and I don't think he sold all he printed on his own account. The new edition is the one the Commissioners circulate now.

2789. With regard to an author in a case of that kind, how does the Board deal?—Take the particular case of Mr. Baldwin.

2790. Have you any other—I don't know his particular case?—They ask how much will he produce the book for. But in Mr. Baldwin's case I think they did not consult him at all. They said it will be a reasonable thing to give him so much for the first edition (I know the amount that was ordered, and I dare say it has been paid;) and if it should go through a second edition, which would prove that the book was acceptable to the managers of the schools and to the public generally, we shall give him another sum—a small sum—but after that no further payment.

2791. Mr. Thom, in virtue of his being the printer, holds a monopoly from the Board?—I beg your pardon. Anyone may print the book for sale.

2792. That is exactly what I want to come at. He first has the monopoly from the Board of printing the book?—For the Commissioners.

2793. But he has a monopoly of the first edition—you must admit that?—Of course.

2794. For no person can see the book until it is issued?—Quite so.

2795. The Board of Education pay the author a certain sum for the copyright for their use and then present it to Mr. Thom, and the author gets nothing—is not that the state of the matter?—I don't see that you can say that the Commissioners present it to Mr. Thom. The Commissioners get it printed for their own use—the use of the schools. They have no other possible object. I don't think the Commissioners care in the least for Mr. Thom, the contractor, or anybody else.

2796. But Mr. Thom is allowed to sell the book to the public?—So is everyone else.

2797. Pardon me, you stated that he has a monopoly of the first edition?—Yes, of the first edition.

2798. Of the first edition—that is an important matter?—Until the public see the book they cannot print it.

2799. And of course he, having the market in his hand, gets from the Board a sum of money sufficient to pay for the whole expenses, except the presswork and the paper, and the extra copies which he prints, and throws upon the market, and for which the author gets nothing: and the nation is supposed to pay for the publication—is not that the state of things?—I cannot enter into that view.

2800. Do you admit that that is the actual state of the case?—I admit the fact that a contract is entered into with Mr. Thom; that he prints the book for the use of the Commissioners; and that he prints other copies for his own sale to the public.

2801. And deprives the author of the amount?—I don't think the author can be said to be deprived of the amount, when he accepts payment of the book from the Commissioners. The book is not the author's

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book, it is the Commissioners' book. He takes a certain amount of money for that book, and it becomes the Commissioners' property; and I don't think in this case the writer of the book would be allowed, without the sanction of the Commissioners, to print the book to make money.

2802. Then the public outside may print it, but not the author?—In this particular case, he is a servant of the Board.

2803. He would not be allowed to print it, but the public would?—Quite so. I think that distinction may be drawn.

2804. Is it your opinion that the Government is paying for the circulation of that book to the advantage of Mr. Thom?—I don't think that is a fair way of putting it. I take it that the object of the Commissioners whom you call the Government, is to have the book produced at the cheapest possible rate for the benefit of the children attending the schools. They consider they secure that object by entering into the contract with Mr. Thom. I think they are perfectly indifferent as to whatever else may take place after.

2805. Do you think they secure the object you state, of producing the book at the minimum cost to the public, by the process they adopt, when the production of it is not open to public competition?—I could not state so, because Mr. Thom might be underbid in the market if it were open to public competition. I don't believe it is likely he would, but he might.

2806. Have the Board brought out a new edition of the Fourth Book of Lessons?—They have published a new edition.

2807. Are they satisfied with that edition?—It has finally passed a large Board after a good deal of discussion, and is now in circulation. The first instalment has just been delivered.

2808. Are they about to issue a new edition of it?—Of the same book?

2809. Yes?—They are.

2810. Without any modifications in it?—Without any modifications whatever.

2811. No modifications have been effected in it, I believe from its first issue until now?—There have. I thought your question had reference to the last issue.

2812. No. Have there been several distinct editions of the new Fourth Book of lessons?—There have been two editions of the new Fourth Book. We do not at the office consider that a book has a second edition, because 10,000 copies of it having been sold, we order 10,000 copies more of it, which are of the same stereotype; we only call it a new edition when alterations take place in the type and in the substance of the book.

2813. Then there has been more than one edition of the Fourth Book of Lessons?—There have been two forms of the Fourth Book of Lessons—one contained matter that is not in the last.

2814. Has that been recently?—Yes; very recently; it is not more than six weeks since the Fourth Book was revised and passed the Board.

2815. Are the Board satisfied with that new edition of the Fourth Book?—I never heard any of the Commissioners express any dissatisfaction with it.

2816. Then it may, I suppose, be looked on as the final revision of the book?—I think so.

2817. Have we got a copy of that revised edition?—No; unless you got a copy of it within the last six weeks.

2818. We have got only one copy; and we are to take that as the second edition?—Perhaps so. I don't know. I couldn't say without looking at the book.

2819. Is it the rule of the Board that the junior Secretary is to attend the meetings of the Board?—It is not. There is no rule on the subject. It is a matter of private arrangement between the Secretaries. Either Secretary might attend the meetings of the Board, or, if the Commissioners required it, both should attend.

2820. Was it a private arrangement with the late Secretaries?—It was, between Mr. M'Creedy and Mr. Kelly. Mr. M'Creedy used to attend the meetings of the Board.

2821. Was there any other cause ever assigned for his attending the meetings of the Board besides a private arrangement?—I never heard of any other.

2822. Has the Catholic Secretary to the Board been habitually excluded from attending its meetings?—Mr. Kelly attended for two years the meetings.

2823. That was during Mr. Cross's illness?—Not during his illness, but when he was not very strong. In the same way he attended the meetings of the Board when Mr. M'Creedy was not very strong.

2824. Mr. Kelly was, I believe, the junior, and Mr. Cross, the senior Secretary?—Mr. Cross liked to attend the meetings of the Board, and he did so.

2825. Mr. Kelly was the senior officer, but junior as Secretary?—He was for some time called junior Secretary: he was not only the junior in point of time, but the junior in point of emoluments. For some years past the two Secretaries have the same salary.

2826. But he was the senior to Mr. M'Creedy?—He was.

2827. Is it not the fact that whenever Mr. M'Creedy was able to attend the Board he was the Secretary that attended, although the junior, and not Mr. Kelly?—It is.

2828. And Mr. Kelly took Mr. M'Creedy's place at the Board when Mr. M'Creedy could not attend?—He did, and he took it also on other occasions. When I was appointed Secretary, Mr. Kelly attended the meetings of the Board for some time. He then asked me if I would attend. I said, if you wish I will do so. He said, very well, do attend; and I did attend the Board. It is not every one likes to undertake the labour and responsibility of attending the Board. It imposes a great deal of labour and trouble, and it imposes a vast deal of responsibility. For that reason, probably, Mr. Kelly didn't care for attending the Board.

2829. Is that the only reason why Mr. Kelly ceased to attend the Board?—That is the only reason I know of. I am satisfied that that is the only reason why Mr. Kelly ceased to attend the Board.

2830. If there is a prejudice existing outside in the public mind that there is a different reason for it, what would you say?—I would say that, like other prejudices that exist, it is utterly unfounded.

2831. Will you make inquiries about the duplicate vouchers in the case of the books?—Yes, certainly.

2832. Rev. Dr. *Wilson.*—Professor Sullivan has referred to payments by results—have you turned your attention to that subject?—I have, for several years. I wrote something on that subject in the year 1861.

2833. Did it appear in your report to the Commissioners?—It was in my general report I wrote it, but it was not printed.

2834. Then the public have not had the advantage of it?—The public have not seen it. I don't know that they would derive any advantage from it.

2835. Would you be disposed to give your opinion on that subject to the Commissioners?—I would, with great pleasure. It is a subject that occupies the minds of all who think upon the question of education at present.

2836. With regard to the arrangements between the Secretaries about attending the Board, is there any reason why a Protestant Secretary rather than a Roman Catholic Secretary should attend?—None whatever.

2837. Have the Commissioners any object to serve by the Protestant Secretary attending the Board rather than the Roman Catholic Secretary?—It is impossible that they could have any object to serve in the matter.

2838. Is the arrangement between you satisfactory to your colleague, Mr. Kelly?—It was he asked me to attend the Board. I would be happy if he attended. As he is senior Secretary. I would consider it etiquette to give way to him in the matter; but it is entirely a private arrangement between us, and no Commissioner ever asked a question respecting it.

2839. With regard to the books referred to by Professor Sullivan, have they been frequently revised?—Do you mean the last series of the lesson books?

2840. No, but the books that from time to time have been used in the schools?—I think not. I think

the edition that was in circulation previous to the new series might be regarded as stereotyped for many years.

2841. Previous to the appointment of the parties engaged in the late revision of the books, were there any other persons appointed to revise the books?—Mr. Cross, I think, was at one time charged with that duty.

2842. Were there any persons appointed at a later period than Mr. Cross's time?—I don't just now remember that there was; but there is something on my mind that there was another person charged with the duty.

2843. I refer now to the report for the year '60, page 26, in which the Commissioners say—"We have appointed a committee to revise the books published by us, with a view to making them more in accordance with the present state of knowledge, and generally more acceptable for the purposes of education," and so on?—These are the new books.

2844. Do you know who were the committee?—I saw by a parliamentary return the names of some of the committee. I don't think I can remember all of them; but I know all the members of the Board that were on it. I understood that Mr. Macdonnell was on it; Mr. Gibson, Judge Longfield, Mr. Lentaigne, Mr. Murland, Mr. Waldron, and Dr. Hall were, I think, on that committee. I forget the others; I am afraid of making a mistake about the names of others.

2845. That will do—did this committee appoint any of the officers of the Board to enter on the revision of the books?—There were two officers charged with that duty, but I do not know whether they were appointed by the committee or not.

2846. Who were the officers?—The books at first were to be prepared by one of the Secretaries and a Mr. Clarke, who was employed as literary assistant; and afterwards two Inspectors were called up and charged with that duty.

2847. Who was the Secretary?—Mr. M'Creedy.

2848. Did he not continue to act in the matter of the revision of the books?—He did, with very great earnestness and assiduity.

2849. Was it owing to his illness that the others were subsequently appointed to take special charge of the revision?—I cannot say.

2850. You don't know that it was owing to his illness, Mr. M'Creedy ceased to act in that capacity?—I think it was not.

2851. Did the Commissioners approve of the revision at first?—They did, when the revision was taken charge of by the two Inspectors and the literary assistant. Some of the leading officers of the Board are also supposed to be members of the committee.

2852. Who were they?—I was a member myself, but I never acted.

2853. Why didn't you act on the committee?—Well, I was never asked. I think I saw my name was amongst those on the committee, but I felt delicate in interfering in the matter.

2854. Was the committee ever summoned to attend a meeting of any sort?—Yes; the members of the committee, who were members of the Board, were.

2855. And the other parties were not?—They were not; they were always on the spot, but they did not interfere.

2856. Were they not all asked to interfere?—I was never asked to interfere.

2857. Could you say whether the Commissioners approved of that revision or not?—I know there was considerable discussion about this edition. The discussion that took place about the First, Second, and, I think, the Third Book of Lessons, took place before I was appointed Secretary to the Board, and I was not present at any of the discussions on the subject.

2858. Was it owing to the peculiar fitness of these persons appointed to revise the books that they were appointed to that office?—There were various grounds for their selection; one of them, for instance, being a Roman Catholic and the other a Protestant.

2859. The literary assistant, was, I believe, a Presbyterian?—He was a Roman Catholic.

2860. One of the persons appointed was a Presbyterian?—Mr. M'Creedy was a Presbyterian.

2861 One of the Inspectors was a Presbyterian, was he not?—Neither of the two Inspectors was a Presbyterian. One was an Episcopalian, and the other a Roman Catholic.

2862. I see in the report of the Commissioners on the subject they say—"In the compilation of their books they have deemed it necessary to have persons of experience and literary taste," and so on; do you think it was owing to their qualifications in this respect that these persons were appointed to the office?—I heard both Inspectors praised for these qualifications.

2863. At the foot of page 240 of the new edition of the Fourth Book I find these words:—"The apparatus employed to assist the diver in his operations *are* exceedingly simple, &c. It *consists* only of," and so on; do you think that is a very correct expression?—It is bad grammar.

2864. Is the Government in the habit of making suggestions to your Board as to the books in use, or as to the general action of the Board?—Not that I am aware.

2865. I desire to put a few questions to you in reference to the managers of schools; have you found the managers always desirous of having qualified teachers in their schools?—Indeed I have not.

2866. Have you found managers indifferent about having qualified teachers in their schools?—I have, frequently.

2867. Have you found some managers to appoint teachers unfit to take charge of schools?—In some instances I have found managers disposed to appoint teachers not qualified or fit.

2868. Are such managers likely to send their teachers in for training?—I would infer—and it is only an inference—that the manager who is indifferent to the qualification of the teacher he appoints would be also indifferent to his being trained.

2869. Is it your experience that managers, as a rule, take an interest in the schools?—There is a great variety in that respect. Some managers take considerable interest in the schools, some take more or less interest in them, and some are perfectly indifferent about them.

2870. Do the managers exert themselves generally to induce the parents of the children attending the schools to pay school fees to the teachers?—Generally speaking they do not. On the contrary, they desire that the teachers should admit as many children as possible to the schools, either free or at the lowest farthing.

2871. Is it the general impression amongst managers that the State should pay the salary of the teachers?—It is.

2872. Have managers in any respect endeavoured directly to ameliorate the condition of the teachers?—They have taken no direct step to ameliorate the condition of the teachers.

2873. Would you think it part of the manager's duty to see that a considerable portion of local support should be given to the teachers?—I have told managers so myself, but the remark generally fell flat.

2874. Would any advantages other than pecuniary result to the teachers if managers exerted themselves to procure for them local support?—It would show that the manager who would thus exert himself, took an interest in his welfare, and it would make him grateful, and tend to make him improve the school in many ways.

2875. Would any advantages accrue so far as regards the attendance of the children at the school?—Yes, certainly; a very decided advantage would arise, the children would attend more regularly, and would receive a larger amount of instruction.

2876. Would an improved local payment given by managers and parents have the effect, in your opinion, of improving the condition of the schools throughout the country?—If you could secure a voluntary mode of payment in that way, it would have the effect of

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making the teachers take greater interest in the children, and of rendering the schools considerably more efficient.

2877. Do you think that any practical results would arise from dispensing with managers?—You could not dispense with them, unless you make education compulsory. I refer to the managers in the country and rural districts. You cannot dispense with them, for unless the State takes the schools into its own hands, you will have no schools except by the agency of managers.

2878. It has been stated in evidence that there are 222 schools under the management of the Established Church clergy, and 560 schools under the Established Church laity, can you account for the apparent difference between these numbers?—I can very easily account for that difference in the numbers. I know that the clergy of the Established Church at an early period withheld from and would not join the Board, while the laity were not so scrupulous, and being landholders and large proprietors, they had schools established for the benefit of their tenants.

2879. It has been stated that there are 4,000 schools under the management of the Roman Catholic clergy, and but 323 schools under the management of the Roman Catholic laity; can you account for that difference in the numbers?—I can only account for it in this way,—that the parish priest takes the education of the children of his own denomination into his own hands, and you have not many Catholic laymen in many parts of Ireland, and where they are the parish priest or one of his curates becomes the manager of the school without any reference to the laity. It is the fact, but I do not account for it.

2880. Do the Roman Catholic clergy object to laymen acting as managers of schools?—I think they are very jealous in that respect.

2881. They regard it as an invasion?—I don't know, but I think they are very jealous.

2882. It has been said that there are 551 schools under the management of Prebyterian clergymen, and 245 schools under the management of Presbyterian laymen; can you assign any reason for that difference in the numbers?—I cannot, except I suppose that there is a greater number of the laity socially qualified to act as managers. Presbyterian laymen get up schools wherever they please—I suppose they would establish schools without any reference to their clergy.

2883. Are there many instances where the laymen are incompetent to act as managers?—Only three or four have come under my notice.

2884. Have you found the three leading churches of this country anxious to make their names heard, and their influence felt in the education question?—I think the heads of the churches have taken every possible means of having themselves very audibly heard on the question.

2885. Have they, both by sermons and otherwise, throughout the country, supplemented the grants to the National teachers?—I am aware that charity sermons are preached in this city for the National schools, and the proceeds are supposed—and I hear they are—to be allocated to the support of the schools; but through the country and the rural districts I never heard that sermons were preached on behalf of the schools.

2886. I speak of the action taken through the entire country—particularly of the clergy of all denominations; have they done much to improve the condition of the National teachers?—I think not what is expected of them.

2887. Have the laity done better in that respect?—I think the laity are more liberal than the clergy.

2888. Has the Board itself done anything through their Inspectors and managers, to induce localities to contribute towards the teacher's salary—compulsion excepted—what is your view?—My view is that the Commissioners have not interfered in that direction much.

2889. They have not done what might be expected of them to induce the localities to contribute?—They have not; having observed it on some occasions, and knowing the pecuniary condition of most parts of Ireland, it would be vain to try it, while in others it might be attended with success.

2890. Have they made any exertions in those parts where success was probable?—I know that a letter had been written to managers to make exertions to secure the teachers more remuneration; and I am aware that one Commissioner specially brought the matter under the notice of the Board, and requested that a circular should be issued on the subject.

2891. Can you say whether the Inspectors or managers ever received special directions from the Board on the subject?—I think that a circular was issued; but in a query in the reports the Inspector is asked if adequate effort is made to secure local support for the schools.

2892. Have the Commissioners made any efforts to see that Lord Stanley's condition is not departed from, "that local funds should be raised, and permanent salaries provided?"—I think the Commissioners, with reference to the paragraph you have referred to, asked that there might be some modification of Lord Stanley's letter—that they might not be called on to insist on local contributions.

2893. Was there any relaxation given in consequence?—By the government?

2894. Yes?—I think the Commissioners did receive some permission to relax their rules in that respect.

2895. It is said that the salary the teachers receive from the State is given to educate the children whose parents cannot pay for their education; is that your view?—That is, to a large extent, the fact, especially in the south and south-west of Ireland.

2896. Was that the view the State had in making the grant?—It was not.

2897. Does not the time-table recommend managers to exert themselves to induce parents to pay a small sum to the teachers for the education of the children?—The old time-table said that each child should pay sixpence a quarter at least.

2898. Has that been abolished?—It is not at the foot of the present time-table.

2899. Do you approve of the arrangements which exist between managers and the central authority?—I think there is nothing objectionable in them.

2900. Have you any change to suggest?—The only change I would suggest is with reference to the payment of the teachers. I think for expedition sake a new plan should be adopted. Instead of sending the payments in the present roundabout way, my view would be to have them paid by paymasters specially appointed, or by the Inspectors of the district, at the end of every quarter, or monthly, which would be better and more agreeable to the teachers, at central points. In this way the entire salaries could be paid in three days.

2901. You think that plan is feasible?—It is perfectly feasible.

2902. And could be brought into operation easily?—Yes, but I have no doubt that very many of the managers would object to it, and say that it would take the teachers out of their hands. But to that you might say you have the power of dismissing the teacher when you like—if he is not a person of moral character you can dismiss him—and that is the great advantage of having managers.

2903. As an officer of large experience, do you think that plan preferable to the present one?—I do.

2904. In reference to the organizing teachers, why was that system introduced?—I think it was introduced to enable teachers who were too old for training, or who, from many circumstances, social or domestic, would not be able to attend a training-school for the purpose of being trained—to derive benefit from the instruction they might receive, and to supplement the training-schools.

2905. What is the salary of these officers?—£150 for males and £100 for females. There is only one female organizing teacher at present.

2906. Is this system carried on to as great an extent

as it was?—It is not carried on to the same extent as it was.

2907. Why not?—Many of the schools are organized, and I doubt if it has fulfilled all that was expected from it.

2908. What is your opinion of the system?—I think if it was carried on it would be useful in many respects, if the managers would co-operate with the organizers in making all the material improvements in the schools that are required. That becomes a question of expense, and the managers do not like to incur expense; and in consequence, a great portion of the benefits of the system is not realized.

2909. It has been stated that the system would supplement to some extent the efficiency of the present inspection; can you say how it would effect that?—I think it would be fairly calculated to do so, by showing the teacher how to instruct his pupils more effectively, by a better mode of teaching, and a better mode of organization, and so have the children better prepared for the Inspector by bringing them up to a higher standard.

2910. And so far put into operation any wise suggestions made by the Inspector?—Yes, he might assist the teacher in carrying out the remarks left in the observation book, that may be made by the Inspector from time to time.

2911. Have there been any complaints against this class of officers as to the non-discharge of duty, or their moral conduct?—We had a charge against at least one of the staff for immoral conduct. He held at that time the situation of Acting Inspector—that is, in the temporary absence of the Inspector, he was allowed to take his place. I only remember a charge of immoral conduct against one man.

2912. Have you the circular given to the Inspector for the appointment of the organizers?—I have not it with me.

2913. Can you furnish it?—I can.

2914. Have its arrangements been adhered to?—I think the organizers remain considerably longer at school latterly than they were required to do by that circular.

2915. Rev. Mr. *Cowie.*—You were an Inspector?—I was for twenty-four or twenty-five years.

2916. You have seen a good deal of the operation of the system?—In nearly every part of Ireland.

2917. I should like your opinion as to the value of the books issued by the Commissioners; do you think they are at all entitled to the high character given them?—I speak now in reference to the old books, and in praising the old books I do not wish to be understood as speaking in depreciation of the new. I think the first series of books issued by the Board was a very admirable series. I think the second was a good series, but inferior to the first; that is not the new series. The new series I am not very familiar with. They have been only recently issued.

2918. At the time the first series of books was published were there any school books that could have been used?—I do not think there were any suitable school books in Ireland. The system was a system of mixed education. There were no suitable books written or compiled at that time.

2919. Do you think there are no books published at this time suitable for the schools, considering there are so many series of good school books published in England and Scotland?—To answer that I should be acquainted with the books used in England and Scotland. I am not much acquainted with them. I have here the sixth standard of the National Society's book. I looked through this book, and I think in its arrangements and contents, it is an inferior book to the Commissioners' book.

2920. Are you acquainted either with Chambers' or Laurie's series of school books?—I have seen both, and am, or rather was, more or less acquainted with both, and I thought very highly of Chambers' books. They had, in my opinion, one advantage over the Commissioners' books; they had more scientific lessons, which, I think, is of very great importance in the present day.

2921. Do you adhere to that opinion—that they should have scientific lessons?—My opinion is that a good reading book for an advanced class of scholars should not be merely what is called a "Reader," but should contain more or less teaching in science. I know very scientific men will not approve of that opinion, but I think for the general public that is the way to make them familiar with the first principles of science, and to give them a taste for it. However the new series of reading books of the Commissioners does not err in that direction, for they are what is called, "literary."

2922. Is not the use of your books, practically speaking, compulsory on National schools and teachers?—On account of their cheapness they may be regarded as so.

2923. More than that: are they not compulsory in your examinations of teachers, for example?—Our examination of teachers is based upon our books.

2924. And your examinations of pupils are based upon them?—Yes.

2925. Then as far as that goes they appear to be compulsory?—Certainly; but any manager might say, "I will not have your books. I will use the books of such and such authors." Any manager might do that, but we have no instances of the kind that I am aware of.

2926. Practically they do not select other books?—They do not.

2927. Do you think your books so good that a rule like this is proper: (See rules and regulations, paragraph 4, section 1)—"The following practical rules are to be strictly observed by teachers of National schools." Then rule 5 directs them "To classify children according to the National school-books, and to study those books themselves." Do you think that a proper rule?—Yes; I think if they do not study the books they cannot teach them with effect.

2928. You think the books ought to be studied, not the subjects?—Oh, the word "books" means the lessons, the subject matter of the books.

2929. You still think your books well suited to your purpose even in the last series?—I do.

2930. Better suited than any other series of books you know of?—I do not like instituting comparisons, because I am not now very well acquainted with other books.

2931. You have seen other books?—I have, of course; but I am not now well acquainted with the books used in England. My attention is directed entirely in another channel.

2932. The *Chairman.*—In speaking of the later editions of the Commissioners' books not so highly as of the original editions, do you mean that the alterations made in them have not been advantageous, or that the later editions have not relatively the same superiority over other books that the originals had in their day?—I did not mean to convey that. I said I was more familiar with the original editions, and I praised them; but while I spoke in praise of those editions I did not at all intend to depreciate the newer editions, I merely said I was not so familiar with them. I think that was the remark I made.

2933. Do you consider the new editions inferior or less desirable in any way than the original editions?—I think in some respects they are superior, and in some respects they are perhaps inferior. I think we have less teaching on scientific subjects, but I think the selections in the new series are of a very high order, and very well adapted for the cultivation of children's minds—more so, perhaps, than the lessons in the old series.

2934. Is there a large quantity of matter in the original editions omitted in the subsequent editions?—There is not a large quantity of matter omitted, but there is a large quantity of new matter introduced; the present books are one-third larger than the old series, but some matter has been excluded.

2935. Do I understand you to say that in the scientific portion of the books there has not been the same

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proportionate addition as in other subjects?—From looking over the books as I have done when bringing them up to the Board, that has been my impression. I have now got the information Professor Sullivan asked me for with reference to the office books. (Reads memorandum.) "The ninety large books were ordered by the late Secretary, Mr. M'Creedy. The cost can only be ascertained on application to the Stationery Department. This department does not furnish details of cost to the Commissioners of National Education of office books or forms furnished. The large books have been gradually utilized into registry-books—that is, so far as the columns suit our registration." They will, no doubt, be useful when the old county books are filled up. They are very much larger in size than the county books, so that we will not want to get new county books.

2936. Mr. *Stokes.*—If the objections now entertained by several parties to the system of the National Board were removed—if the system of the Board were universally acceptable and all objections removed, can you say how many children would attend the National schools of Ireland?—Well, that is a question of population. There were on the rolls of the National schools upwards of 910,000 children; according to the report for 1866. In the report of 1867 there was an increase, the number being 913,198, and in the average attendance there has been an increase in 1867 of 5,290 over 1866. In 1867 there was an average attendance of 321,515 children at the National schools daily.

2937. Do you consider the removal of objections would increase that number largely?—I do not think it would increase the number largely; I don't think, considering the population, you could bring very many more children, except those that are in attendance at the Christian Brothers' schools and the Church Education schools, under the operation of the National Board, unless in localities where there are new schools still requiring to be established, and which will be established under the present system. I am not sure what is the number of children in attendance at the Christian Brothers' schools, but the report read a few days since at the meeting of the Church Education Society gives 63,000 as the number in attendance at their schools. It is possible they might come in if the system were acceptable to them. There are also some convent schools in the west of Ireland not in connexion with the Board, and to which, of course, the same observation applies.

2938. You do not see any reason to doubt that if the Church Education and the Christian Brothers' schools and others were brought into connexion with the National Board the total number of children under its operation would exceed a million?—Do you mean the number on the rolls?

2939. Yes?—Oh, I think it would certainly bring 100,000 additional on the rolls.

2940. What do you consider the education of each child should cost the State on the average?—That depends very much on the country; in a rich country it should cost the State less than in a poor country. In the Colonies the education of children costs the State, on the average, £3 per head. In Victoria, where the population is (I think) about 650,000—it is certainly under 700,000—there the education of the children costs yearly £172,000. The daily attendence is under 52,000. It is easy to see how much that costs per head—very high indeed. In this country the education of a child in the ordinary National schools costs somewhere about 14*s.* I think the average is 13*s.* 9*d.*

2941. Do you not think that Parliament would consider that amount enough for the suitable education of a child of the labouring class?—I do not consider it from that point of view at all. I don't think it is a question of pounds, shillings, and pence. I think the first duty of the State is to educate the child, and make him a good and useful subject; and it is very little matter to a great nation like England, whether that education costs 13*s.* or more, per head.

2942. Do you think that is the view Parliament ought to take?—I think Parliament would be well disposed to act liberally in the matter. If the country is to be well educated we should have our teachers much better paid than they are at present, so as to render them contented and useful members of society; and I see no source from which an increase of their salary is to come but the State.

2943. Are you prepared to state any sum which would be enough in your opinion for the education of a child in Ireland on the average?—I have made an estimate of that myself, which has never passed out of my own possession; but I may state that according to the scheme I have prepared, the maximum sum that the education of a child would cost would be £1 5*s.* 11*d.*, but including salaries only, under 18*s.*

2944. Does that estimate include the cost of training masters, model schools, inspection, and the rest?—Yes.

2945. Taking these into account, the total cost would be more than £2 per child?—Under £2.

2946. Would you ask for £2,000,000 a year for the education of the children of the labouring classes of Ireland?—I think the money might be well and usefully spent for imperial interests; but half a million would be a liberal grant.

2947. That sum of £2,000,000 would not include the religious education of the children at all?—I don't think the State should have anything at all to say to the religious education of the children.

2948. From what funds should the religious education be provided for?—From the funds available for the purposes of the churches of various denominations. Let the various churches take care of the religious education of their own children.

2949. Your Board does not provide in any manner for religious education?—The Commissioners do not undertake to pay anything for the religious education of the children; but it so happens that in practice almost universally, religion is taught by the teachers to the children in attendance, once or twice a day. In fact the managers of the schools tell the teachers they must do so, or they will not retain them.

2950. Are pupil teachers from a distance often placed in the houses of masters of different religions from their own?—That is at model schools?

2951. Yes?—Yes, they are.

2952. Is any provision made for the religious instruction of pupil teachers so circumstanced?—Not within the walls of the schools, unless they partake of it at the time religious instruction is given in the schools to the pupils. There is generally a Protestant teacher of some denomination who takes charge of the Protestant pupil teachers as well as of the pupils; and the head master is bound to see that the children attend their respective places of religious worship regularly.

2953. Is it considered to be the duty of the master—whether head or assistant—who happens to be of the same faith as a pupil teacher, to give religious instruction to that pupil teacher?—It is understood that he looks after those of his own denomination.

2954. Would the Inspector of the school notice any dereliction of duty in that respect?—If it came to his ears, I think he would; but he has never received direct instructions to do so.

2955. Do you consider the Commissioners stand in *loco parentis* towards pupil teachers thus circumstanced?—I do not think they stand exactly in *loco parentis.* I think they ought, and they do through their officers see that the pupil teachers attend to their religious duties. Their moral character is strictly watched and guarded, and, of course, if they did not attend to religious instruction it would be suspected they were careless and indifferent, and that, I dare say, would be noticed at once; but there are no specific instructions issued on the subject.

2956. Is it the fact that the Commissioners select pupil teachers by competition, and on the ground of merit?—Yes; generally they are selected upon qualification. There is not much competition. Generally a lad who has been a senior monitor and is considered

eligible as a pupil teacher is recommended as such by the Inspector, and the Commissioners make an order appointing him.

2957. The Commissioners take him from his home and place him with the master of a model school, paying for his board upon a liberal scale?—Well, the scale is not liberal—it is only £20 a year.

2958. Do you think that the parent of the boy is likely to have an income of £20 per head for each of his children whom he has at home?—On the contrary, many of the parents of pupil teachers have not an income of £20 a year altogether—the candidates are "poor scholars" very often.

2959. Do you not then think that taking their grade in society into consideration, £20 a year is a very liberal allowance?—It is liberal as regards the boy, not liberal as regards the head master. The head masters complain that it is not sufficient; the boy may probably think himself very well off to get £20 a year paid for him.

2960. What is the value of the head master's place?—His salary begins at £75, and goes up to a maximum of £100. He is allowed £20 a year for each pupil teacher, coals, candles, residence, and in most instances half the school fees.

2961. What is the value of his place on the whole?—A good model school is worth from £180 to £200 a year. There are two schools where the income is worth double that amount—Belfast, which is a large and very numerously attended school, and Cork, which is also a large school, but the sum I mentioned, £200, is over the mark in most cases.

2962. Does the Board allow £20 in every case without exception for a pupil teacher?—Yes.

2963. Who provides their travelling expenses to and from their homes?—The Board does.

2964. That is in addition to the £20?—Yes.

2965. Do you give them gratuities besides?—Yes, he gets a gratuity at the end of the first year, and at the end of the second year, provided his conduct has been satisfactory in all respects.

2966. For his religious instruction you pay nothing whatever?—Nothing.

2967. Mr. *Dease.*—You said just now that you did not consider it to be the duty of the State to afford religious instruction. How do you reconcile that answer with this portion of rule 1 of the Board—"The object of the system of National Education is to afford combined literary and moral, and separate religious instruction to children of all religious persuasions?"—I think that means that the State is to give every facility for separate religious instruction, but not to pay for it.

2968. Is that the meaning you attach to the word "afford?"—That is the meaning I attach to the word "afford"—to give every facility for separate religious instruction, and every facility for combined literary and moral instruction.

2969. Does not the State pay for the one and not for the other?—It pays for the literary and moral instruction; it does not undertake to pay and it never was intended by Lord Stanley's letter, that it should pay for religious instruction.

2970. Still the same word "afford," which is applied in one case is applied also in the other?—Well, if there is any ambiguity in the form of expression I don't think it touches the principles of the Board at all events.

2971. Was the requiring of local pecuniary aid, which was part of Lord Stanley's original plan, ever acted on from the first establishment of the Board?—It was acted on in the beginning, I believe—they attempted it—and it is acted on now in building cases, where one-third must be subscribed; but as far as endowments or payments of teachers go, it is not acted upon at all.

2972. And never has been from the very first?—Well, I could not say "from the first;" but in my experience, which goes back to a very few years after the establishment of the Board, it never has been acted upon.

2973. Now that the State has been for many years practically the only pecuniary supporter of the schools, do you think it would be possible to insist on local aid being furnished without checking the spread of education?—I think it would be very difficult to do it without checking the schools. The prejudices of the people are so strong in localities where schools have been for any length of time established, they fancy the teacher is well provided for by the State—much better than he really is—they exaggerate his income; and the managers of schools, if they do not discourage payments, certainly do not encourage them.

2974. When you say the Catholic priests are jealous of the interference of the laity in their schools, can you account for that in any way?—I cannot undertake to account for it; but I know, as a rule, being intimately acquainted with a great number of them, that they like to have the management of the schools themselves.

2975. Can you say whether the jealousy would extend as much to the interference of laymen of their own creed as to those of other creeds?—That is not a practical question, and it is hardly fair, I respectfully submit, to expect me to give an opinion upon it. I would rather not answer the question; but if you press it, I will answer it.

2976. When you made use of the word "liberal," in speaking of the laity as being less liberal than the clergy, did you use that word in its monetary sense?—Entirely.

2977. Professor *Sullivan.*—You stated that you thought that more of the Presbyterian laity were competent to undertake the management of schools than of the Catholic laity?—Yes, I think in the north of Ireland there is a larger yeoman class—or a class between that and gentlemen—and that is the reason why there happens to be so many more lay managers of schools in the northern or Presbyterian counties than in the south-western and western districts of Ireland. It is merely a social question, but that is my opinion.

2978. You made no limitation in the answer you gave?—Oh, I referred entirely to that district because, of course, Presbyterians are principally in the north of Ireland, and it is there there are the largest proportion of lay managers, many of whom are very rich men—some proprietors of mills.

2979. Have you ever looked at the statistics of the number of Roman Catholics and Presbyterians receiving a higher-class education in Ireland?—I have not paid very much attention to it.

2980. You are not aware that the proportion is the other way from what your answer would indicate?—No, I was not.

2981. The *Chairman.*—Do you think that the teachers could carry on the business of the school as efficiently as the managers if the latter were discontinued?—I think not; we could have no correspondence unless we had managers—we could hardly correspond with a teacher about an irregularity in his own school.

2982. For the purposes of management and communication with the central office are managers useful even in cases where they do not attend to the discipline and working of the school?—I think they are very useful as a means of communication between the Commissioners and their teachers.

2983. Is any care taken generally in the country to provide teachers with residences?—The Commissioners do not undertake to provide residences in any case; nor do the managers of schools, except in a very few cases, such as where the manager is a landlord, or a person of independent means. Generally speaking, the teacher is left to make provision for himself in that and all other respects.

2984. Do the teachers frequently find great difficulty in procuring suitable residences, especially when married?—When married, they often have very great difficulty; and even unmarried teachers, in many instances, find considerable difficulty in remote localities. About forty-three per cent. of our male teachers, and only twenty-four per cent. of our female teachers are married.

2985. Do you think it would have a beneficial effect on the comfort and efficiency of the teachers if the local managers paid more attention to procuring suitable

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residences for them?—I think it would be most desirable.

2986. Do you think that is a point on which more local effort might be called for by the Board?—Well, I think so. It would have another great advantage, that by showing the peasantry and the humbler class of farmers in the district that the teacher was respectably housed, it would secure their respect for him. It is not desirable that a teacher should live in the same class of humble houses as many of the parents of the children who are his pupils dwell in.

2987. When you were Inspector did teachers ever complain of the difficulty of being housed, and also of the excessive rent they had to pay?—They complained very often of the difficulty of being housed, and sometimes also as to the excessive rent. We have a return of the amount of rent paid by teachers from 1865.

2988. Are there many cases in which the masters' stipends have been increased by the managers of the schools?—I think I can supply a return of the exact number. The local contributions or subscriptions are in some cases very small, and in very few counties are they large. Wicklow is the largest. I think the Commissioners' report will show the amount of subscription in that case. At all events we are making out now for the Royal Commission a return under that very head. (Hands in report.) If your lordship will glance at that you will see for each county the amount of subscriptions.

2989. Does not the total (referring to report) of £12,000, given under the head of "subscriptions," include local endowments?—It includes local endowments.

2990. When subscriptions, in the ordinary sense, are given, or when money is collected in aid of a school, does that money go exclusively in aid of the teacher's salary, or is it applied in other ways?—The manager has the power of allocating the subscriptions as he chooses. Generally the funds that are raised by subscriptions or received from an endowment, are paid to teachers, but in some cases they are allocated to providing books, and in a few instances I have known them to be expended in repairing the school-house.

2991. Do you consider that the general feeling is that the stipends provided by the Board are sufficient for the schoolmasters?—Do you mean the general feeling on the part of the public?

2992. Yes?—Well, the lower strata of the public I think fancy they are sufficient, but the thinking portion of the public consider them very insufficient.

2993. Do you think the smallness of the local subscriptions arises from the feeling that the Government stipends are sufficient?—I think that impression contributes largely to the small amount of fees the teachers receive.

2994. What salary do you consider, according to the present rate of prices and wages in Ireland, a teacher should have?—I would classify the teachers. I think the least any teacher should have would be £40 a year from all sources, and if you get a first-class man, I think his income should at least range from £60 to £70. The second-class teacher would have an intermediate amount.

2995. Do you think £40 should be the lowest?—I think £40 should be the lowest. School teachers in Ireland have probably greater influence than in other countries, and it is very desirable that their position should be comfortable, and that they should be made contented and happy. They are exposed, when poor, to great temptations.

2996. In cases where local efforts are required for the establishment of a school in the first instance do you find that those efforts continue afterwards?—No; they frequently die out. They rarely continue afterwards. They generally end with the establishment of the school, unless it so happens that the school is on the estate of some landlord who agrees to give so much a year, as in the case of very many landlords I could name. They, of course, continue their subscriptions as long as the school continues.

2997. Do the Commissioners ever withdraw aid from the school on the discontinuance of those local efforts?—No.

2998. Would not the monthly payment of teachers at central points, of which you spoke a short time since, involve a loss of a day or two in each month to the teachers?—Yes, it would involve the loss of a day to each teacher, but if that day was Saturday with one batch of teachers it would only involve the loss of half a day, and to the school no loss at all would take place, if there was an assistant in the school, or some one who could carry it on for the half day.

2999. You think the advantage of monthly payments to the teachers would compensate for the trouble and exposure to the weather?—I am sure they would willingly undertake far greater trouble in order to be paid monthly. They complain of the interval of three months being too great.

3000. For the lower classes of teachers, would not the monthly payments be very minute?—Well, if the teacher received only £25 a year his monthly payment would be only £2 1*s.* 8*d.*

3001. Do you know how the police are paid?—Monthly, as they are always together in one spot and are paid by their Sub-Inspector, who is their paymaster.

3002. Suppose it was thought desirable to pay the teachers monthly, could the payments be effected through the police?—I suppose it could, but I should think the police would not like to undertake the duty, and it would put the teachers in a very invidious position with the people of the country to have them connected with the police.

3003. Would monthly payments involve a large additional expense to the office?—I think not any, but quarterly payments under the plan which I suggested would be much more expeditious than the present mode, and perhaps, would satisfy the teachers; but it would not, of course, satisfy their wants so fully as the monthly payments. It was rather in connexion with quarterly payments I suggested it.

3004. Within what period after the expiration of the quarter are your payments all sent out from the office?—Before the end of the ensuing month. The first quarter, for example, ends on the 31st March; and as a rule all payments are made by the 15th or 18th of the following month, but there are a great many irregular cases, and they of course are dealt with more slowly. Very irregular cases may perhaps not be all concluded until the lapse of about six weeks from the termination of the quarter. Such are cases where the irregularity arises from neglect on the part of the manager, or where the teacher has been guilty of irregularity of conduct, which may cause a case to be deferred to the last.

3005. Suppose monthly payments to be established, would the office be clear of one month's payments before it began another?—I think by the plan I suggested it could be readily done. I am afraid that if the payments were monthly it would be necessary to have paymasters, but if there were only quarterly payments it could be done by the Board's Inspectors, without any interference—that is without interference to any degree worth consideration—with their other duties.

3006. Why is so much as fifteen days required in getting out payments where no irregularity or doubt exists?—Pay sheets have to be first prepared in the office. Then the money is paid to each teacher in the form of a post office order, and the Post Office authorities here will only prepare a certain number of sheets of post office orders every day, they would not issue a larger number if we sent it to them; 40 sheets, I think (of forty payments each), is all that they will undertake to issue in a day. They limit us; they say, "we will not take more than a certain number each day from you." Consequently the payments cannot be all made in less than a certain number of days, and some must be delayed; generally we pay one county early this year, and another county next year to equalize it.

3007. How do you propose to make the payments within three days?—I would have the salary of the teachers of each district set down in pay sheets—the

teacher's name in one column, the amount in another, and a column for the teacher's signature on receiving the money, having of course a receipt stamp affixed if it was in excess of £2. I would send these pay sheets to the Inspectors, each of whom would direct the teachers of his district to meet him on a given day at some central point, and he would pay each teacher the amount due to him by a cheque on the bank—paying them all in one day at each place, and taking the signature of each teacher on the sheet as a receipt.

3008. Have the Board represented to the Post Office the desirability of giving them special facilities for expediting the quarterly payments?—Last year when the thing came under my notice specially, as Secretary, I had representations made to the Post Office, and they sent out an increased number of sheets—a larger number than they used to do, but they said they could not go further.

3009. In what year were the organizing masters first established?—I think in 1854.

3010. At that time were there many untrained masters coming forward for employment who had not passed through the National schools?—Well, I think much about the same proportion as at present. There are some untrained masters now entering the service because there is considerable opposition on the part of one portion of the community to the training establishments.

3011. Are many of those untrained masters persons who have been scholars themselves in National schools?—I should think the vast majority are persons who received their education in National schools.

3012. In that case would they have a superior knowledge of the method of conducting a school to that of the untrained candidates twenty years ago?—Vastly superior. The advanced boys of the fifth class in a school become, in fact, familiar with the routine of a school from daily intercourse; and, if they are clever, they very readily assume the position of master in another school—sometimes in the school in which they have themselves been taught, which, however, is not at all desirable.

3013. Does it often occur that boys educated in the Church Education schools become National schoolmasters?—I cannot recall more than two or three cases in which, when I put to teachers the question where had they been educated, they answered that they had been educated in Church Education schools. Many of the Church Education schools however, and many clergymen of the Church of England, have joined the Board since I was an Inspector. I find that since 1861, at which time I was a Head Inspector, and would not ask such questions as those, because my business was merely to examine the schools, I did not go much into the teachers' personal history, my object being to see whether the District Inspectors had done their duty, and whether the schools were efficient or inefficient as described by them. I find that since that time, 183 members of the Established Church and 41 Wesleyans have become managers of schools. These numbers would give 224 schools; but I understand from the clerk, who compiled this for me, that those 224 managers represent about 300 schools. I dare say many of the teachers in charge of those schools were educated at Church Education schools.

3014. Do many persons offer themselves as teachers who have been educated in monastic schools?—Do you mean male monastic schools?

3015. Yes?—I think very few from the monastic schools.

3016. Do many young women offer themselves from the convent schools?—A great many from the convent schools.

3017. Do they continue long teachers of National schools?—Yes, I have known several to continue acting as teachers for many years. I recollect one case where the teacher has acted for fifteen or sixteen years.

3018. Do many persons offer themselves as teachers in National schools who have been educated in the Christian Brothers' schools?—I am not aware. I cannot answer that question. I know some have been. One man, a first-class teacher, named Traynor, told me he was educated in the Christian Brothers' schools. He was appointed by myself.

3019. Do the female teachers who have been educated in convent schools take a good classification generally?—They do take a very fair classification—I think about the average classification—some of them higher. I think on the average they take the same classification as teachers of other schools.

3020. Mr. *Stokes.*—Is there much dissatisfaction respecting the quarterly payments among the teachers?—Yes, there are a good many complaints.

3021. What is the cause of complaint?—They consider the interval too great, and of course if delays arise from any cause whatever, they complain; but I think the chief ground of dissatisfaction is the interval. The payment used to be half-yearly; then the Commissioners reduced it to quarterly payments, and if they continue to pay according to the present machinery, it cannot be more frequent than quarterly.

3022. The *Chairman.*—If the Post Office imposed no limit as to the number of Post Office orders you might send out in a day, in how many days under the present system could you get the uncontested payments despatched?—Well I think not in very much shorter time than at present, because the daily issues would be so tremendous—11,000 payments to be made—that we could scarcely get out many more documents daily than we do at present. I don't think it would be possible for the present staff to do more than they do. In fact, they have to go back to the office for two or three hours in the evening to do it.

3023. What do you say is the limit to the number of Post Office orders daily?—It would be about the 15th part of 11,000. I do not know the exact number—between 700 and 800.

3024. Mr. *Stokes.*—Do you make separate remittances to the pupil-teachers and monitors in each school?—No, they are paid by the local Inspector, who receives the amount, and hands it over to them, taking their receipt. That is the mode which I would propose for making the payments to all teachers. They are, moreover, paid monthly, which is another advantage they have over the ordinary teachers.

3025. To the teachers the payments are personal?—Yes, the amount of the quarter's salary is sent to each teacher by Post Office order.

3026. Supposing there are in a school a head master and an assistant master, would each get a separate payment?—Yes, the payments go separately to each; each gets a Post Office order for the amount due to him, whatever it may be.

3027. Does not that complicate the business of the office?—It does.

3028. The *Chairman.*—In a former answer you gave as a reason for the time consumed in making the quarterly payments, the limit imposed by the Post Office in the number of orders issued each day?—Yes.

3029. In a subsequent answer you stated that if the limit were withdrawn very little greater despatch could be used by the National Board?—Yes, with its present staff.

3030. Am I to understand that, as matters are now, the limit imposed by the Post Office is a serious impediment or not?—I will explain. The limit of the Post Office is not a serious impediment so long as the Commissioners have only the present salary staff; but if we were to employ for those occasions, which occur four times a year, an additional staff, either by engaging a number of extra hands or by bringing forward the clerks of the other departments of the office, and putting them upon salary work after they had done their own duties, why then of course we could use much greater despatch; but with the present staff of salary clerks I don't think the limit of the Post Office is any impediment.

3031. Is the system of the office so unelastic that you cannot take a few clerks from one department to another?—We very frequently do so but we never contemplated that scheme, the Post Office having said

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they could not exceed that limit. If the Post Office authorities had said to me "We will take so many sheets more from you every day," I would on my own responsibility, without reference to the Commissioners, order all the clerks back to the office for two or three hours every evening to expedite the work for the sake of the teachers.

3032. If the plan you suggested were carried out do you think it would be an advantage to the teachers?—I think it would, and in my opinion it would be a simpler, more satisfactory and cheaper mode of making the payments than the present plan, because the Post Office orders cost us upwards of £1,200 a year, and that sum would more than cover the expense imposed upon the Inspectors and proposed paymasters.

3033. Do you think that for £1,200 a year you could carry out your system of payments?—I think it could be done for less. I would carry it out by making some of the clerks paymasters at that time—giving them some addition to their salary and sending them out as paymasters.

3034. Mr. *Stokes.*—Do you not omit this consideration, that the £1,200 a year to the Post Office under the present system is money returned to the country, whereas the £1,200 given to paymasters according to your plan, would be money lost to the country?—No, I did not view it in that light.

3035. Professor *Sullivan.*—Your object was simply to make the teachers more efficient and their position more satisfactory?—Yes; and as to the £1,200 a year I merely regarded that as money lost to the National Board.

3036. The *Chairman.*—Have you ever brought that scheme before the Board?—Never; I never brought it before any one; I only thought of it recently—that is, I did not throw it into form in my own mind until recently, when I thought it possible questions of this sort might turn up here.

3037. Is the scheme you speak of both for personal payment of the teachers monthly and for paying them by results in such a shape as that you would like to lay it before the Commissioners?—The scheme for payment by results and the new rates of salary I would propose is an entirely different scheme from the scheme for the monthly payments. The scheme I referred to was a new scheme for the payment of teachers by personal salary and by results.

3038. Is that scheme so sufficiently perfected that you would like to lay it before the Commissioners?—I have blocked it out pretty fully, and I could lay it before the Commissioners on Monday.

3039. You have no objection to do so?—Quite the contrary.

[Adjourned.]

Heads of a Scheme for the Future Payment of National Teachers, referred to in question 3038.

By W. H. Newell, esq., LL.D., one of the Secretaries of the Board of National Education.

I. The unanimous testimony of all engaged in the work of National Education in Ireland is, that the teachers are insufficiently paid; that the best teachers are daily leaving the Board's service for other employments, and that the supply of new teachers is unequal to the demand. In these views I entirely concur, and I see only one way of remedying this serious evil, namely, by improving the condition of the National teachers. The inadequacy of the State payments leads to the withdrawal, yearly, of a large number of National teachers from the Board's service, and prevents well-qualified young men from entering it. There is or can be but one objection to a remedy, namely, the increase of expense. When, however, we consider the national object to be attained, we must not allow a comparatively small increase in our public expenditure to deter us from doing what is necessary and right, especially when we can arrange that the increased outlay shall be attended with increased efficiency in the instruction imparted.

At present the yearly stipend received from the State by teachers of all classes, principals and assistants, does not, on the average, exceed £25; while the school-fees and the local subscriptions and endowments—the latter being miserably small in proportion to the rental of the country—are together under £7 per annum.

II. It appears to me that the payment of the National Teachers from the State should be of two kinds—first, a personal salary according to the teacher's literary attainments; and, secondly, a payment for the results of his teaching. The first is necessary to secure a respectable body of teachers, who must continue to be *individualized*, and made personally responsible for the condition of their schools, bearing the censure, or reaping the reward, which accompanies personal responsibility.

As, however, the discharge of a teacher's duty in a perfunctory, or even in a moderately effective manner, is a great public disadvantage, affecting the welfare of individuals, of families, and of the nation, the State is bound to hold out every inducement to make the National Teacher as efficient a public servant as possible. Therefore, payments by results have been introduced into England since 1862. In 1861 I advocated generally the plan which I now submit, and long before that date I felt it was a necessity.

Without entering into the details of the English system of payment by results, I may, I hope, observe that the plan submitted seems as simple as the English plan, and does not necessarily limit the range or lower the quality of the instruction hitherto given in the Irish National Schools, while it secures a greater amount of proficiency in the elementary branches than in past years. To limit the instruction, for which the State will agree to pay, solely to the elementary subjects taught in the primary schools in England, would throw back education in this country to the condition from which, for thirty years, the State has been endeavouring to rescue it. Even in the Colonies grammar and geography have been added to the subjects for which the State pays in England. This scheme would make the teaching of the higher branches and of extra subjects depend upon superior answering in the elementary branches, while it would leave the extra subjects, except grammar and geography, to the selection of the teachers, according to their abilities or taste, or to the wishes of the parents.

The difficulty of inducing children to attend school in Ireland with regularity is so great that justice to the teachers prevents me from entertaining the question of a minimum attendance preliminary to examination. Besides, such attendance has necessarily no educational significance, for children may and do attend more days than the prescribed minimum, and fail; and children attend on fewer days than are included in this minimum who would succeed. But this scheme will include a provision to encourage a large and regular attendance, and to reward teachers in charge of large schools.

III. First, with regard to the personal salary of teachers.

There are now three classes of teachers, two of these classes having two divisions each, and one class having three divisions, so that there are really teachers of seven different ranks. I would have three classes, and no divisions. These classes, for sake of distinction, I would call ranks. I would recognise all the teachers now in the Board's service in each of the three classes as qualified respectively for each of the new ranks. I would have no probationers. The National system has been long enough established to render it unnecessary to employ probationers; and, as a rule, mere probationers are worthless as instructors.

I would pay each rank of teacher personal salary according to the following scales:—

Principals.	Males.	Females.
First rank, . .	£40	£30
Second rank, . .	£30	£24
Third rank, . .	£20	£18

I would further have the schools arranged into three *grades*, according to a fixed standard of proficiency, thus:—

	Males.	Females.
First grade, . .	£25	£20
Second grade, . .	£20	£15
Third grade, . . .	£15	£10

But I would allow, in addition, 5 per cent. on this *grade* payment, for every ten pupils, in average daily attendance over 50. This allowance would give 25*s.*, 20*s.*, or 15*s.* to masters, and 20*s.*, 15*s.*, or 10*s.* to mistresses for every ten such pupils.

To assistant teachers I would allow personal salaries of the second or third rank, and a sum of £2, £3, or £4, according to the grade of school in which they might be employed.

IV. Next, as regards payment by results. These I would classify under two heads—*obligatory* and *optional*.

The following subjects should be *obligatory*—

1. Reading.
2. Explanation, and subject matter of Lesson Book.
3. Spelling and dictation.
4. Penmanship.
5. Arithmetic.
6. Plain needlework.
7. House and premises.
8. Method and organization.

The *optional* subjects would be—

1. Grammar.
2. Geography.
3. Geometry, *or* mensuration.
4. Algebra.
5. Book-keeping.
6. Navigation.
7. Agriculture.
8. Singing.
9. Drawing.
10. Physical science (one branch only at each examination).
11. Knitting.
12. Fancy work.

The proficiency that I would expect in each subject, except 7 and 8, is set forth in the school-programme.

Number 7. *House and Premises.*—As these must have been approved of when the school was taken into connexion as a National school, the result would be measured by its condition as to cleanliness. Under this and the following head, the merits of the school would be determined by a per-centage, 40 being the lowest per-centage admissible under each, but this per-centage would admit of schools being placed in first grade, if the per-centages in other departments were sufficient to bring the average up to the minimum.

Number 8. *Method and Organization:* under this head I would include the teacher's worth as a school-keeper—whether or not he was punctual and regular, orderly and systematic; the state of the school accounts, as to neatness and accuracy, the discipline and tone of the school, and the observance of the Commissioners' rules.

Plain needlework should be obligatory in girls' schools, or in mixed schools conducted by a female teacher, or by a male teacher, if a workmistress be recognised. But in the latter case the workmistress only would be responsible. This class of teacher should be encouraged as little as possible. In mixed schools, in which the principal is a master, the assistant should be a female.

In no school should credit be given for teaching any of the optional subjects, except singing and knitting to pupils *below the Third Book of Lessons.*

V. Conditions on which schools would be placed in first, second, or third grade, according to *proficiency* and *attendance.*

First grade:—65 per cent. of the pupils on the Rolls, should pass in the obligatory subjects.

Second grade:—50 per cent.

Third grade:—40 per cent.

The teacher should present for examination every pupil present on the day of inspection. No pupil should be presented for examination more than twice in the same class, and if a pupil be examined a second time in the same class, no credit should be given for his answering, unless he should pass in any part of the Lesson Book in reading and explanation, and pass creditably in all the obligatory subjects.

Besides these conditions as to the per-centages of pupils passing in the obligatory subjects, a school would not be placed in the *second* grade unless the pupils in the Third and higher books passed in geography and grammar; nor in the *first* grade unless the pupils in these books passed in these two subjects, and in *any* two of the other optional subjects. If the classes failed even in one of these two extra subjects, the school could be placed in second grade only. Navigation, however, would be regarded as equivalent to two subjects.

Again, a school should, in order to be placed in the first or second grade, have a class in the Fourth Book of Lessons, or in Fifth Book. To qualify for imparting instruction in singing, drawing, or navigation, the teacher should possess a certificate. Under the head of physical science, a teacher could select one subject only.

Attendance.—The average daily attendance should amount, for the twelve months preceding inspection, or, if the school be a new school, for the period it may have been in operation, to at least

40 for a school of first grade,
35 for a school of second grade,
30 for a school of third grade.

The schools at present under Board with an average daily attendance below 30, amount to about 20 per cent. of the whole. The multiplication of these schools should not be encouraged. Many of them are very worthless, and it is only in remote or sparsely populated districts that they should be recognised. In schools of this class, the teachers might continue to be paid personal salary only, according to the foregoing scale, but they should be required to exhibit at least the proficiency set down for schools of the third grade.

The number of pupils present on the day of inspection should amount to at least 75 per cent. of the number then on the rolls in each class. In order to secure this attendance the manager should receive ten days' notice of the Inspector's visit.

No reference is made to the per-centage of pupils on the rolls that should be found registered in the respective class-books in a well conducted school, because the Commissioners' Lesson Books have been undergoing some changes. Of every 100 pupils on the rolls in December, 1867, the following was the classification:—

First Book, . . .	45·3
Second Book, . . .	31·5
Third Book, . . .	16·4
Fourth, or higher Books,	6·8
	100·0

If a teacher should fail three times consecutively to obtain a grade for his school, corresponding to his personal classification, he should be depressed, but might be restored at the next examination if his school should be placed in the grade corresponding to his former class, and from the first of the month in which such examination was held. Inspections and examinations would be made twice within the year, the interval between each being as nearly as possible six months. Each school would be visited incidentally at other times by the Inspector, to report on the observance of the Commissioners' rules, or on any point deserving of notice.

The teachers' salaries would continue to be paid quarterly as at present. The personal salary would, as a rule, be permanent, and the grade payment would be regulated by the grade last obtained.

I estimate the increased expenditure necessary to carry out this scheme, at about £50,000 per annum. All gratuities and premiums now paid, in every form, would cease.

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MODEL SCHOOLS.

VI. These schools I would treat similarly, giving the same *grade* payments, but allowing personal salaries to the teachers, proportionably higher, as at present, than those allowed to the teachers of ordinary National schools.

CONVENT SCHOOLS.

VII. As the ladies in charge of these schools are not classified by an examination test, I would pay the present capitation allowance in lieu of personal salary. But besides this allowance, I would give the *grade* payment of £20, £15, or £10, as the school would merit, on the same conditions as in ordinary National schools.

I would allow capitation payments according to the existing scale—namely, £10 for an attendance of 30 and under 50, and £15 for an attendance over 50 and under 100—there are only two or three convent schools that have not an attendance over 50.

I would allow four paid monitors, of whom not more than two should be of the first grade, for every 100 pupils in average daily attendance, and proportionally for a smaller number—one for every 25 pupils.

According to this scheme the maximum that a convent school could receive for 100 pupils would be—

	£	s.	d.
Capitation,	20	0	0
First Grade Payment,	26	0	0
Two First Class Monitors,	34	0	0
Two Senior Monitors,	20	0	0
	100	0	0

The minimum that might be received would be—

	£	s.	d.
Capitation,	20	0	0
Third Grade Payment,	10	0	0
Four Junior Paid Monitors,	8	0	0
	£38	0	0

Now, it is scarcely possible to suppose the second case to occur. The first case is not only possible, but very probable. By my calculation this plan would give, on the average, £80 for every 100 children in attendance at convent schools. At present these schools receive less than £47 for every 100 pupils from the State under all heads. The expenditure would be increased by about £10,000.

The total annual grant for National Education would by this scheme be raised to about £400,000, and would not be likely ever to exceed £500,000, even should all the children of the independent poor and of the entire of the classes who at present avail themselves of National Education, be brought under the action of one system. The cost, including administration, inspection, and the payment of teachers' salaries, of the education of each child in average daily attendance would be about £1 5*s.*, but including salaries alone under 18*s.* Now, £400,000 is about the one twenty-third part of the taxes and revenue of Ireland. We know that in the Canton of Zurich one-third of the whole public expenditure is devoted to education, while there are also considerable endowments, and the parents pay fees besides.

Remarks explanatory of the mode of calculating the Value of Pupils' Proficiency, and grading Schools.

The answering of the pupils is the main test of the school. There are only two of the obligatory subjects that are not wholly the result of teaching, and these have a subordinate, but yet a necessary influence, in determining the grade of the school. The number of passes in each subject multiplied by 100, divided by the number on the class roll, gives the per-centage of passes in that subject, and the mean or average of these per-centages gives the standard according to which the grade of the school would be determined.

Suppose twenty pupils were in the Third Lesson Book, and that the following were the results :—

Subject.	Number on roll.	Number passed.	Per-centage.
Reading,	20	15	75
Explanation and knowledge of Lesson Book,	20	17	85
Spelling and Dictation,	20	10	50
Penmanship,	20	14	70
Arithmetic,	20	16	80

Here it will be seen that the per-centage of pupils who passed in spelling and dictation was only 50, the minimum required for second grade; but as the answering in the other subjects raised the average number of passes in all the subjects to 72 or above 65, the school is *so far* to be regarded as first grade. Further, I think that if only 50 per cent. passed in *two* subjects, a school should be entitled to be placed in the first grade if the number of passes in all the subjects averaged 65. But if this partial failure were repeated in the same subjects in another class, the school should not be placed in the first grade, even if eligible in all other respects, because this repeated double failure would argue inefficient teaching of these branches.

The per-centages of each class having been ascertained, as above for the third class, the Inspector would add together the answering of all the classes, including the marks allowed under heads 7 and 8, thus—

Class.	Per-centages.
1st,	75
2nd,	80
3rd,	72
4th,	85
(7) House and Premises,	40
(8) Method and Organization,	65
	417

This number, 417, divided by the number of subjects (6), gives an average of 69·6, which is nearly 5 in excess of the minimum prescribed for a school of the first grade.

The Inspector would next proceed to examine in geography and grammar. Taking the pupils of the same class, the results might be—

	No. on roll.	No. passed.	Per-centage.
Grammar,	20	14	70
Geography,	20	16	80

If in the extra subjects selected by the master, say book-keeping and mensuration, he should find the following results, the school would be recorded in the first grade :—

	No. examined.	No. passed.	Per-centage.
Book-keeping,	10	7	70
Mensuration,	6	5	83

If singing and drawing be the extra subjects selected, at least the third and higher classes must have learned these subjects, and submit to examination in them. If the school be a girl's school, and the two extra subjects in needlework be selected, the same condition applies. In any of the other subjects not less than 15 per cent. of the pupils on the rolls must be presented for examination; but these pupils may be brought forward whether reading in the lesson books or not, and quite irrespective of their classification in these books. Frequently boys, who have passed through the lesson books, return to school specially to read some of these extra subjects; and occasionally boys, who have never read the lesson-books, attend for the same purpose.

NOTE.—After I had drawn up this sketch of a scheme for the future payment of National teachers in Ireland, my attention was caught by a statement in the last report of the Board of Education in Victoria. There I find the State pays to the teachers of primary schools, four-fifths in personal salaries, and one-fifth for results. The vote for the year 1867 amounted to £172,400 1*s.* 8*d.* The population of the colony was 643,876. The average daily attendance was 51·915, so that the cost of each child to the state was about £3 4*s.* 6*d.* In this colony the mixed or Irish system has superseded the denominational.

Proposed Programme of Proficiency.—Obligatory Subjects.

CLASSES ACCORDING TO LESSON BOOKS.

Subject.	First.	Second.	Third.	Fourth.	Fifth.
Reading,	Senior Division to read correctly the lessons of the first four sections.	To read correctly and with readiness all lessons up to page 130 at least.	To read any lessons previously learned with ease and correctness, and to make a fair attempt at reading the more advanced lessons.	To read any lesson in Third Book, and any lesson previously learned in Fourth Book, with ease and intelligence, and to read the more advanced lessons fairly.	To read any lesson in Fourth Book, and any lesson previously learned in Fifth Book, with ease and intelligence, and to read the more advanced lessons fairly.
Explanation and Knowledge of Subject Matter of Lesson Books.	None required.	To show that they understand what the words mean; to be able to recall the facts or incidents mentioned in the lessons, and to repeat verses from any four of the poems previously read.	To explain the meanings of words readily; to answer intelligently on the subject of the lessons; to repeat portions of at least six of the pieces of poetry selected by themselves or by their teachers.	To explain the meanings of words and phrases readily; to be familiar with the subject of the lessons; to repeat portions of at least six pieces of the poetry, selected by themselves or the teachers.	
Spelling and Dictation.	To spell orally the monosyllables in lessons dictated slowly.	To spell correctly words and clauses in lessons previously learned.	To spell all words in lessons, and write correctly two or more easy sentences, containing twenty words each. To know the first two classes of verbal distinctions.	To write correctly from Fourth or Fifth Lesson Book a passage in prose or poetry, containing at least six lines. To know the five classes of verbal distinctions in Sullivan's Spelling-Book Superseded.	
Penmanship,	To write words of three letters on slates or paper.	To write on slates or paper a fairly-formed round-hand.	To write small-hand fairly and legibly on paper.	To write a good legible hand with ease and freedom.	
Arithmetic,	To write and read any number not exceeding 100, and to add correctly three of these numbers. To repeat the addition table.	To know subtraction, and the pence and multiplication tables; to work sums in multiplication, and to write down readily *five* places of figures.	To work simple and compound Rules, including Reduction. To know the usual tables of weights, measures, money, and time.	To know Proportion, Practice, and Vulgar Fractions, and to work questions in these Rules readily.	To know Proportion, Practice, Interest, Vulgar and Decimal Fractions, and to have a fair acquaintance with Mental Arithmetic.
	N.B. — Pupils should attain to the Senior Division between one examination and the next. No pupil below this division liable to be examined.		N.B.—Girls may read Girls' Reading Book in place of Third Book.	N.B.—Girls need not learn Fractions.	N.B.—Girls need not learn Interest nor Decimal Fractions.

Proposed Programme of Minimum Proficiency.—Optional or Extra Subjects.

Grammar, — *Third Class.*—To refer words with certainty to the classes to which they belong, giving the ordinary definitions; and to point out the subject, verb, and object in a simple sentence.
Fourth Class.—To parse any ordinary sentence, giving the rules of concord and government. Example sentence: "*Nubia lies to the south of Egypt and is an equally hot country.*"

Geography, — *Third Class.*—To know the Maps of the World and the British Empire.
Fourth and Fifth Classes.—Besides information required of Third Class, to know the details of those Maps and of Europe, and to be acquainted with the relative positions of all the countries in the other continents. To explain what is meant by latitude and longitude, and the relation of the latter to time; and to be able to describe the form and the motions of the Earth.

Geometry or Mensuration. — *First Examination.*—To know the definitions and twenty propositions of First Book of Euclid; or to be able to work easy problems in the measurement of surfaces.
Second Examination.—To know the First Book of Euclid.
Third Examination.—To know the Second Book of Euclid.

Algebra, — *First Examination.*—To work easy questions in the first four Rules.
Second Examination.—To know these rules well, and to work questions in them and in simple equations.
Third Examination.—To work easy questions in quadratic equations.

Book-keeping,* — *First Examination.*—To know how to keep a Cash Account, and to write out a Shop Bill.
Second Examination.—To know how to keep cash, Personal and Real accounts.
Third Examination.—The whole of the Board's Treatise.

Navigation, — *First Examination.*—The pupil should be able to perform the ordinary operations in decimals with quickness and accuracy; to find logarithm of any number, and also to find the natural number corresponding to a given logarithm by the table of logs; to find log. sines, log. cosines, &c., of degrees, minutes, and seconds, and to find the degrees, minutes, and seconds corresponding to a given log. sine, log. cosine, &c., by the table of logarithmic sines, &c.; to evince a thorough knowledge of the points of the Mariner's Compass with respect to nomenclature and numerical values; to define true course, compass course, lee-way, variation, and deviation, and to apply the numerical corrections for them; to solve the principal questions in plane, parallel, middle latitude, and Mercator's sailings; to compute a day's work, including deviation; to determine a ship's place on a Mercator's chart from her known latitude and longitude, and also to find her course and distance from that point to the port of arrival.

* Girls may take this subject for an extra one. If they should pass in the proficiency for first examination, it will be sufficient.

May 1, 1868.

William H. Newell, LL.D.

NAVIGATION—*con.*	*Second Examination.*—To be acquainted with the trigonometrical functions of an angle, and the fundamental relations subsisting among them; to be able to name the several parts of a Quadrant or Sextant, and to explain the use of each, also to read off observed angular distances; to find the latitude by a meridian altitude of the sun or a star, and able to define the terms used in the solution.
PHYSICAL SCIENCE, .	Teacher may select mechanics, hydrostatics, pneumatics, optics, magnetism, electricity, chemistry, geology, or botany. Pupils must learn from a text-book, and be prepared to show that they are acquainted with the subject; at least, to the extent prescribed in the detailed programme.
AGRICULTURE, . .	*First Examination.*—To be acquainted with the subjects of the lessons in Part III., from page 112 to 196, and to show that they understand these lessons. *Second Examination.*—To be acquainted with the lessons in the same manner in Part IV., pp. 204 to 301.
SINGING, . . .	To be able to sing at least six school songs, and to be acquainted with the first 18 sheets of Hullah's First Book of Exercises. Pupils examined a second time to be acquainted with the whole of Hullah's Book I.
DRAWING, . . .	*First Examination.*—Half of the pupils presented to draw simple outlines from the flat on slates, and half on paper, at least equal in difficulty to Smith's outline drawing. *Second Examination.*—To draw from objects, and to perform simple problems in practical geometry.
KNITTING, . . .	To be able to knit a plain stocking.
FANCY WORK, . .	To work neatly in crochet, embroidery, tatting, worsted work.

PHYSICAL SCIENCES.—SKETCH of a PROPOSED PROGRAMME in detail.

Mechanics.—Of what mechanics treats; its subdivisions; the essential properties of matter; laws of motion; the uses of the different mechanical powers and the ordinary machines into which they enter; law of falling bodies; easy cases of composition and resolution of forces; the nature, and method of finding the centre of gravity; the nature and use of the pendulum.

Hydrostatics.—The nature and pressure of fluids; how to find the hydrostatic pressure in simple cases; use and power of Bramah's press; the condition of the surface of a fluid at rest; the nature and use of ordinary levels; specific gravity; balloons and floating bodies generally; the nature and mode of action of vertical waterwheels.

Pneumatics.—The nature and leading properties of air; the diving bell; the condenser; air pump; the nature of the barometer; the varying atmospheric pressures at different heights; the mode of action of a common pump; how a syphon acts; how sound is propagated; its velocity in air and water; how it is reflected; how the different notes of the gamut are produced by a different number of vibrations.

Optics.—How light is propagated by waves of ether; what is meant by a ray; a focus; how light is refracted; the principal kinds of lenses; how they collect and disperse rays; how they magnify and diminish apparently; the nature of simple microscopes; how a common telescope acts; the three principal kinds of mirrors, and how they form images; the nature and leading properties of the spectrum; a popular knowledge of the rainbow and the eye.

Magnetism.—To know how common magnets may be made; to understand the nature of poles and their action on one another; the nature of the two magnetic fluids; dip or inclination; variation or declination; agonic lines; how a ship's compass acts.

Electricity.—How a body may be electrified by friction; the states of the body and rubber; the nature of conductors and nonconductors; insulation; to describe the use and mode of action of the different parts of a common electrical machine; to explain the Leyden jar; the use and mode of action of lightning conductors; induction.

Galvanism and Electro-Magnetism.—How to construct a Voltaic pile; how the electricity is disengaged; how the current passes in a Voltaic couple; to know what are poles or electrodes; to explain some one battery; how a current acts on a needle; how a needle may be deflected and thus a telegraph constructed; the leading features of electrotyping and electrogilding; how the printing telegraph registers its signals.

Chemistry.—To know what is meant by elementary body; to name the simple gases and explain how each may be made; the leading properties of oxygen, hydrogen, nitrogen, and chlorine; to know what is meant by the words oxide, acid, salt, and the composition of some three of each; the nature of chemical action; the method of forming carbonic acid, hydrochloric acid, sulphuric acid, and nitric acid, with the nature and properties of some three salts of each; to write the chemical symbols for the more easily expressed chemical compounds, as common salt, saltpetre, washing soda, sulphate of iron, &c.

Geology.—Principal divisions and subdivisions of rocks, with the characters. The application of the words rock, strata, stratified, sedimentary, aqueous, conformable, unconformable, fossil, fossiliferous, palæozoic, mesozoic, cainozoic; how stratified and igneous have been formed; how hills, mountains, valleys, volcanic cones, sands, sandstones, limestones, coals, clays, granites, &c., were formed; to know how wood or animal matter is petrified; to know what is meant by the order of the strata; to draw up a table of British strata; to point out on the geological map the Irish rocks; to name the leading fossils of each formation.

Botany.—Of flowering plants, the organs of growth and nutrition such as the root, stem, leaf, bud, and their appendages; organs of reproduction, as flower and its various parts such as calyx, corolla, stamens, pistils, fruit, and seed; and of flowerless plants, their nature and principal divisions; also a little of systematic botany, and a few leading *orders* which would include many of the kinds commonly met with.

OBSERVATIONS on the FOREGOING SCHEME.

It may be objected to this scheme that, as it requires the Inspector to examine every child, and decide whether he shall pass or not, it would be simpler and more useful to pay for every child so passing a definite sum, as is done in England. And it might be argued that by so doing we would secure to the teacher the exact remuneration to which his successful labours had entitled him; whereas, according to this scheme, if the gross per-centage of proficiency fall a little below the minimum for first grade, the school is placed in second, and the teacher no more highly rewarded than if he had barely attained the minimum for second grade —and so also with second and third grades. This latter assertion is undoubtedly true; and, if the teacher were paid solely by results, I admit its force would be very great; but the case is materially altered when we remember that only a portion of the teacher's salary is proposed to be made dependent on the grade of his school, for it is obviously not a whit more unjust to the teachers to pay one portion of their salary according to the grade of their schools, than to pay the other portion according to their personal rank; and no one will, I presume, argue that subdivisions of rank should be made to meet every shade of individual merit or acquirement on the part of the teachers. If a teacher at examination fails to get into the first class by ever so slight a deficiency, he is not unjustly treated by being placed in second, because another man who has barely passed the prescribed minimum for second is also placed in that class. The line must be drawn somewhere, other-

wise it would not be difficult to establish, by a very simple sorites, that all teachers ought to be placed in the first rank.

Starting then with the assumption, or rather the fact, that there is nothing more unjust in "grading" the schools, than in "classing" or "ranking" the teachers; let us proceed to compare the mode of payment by results adopted in England with that suggested in this scheme.

The first question is, "What is meant by results?" Are we to take into consideration the whole results or only a part? I presume that, if the whole results can be estimated with certainty, and without unnecessary complication of details, it will be admitted that the whole ought to be considered. I may go further and say that the Committee of Council in England would scarcely have reduced results to the simplest elements, if a plan had been before them by which with equal, or nearly equal, simplicity the whole educational worth of a school could have been appraised. It would not be a rash assertion to say that mere instruction in the elements of knowledge is but a small portion of the "results" of the labour of a skilful and conscientious teacher, and that to measure his remuneration by his success in conveying such instruction is a very imperfect and inadequate mode of rewarding him. It is not the object of this paper to discuss the principle of the English system of payment, and yet it is difficult to avoid doing so. But it is necessary to define exactly what is meant by "results," for the very form of expression is calculated to mislead the judgment.

Undoubtedly the first "result" of the teacher's labours—using the term "result" in its full and proper sense—is his own cultivation. The acquirement, whether of general or technical knowledge, which is the "result" of his own earnest study pursued through years, surely ought not to be disregarded. It is no answer to say that he is indirectly paid for it by the larger number of "passes" which his superior skill will enable him to secure, or by the larger salary which school managers will be willing to pay to men of superior attainments. Teachers of inferior general attainments may be—and not unfrequently are—just as successful teachers of reading, writing, and even of arithmetic, so far at least as is required by the revised code, as men of far superior personal intelligence and cultivation; and, if the former can secure as high a per-centage of "passes" as the latter, what inducement is there for managers to engage the more accomplished teacher at the higher salary? Of what use then are the superior accomplishments? The truth is, that in nine cases out of ten, the contract between manager and teacher will be regulated by the same laws that regulate ordinary contracts for labour; and, if a man of inferior intellect and attainments, trained to teach the "paying subjects" mechanically, can be had for a low rate of remuneration, managers will no more think of paying a higher rate to teachers of superior accomplishments, than builders think of encouraging intellectual bricklayers, or farmers of rewarding the superior mental endowments of studious reapers. Intellect will have no more advantage than it can secure by greater readiness in mastering mechanical details, for once that is secured there will be no further stimulus for exertion.

It is needless to devote argument to proving the advantage of having an intellectual class of teachers in the service of the nation. If we are to be content with instruction in the merest instruments of knowledge, then, no doubt, mechanical drudges will suffice; but if we are to have National *education* in the true sense of the word—if our schools are to afford to the youth of the nation the means of obtaining such an education as will make them intelligent and useful citizens, and open to them the prospect of advancement in the world, we must have teachers capable, not only of imparting instruction in the elements, but capable of awakening the youthful faculties, of moulding the character, of guiding the will, of influencing the moral nature of the children—in a word, capable of affording that *education* of which mere literary instruction forms but a small part.

This is the first "result" we should aim at and reward; and, viewed in this light, the personal salary proposed in this scheme becomes a "payment by results" of the very highest significance.

Again, how important, especially in Ireland, is it to train up the young to habits of order, cleanliness, and regularity. The man who would bestow on the Irish people these precious gifts, who would make them orderly, cleanly, and punctual, would bestow a boon on the country infinitely more valuable, in its present state, than the limited allowance of reading, writing, and arithmetic, which is considered the "result" of education in England. And shall we consider that we are paying our teachers by "results" if we do not endeavour to include their efforts to inculcate such habits in our estimate of their worth? I cannot conceive a greater blunder than to omit from our requirements the necessity of close and constant attention by the teachers to the cleanliness of the school-room and of the pupils, and to the order, discipline, and regularity which are characteristic of the well-conducted school. Let our teachers understand that these essential branches are to enter into the estimate of their worth, *and to affect their salaries*, not by way of occasional gratuities for exceptional merit, but by actual appraisement at every inspection and incidental visit, and we shall see a revolution, within a few years, in the aspect and discipline of our schools. This is a "result" well worth paying for, but which obviously cannot be made the subject of individual examination.

We now come to the purely literary subjects of instruction, and we have to consider whether it is better to pay for each individual "pass," or to group the results of the examination in the manner pointed out in the scheme. On this point the precedent of the Revised Code is cited with the fullest force, and I am tempted into a discussion of its merits or demerits, which would carry me far beyond our present purpose. Let me be content with saying that I regard the English system rather as a beacon to warn than as a light to guide us; that, however its simplicity may please, or its practical nature may satisfy the mere utilitarian instinct of the day, its effects must, in my opinion, be equally disastrous to teacher and pupil. But, granting that the system is good, and that it works well in England, we must not forget the very wide difference that exists between the two countries. It must suffice to indicate some points of this difference.

In England the State pays the committee or the manager; in Ireland the State pays the teacher. This is a most important distinction. There is not, of necessity, any direct connexion in England between the passing or failure of a child, and the teacher's salary—the School Committee lose or gain so much, the teacher's salary need not be affected thereby; but in Ireland, if the same system were introduced, every child who failed would thereby reduce the teacher's salary by some definite amount. Every rejection of a child by the Inspector would be a fine, inflicted by his sole judgment, upon the teacher, and a feeling of distrust and bitterness would soon spring up where now confidence and harmony prevail. Of course, the rejection of a child under this scheme would have a somewhat similar effect, but it would have it *indirectly*, and that makes a very great difference. The objection is to bringing the Inspector, or the State, and the teacher into personal contact over every individual child. Even the most careful and conscientious Inspectors would make mistakes, pass children who were but poorly prepared, and reject others who really knew the business. Under this scheme these errors would correct each other, and the average result would be generally accurate; but, according to the English system, the teacher would regard all who had passed as undoubtedly well prepared, and would regard many of the rejected as unfairly dealt with, especially if he knew some of the latter to be as well or better prepared than some of the former. He would not say to himself, "Well, on the whole, the result is fair; for if some have been rejected who ought to have passed, others have passed who should have been rejected;" but he would regard all who had passed, whether

justly or not, as only his right, while he would brood over the injustice of excluding some who, perhaps, ought to have passed also. Thus there would undoubtedly be a vast deal of dissatisfaction, if not of a worse feeling, excited by making the teacher's salary depend directly, as it would in Ireland, on the "passing" or failure of each individual child.

Again, all the evils of favouritism to intelligent pupils, and neglect of the dull ones, which are so happily banished from our well-conducted Irish schools, would be restored in tenfold intensity. The teacher would, perhaps not unnaturally, look with peculiar favour on the pupil who had added to his income, and regard with scant favour the luckless wight whose dulness or timidity had curtailed it.

The independence of the teacher, too, would be imperilled. His interest would make him subservient to the pupil, who could, by absenting himself from the inspection, deprive him of the result of his pains and care. Already this is felt in a minor degree; when the average attendance is trembling on the verge of the minimum, the teacher cannot insist on the payment of fees—for, if he does, the children will be withdrawn, and his salary will be reduced.

Possibly all these injurious effects are experienced in England—but there the Committee interpose between the parents and the teacher. No doubt, also, similar effects would be felt under the operation of this scheme—but these effects would be materially mitigated by making the "payment by results" depend on the grade of the school, or the collective answering of the pupils, instead of on the individual proficiency of each child.

Again, in England, where the teacher is protected by a special contract with his employers—determinable only on due notice—his salary is regularly paid, whether the school have been inspected or not. In Ireland, if payment by results, pure and simple, were adopted, the teacher would not get his salary till some time had elapsed after each inspection of his school. This would at best be but half-yearly; certain to occur at irregular intervals; and also certain to be frequently delayed from unavoidable causes. Now, even at present when the teachers are paid quarterly, and, notwithstanding occasional complaints, paid with regularity, there is a strong feeling that monthly payments ought to be substituted. What then would be the effect, on the teaching body, of a change which should deprive them of their fixed salaries paid quarterly, and substitute fluctuating salaries paid at irregular intervals, but, in no case, with a less interval than six months? Surely it is not necessary to enlarge on this aspect of the question. One of the strongest arguments in favour of payment by grade of school, as suggested in this scheme, contrasted with direct payment for individual proficiency, is, that under the former system the teacher can be paid quarterly—or monthly if desirable—a mode of payment wholly impossible under the latter. Of course, this difficulty might be met, as in England, by making the payment to the Committee, but unfortunately the local machinery does not exist in Ireland. Managers, as a rule, can with difficulty be induced to expend a few shillings to replace lost slates or broken glass in the school-houses—is it likely that they will undertake to advance fixed salaries to teachers on the security of a grant contingent on the result of the next inspection?

But perhaps the greatest objection to direct payment for individual proficiency is the certain effect it would have to degrade the character of the instruction. If such a system of payment be adopted the course of examination will be inevitably limited to the bare elements of knowledge—to reading, writing, and arithmetic. Two causes will unite to produce this result—the precedent of the English practice will be overwhelming—and these subjects are undoubtedly the best adapted for individual examination. In fact, the same reasons which originally caused their adoption in England as the standard subjects would be equally powerful in this country, and backed by the English precedent, would be irresistible. Here again I am tempted into a discussion of the principle of the English system, which I must avoid; but I cannot refrain from observing that at best it is but a system of payment by *partial* results; and from expressing an earnest hope that the curriculum of the Irish schools may never be degraded as has been done in England. We have abundant proof in this country that the soundest instruction in the essential branches is compatible with an extended course of instruction in other subjects. The scheme under consideration provides that these extra subjects shall be taught only in the higher grades of schools, and only to the senior classes, thus removing what many have considered a blot upon our system—and that even in the higher grades of schools, they shall only be permitted, or, at least, only rewarded, when found in conjunction with superior excellence in the obligatory subjects. With such precautions against abuse it would seem at once arbitrary and cruel to say that henceforth these subjects should be wholly neglected, and there can be little doubt that neglected they would be if not encouraged and rewarded by the State. If the intelligent and energetic school committees of England have failed—as there is too much reason to believe—to maintain a high standard of education against the depressing influence of the Revised Code, how could we expect that the teachers of Ireland, for with them the matter would rest, would be able or desirous to uphold the prestige of their schools against a similar adverse influence.

I may go one step further, and claim for the scheme under consideration that it secures a uniformity of instruction in the essential branches, which is by no means compulsory in the English schools. There, payment might be made for results in reading and writing, although the pupils might be indifferently prepared in arithmetic. *Under this scheme every subject and every class must be efficiently taught.*

In conclusion, the English system has been framed in entire disregard of the interests or feelings of the teachers. The State requires a certain educational work to be done, and, in the true commercial spirit, enters into contracts for its performance. The contractors look about for workmen, more or less skilled, whom they engage to do the work; they make their bargain with them just as a railway contractor engages a navvy; and when the work is done the State pays the stipulated contract price, and there the matter ends. This may be a mode of proceeding likely to recommend itself to the commercial mind of England, but in Ireland we have no such commercial spirit. We have not the contractor to take up the work and advance the money; and possibly before long we should not have the workmen willing to seek employment on his terms. The ardent temperament of our countrymen clings to persons rather than to things, and the teacher in Ireland who shall render the best service to the State must be dealt with as an individual, recognised as holding an important place in the educational staff of the country, and as one whose feelings are by no means to be slighted or left out of consideration when framing a scheme on which his remuneration is to depend. The work of teaching has its own trials, neither few nor light, and the teacher requires more than other workers to be sustained by the sympathy and approval of those whom he serves. I have reason to know that the best English teachers resent the entire loss of their personality and the total disregard of their feelings shown in the Revised Code, and that many of them have left and are leaving the profession in consequence; and if this be so in England, who that knows Ireland can doubt for a moment what would be the result here?

That the payment of the teacher should be proportioned to the success of his labours is what I have always advocated, what it has been indirectly and somewhat clumsily sought to attain by our system of classification, and what, in the interest alike of teacher and pupil, I hope to see more completely carried into effect; but I most earnestly deprecate the introduction of the English method of payment into this country. Let us pay our teachers honestly on the *whole* result of their labours, as is proposed in this scheme—not on the *partial* results of their instruction, as is done in England.

TENTH DAY—DUBLIN, SATURDAY, MAY 2, 1868.

May 2, 1868.

James Kelly, esq.

PRESENT:

The Right Hon. The Earl of POWIS, *Chairman.*

The Right Hon. and Most Rev. The Lord Bishop of MEATH.
WILLIAM BROOKE, Esq., M.C.
Rev. DAVID WILSON, D.D.
Rev. BENJAMIN MORGAN COWIE, B.D.
JAMES GIBSON, Esq.
JAMES ARTHUR DEASE, Esq.
SCOTT NASMYTH STOKES, Esq.
WILLIAM K. SULLIVAN, Esq., PH.D.
LAURENCE WALDRON, Esq.

GEORGE A. C. MAY, Esq., Q.C., D. B. DUNNE, Esq. } *Secretaries.*

JAMES KELLY, Esq., one of the Secretaries to the Board of National Education, sworn and examined.

3040. *The Chairman.*—What portion of the duties in the Secretary's office devolves on you as distinct from your colleague?—We discharge very much the same duties from time to time. In my absence or in his we take up each other's duties. The correspondence branch of the department more particularly devolves on me: attendance on the committees devolves on me—the Finance Committee, the sub-committee, and the Agricultural Committee—I attend them all. My colleague attends them in my absence. The inspection correspondence more particularly falls to his share, and all matters connected with the inspection department more immediately devolve on him.

3041. I think we understood from Dr. Newell that he attended the Board meetings?—At present he does. That is an arrangement made more for the convenience of either of us than arising from any special directions—there is no direction to that effect. I used to attend the Board meetings for some years previous to Mr. Cross's death, when he was not able to attend them; and I also attended during Mr. M'Creedy's illness. When Dr. Newell was appointed Secretary, I, for some time subsequently, used to attend the Board, and I then thought it would be well for him to have an opportunity of attending.

3042. Is the arrangement at present existing—that Dr. Newell should attend the Board—a matter of arrangement between him and you?—Yes, a matter of arrangement between us.

3043. Is the correspondence department in your division of the office?—Yes.

3044. Will you explain generally the way in which you deal with it?—Each morning the letters from the different parts of the country are received by the corresponding clerk—the chief clerk—he opens them and hands them over to the clerk to register. That clerk takes the name of the writer and the subject of the letter, and he then gives it an official number. The chief clerk refers the letter to the particular office from which may be required information with regard to it. If the subject of the letter is a question of salary—a question of the non-payment of salary to a teacher—the letter is referred to the salary department to ascertain why the salary was not paid, and so in the various subjects of the letters. After that, the letter is sent down to me to note an answer. I then note the answer, if the subject be one over which I may exercise jurisdiction. If I consider I have not power to do so, I refer it to the Board or to the Resident Commissioner.

3045. In case of a division of opinion in the Board has it ever arisen that protests have been made by the minority against the decision of the Board?—Yes, in two or three or four instances, I believe.

3046. Were these protests entered on the minutes?—They were. I think for the most part they are entered in a general way, stating that such and such a member entered a protest against the decision of the Board. The protests were entered on at least one occasion, *in extenso.*

3047. On the occasions to which you refer, were the protests written papers?—On one occasion, I think, a written paper was received: on the other occasions, as well as I remember, they were not. The members of the Board protesting read some papers, but I don't think these were entered on the minutes.

3048. Were those papers preserved in the office?—On two occasions I know they were not. The members took the papers away with them.

3049. What was the occasion on which the protest was recorded on the minutes?—Do you mean the name of the member of the Board protesting?

3050. The names of the member of the Board, or the general subject of the protest?—I think the member who protested was the Rev. Dr. Henry. It is some time since, and my memory may not exactly bear me out.

3051. On the other occasions to which you refer were the protests those of a single member, or were they the protests of several members?—On one occasion there were three members who objected; on one occasion, I think, only one.

3052. Will you supply an answer to this question—the occasions on which protests have been made, the subjects, and the names of the members protesting?—If you will allow me to have access to the minutes, I will. It strikes me that a return already asked for by the Commissioners will give the required information.*

* The answer to question 3,052 was subsequently supplied by Mr. Kelly, as follows:—

In the year 1861 Mr. Gibson protested against the insertion in lease of a clause binding the parties to such other and further Rules of the Board as may be framed in strict accordance with the fundamental principles of the system.

1861. The manager of a National school having complained that the Inspector went to the house of parents of Protestant children for the purpose of inquiring whether it was with the parents' knowledge and consent that their children remained in the school during the time for religious instruction of Roman Catholics, and whether the parents had received the notice required to be sent under Rule 16, Part I., Section IV., of Rules of Commissioners; and the Commissioners having decided that the Inspector had not exceeded his duty—

Mr. Gibson recorded his dissent from that decision.

1862. The Board having ordered that the infants' department of the Dunmanway model school shall be considered a branch of the girls' school, under the general superintendence of the mistress of the latter, having two assistants and two monitresses to conduct the infant school—

Mr. Gibson objects to this decision, stating the ground for his dissent. (The grounds for dissent not entered on the minutes.)

" Application made to have Newcastle adult evening school, county Limerick, which is not connected with any National day school, recognised as an independent night school, conducted by a master not a teacher of any National day school, who is to receive salary from the Board according to his class—

The Commissioners decline to grant the required aid.

" Mr. Gibson states he was under a misapprehension with regard to the application lately before the Board for an increased grant to the Newcastle adult evening school, and that he now desires to enter his protest against any aid being given to that school for reasons which he assigns. (Reasons not entered on minutes.)

May 2, 1868.

James Kelly, Esq.

3053. If you will give the information, it will answer better—has any instance occurred in which the Board was called on by the Executive Government to reverse the decision of the Board?—There was a case of that kind recently.

3054. What was that case?—It was a case in which a teacher who had been accused of being connected with Fenianism had been restored, and permitted to resume his duties. A member connected with the Government here, wrote to say that he thought it was an improper decision.

3055. What action was taken on that remonstrance?—I cannot say at this moment exactly what was done. I can supply an answer.*

3056. Do you consider the system of having two Secretaries a convenient one for the office?—I don't see any inconvenience arising from it. One Secretary would not be sufficient to discharge the duties, and in that case there should be either another Secretary, or an assistant Secretary—which would come very much to the same thing. I don't find any inconvenience arising from it.

3057. Is it necessary for the efficiency of the office to have two Secretaries?—I should say so.

3058. Is the annual estimate that is sent to the Treasury prepared in your department or in that of your colleagues?—We are both present at the preparation of it, as well as the Chiefs of Inspection, the accountant, the bookkeeper, and the Resident Commissioner.

3059. Has the Board the power to apply the savings in one item of expenditure to cover excess in another?—They have always done so.

3060. Does the Treasury merely require them to keep within the sum total of the estimate?—Merely.

3061. Does it frequently occur that a large amount is transferred from one item to another in the expenditure of the year?—No, indeed. The estimate is made out with tolerable accuracy, as far as it possibly can, but it is not possible say exactly the amount that may be required. For instance, the teachers' salaries, which are a very large item of expenditure, must be calculated in a very rough way, for you cannot anticipate the changes of classes and the payments made

1862. The Lord Bishop of Derry objects to a grant to a convent school, the non-vested National school having been closed and the pupils transferred to the convent school sought to be placed in connexion with the Board.

,, The Commissioners having decided that teachers are not at liberty to receive children as pupils, the father having notified to the master and mistress his desire that his children should not attend the schools—

Mr. Gibson directed that his dissent from that decision should be recorded. (His reasons are recorded on the minutes.)

1863. The Board consent to alter a previous decision dismissing the head master of a model school, provided he expresses his regret for his conduct—

The Bishop of Derry records his conviction that he should not be retained.

,, The Board having agreed to the abolition of triennial grants of free stock. That managers shall be bound to keep stock at reduced prices for sale to pupils. That in case they shall fail to do so the value in books shall be sent to the school, and the amount deducted from the teacher's salary. That a certain per-centage shall be allowed to the teacher when the sale stock is paid for by him—

Mr. Gibson objects to any alteration in the existing arrangements.

,, The Board having agreed to the insertion of a clause of surrender on repayment of grant—provided the local funds in aid of grant shall have been subscribed by grantor—

Mr. Gibson, by letter, records his objection to insertion of any clause of surrender different from that contained in general form of lease sanctioned by Board.

,, The Rules of the Board, as re-arranged, having been submitted for approval—

Mr. Gibson objects thereto, giving reasons for his objections by letter.

The Bishop of Derry also reads a paper stating that he considers it inexpedient to alter rules of 1855, especially as regards grants to convent schools and payment of pupil teachers therein.

,, The Rev. John Hall and Mr. Gibson object to new rule as to appointment of first class monitors in very large and highly efficient schools.

1864. The Rev. Dr. Henry, by letter, also records his dissent from recent changes in Rules as regards conventual schools.

The Bishop of Derry also dissents from change of Rules, 1855.

Mr. Gibson also dissents from reply agreed to by the Board to the Lord Lieutenant in answer to his letter calling for information on the subject of alleged changes of Rules, regarding which a deputation waited on him.

,, The Bishop of Derry disapproves of grant to Donegal National school.

1865. The Bishop of Derry, the Attorney-General, and Mr. Gibson, send in letters setting forth reasons why the permission asked by the manager of a school should not be granted, viz., to take a class into an adjoining room for religious instruction, during the time secular instruction was going on in school-room—when the latter is not interfered with; and stated that the liberty sought is only intended to be used occasionally.

The Board having decided that there is nothing in the proposal at variance with the rules, or spirit of the National system, provided certain conditions are observed—

The Rev. John Hall proposes an amendment, which is not seconded.

1866. The Bishop of Derry dissents from change of rule, Part I., Section IV., Rule 2, as regards attendance of pupils at religious instruction. Rev. Dr. Henry, Rev. J. Hall, and Mr. Gibson, also dissent from decision as to change of rules as to religious instruction.

,, A motion to repeal Rule No. 14, Rules of 1863, as to classification of teachers, having been carried—

Mr. Gibson requests by letter, that if carried, his dissent may be recorded.

,, The Bishop of Derry, by letter, dissents from making provision in estimate for the several matters proposed in Right Honorable C. Fortescue's letter.

,, Mr. Waldron dissents from decision of Board approving of the general principle of placing the attainment of a knowledge of classics and French within the reach of the poorer classes, provided it can be done without injury to primary instruction in National schools.

1867. Mr. Gibson dissents from explanation of rule as to religious instruction given by Board. 1st, That when the teacher is a Protestant and the pupil a Roman Catholic, or *vice versa*, the dissent of the parent is implied. 2nd, When the teacher and pupil are both Protestant, whether of the same or of different denominations, dissent is not implied, and religious instruction may be given unless the parent expressly forbids it, and that in each case dissent may be modified by an entry of parent in the Certificate Book of Religious Instruction.

,, The Commissioners having approved of the memorandum drawn up by the Resident Commissioner on the subject of introducing the teaching of classics into National schools, and having directed that a copy of it be sent to the Lord Lieutenant, also that an application be made for means to carry out the proposed plan—

Dr. Henry and the Bishop of Derry dissent from the resolution, inasmuch as it connects the introduction of classics with the establishment of model schools, under the terms of the letter of the Right Honorable C. P. Fortescue.

,, Mr. Gibson, by letter, expresses disapproval of many pieces in the "Poetical Selections" now under consideration.

,, Dr. Henry, by letter, disapproves of the "Poetical Selections."

1868. Dr. Henry, by letter, objects to issue of new Reading Books as they now stand.

,, Mr. Gibson, by letter, objects to Fifth Book of Lessons as it now stands.

* The answer to question 3055 was subsequently supplied by Mr. Kelly as follows:—The Board in deference to the opinion expressed by the Lord Lieutenant, viz., that the teacher of the school in question was unfit to be the teacher of any National school, dismissed him from their service.

during the year; but still I think, perhaps, £2,000 or £3,000 might be the excess.

3062. Do you present to your Board, at the end of the year, an abstract showing what the actual expenditure under each head has been, as compared with the Parliamentary estimate?—We send it to the Audit Office.

3063. Could you furnish the Commission with that statement for last year?—The amount expended, and the amount required for each service?

3064. The amount of the estimate sent up to the Treasury under each head, and the amount of the actual expenditure, when the year's accounts were closed?—For the year '67–'68?

3065. Yes.—It strikes me that a very large amount of money will be now in course of payment—the March quarter's salaries. Perhaps the entire of that should be included, for though not paid within the year, it was a liability incurred within the year. Our financial year terminates on the 31st March, and the salaries for the quarter ending the 31st March are being paid, and are not completed for that quarter.

3066. I mean the expenditure which you must send up to the Treasury as relating to the estimate of the year '67?—'67–'68?

3067. '67–'68?—I can give you the estimate, but the total amount expended I will not be able to give you until the payments are completed for this past quarter.

3068. Would it be more convenient to give the statement for the previous year?—It would, if '66–'67 would answer.

3069. It would answer as well.*

3070. Are you cognizant from the correspondence in the office if there are many instances in which a difficulty has arisen in getting proper sites for schools?—I am; in very many cases there has been great difficulty.

3071. Do many cases arise in which landowners who are willing to give sites for schools are not able to do so from having only a limited interest in their property?—There are such cases.

3072. Do you think it desirable that increased facilities should be given to landowners to enable them to give sites for schools?—Certainly. The Commissioners have in many instances been obliged to accept sites which might be considered unsuitable for schools, in consequence of the inability to give leases, and also from the fact that certain persons who have the power to give leases, are unwilling to do so. For instance, the Commissioners were obliged to take sites in connexion with houses of worship.

3073. Have the Board ever considered the propriety of endeavouring to get an Act like the School Sites (England) Bill?—I dare say the matter has been talked of. I don't know that it ever came formally before the Commissioners.

3074. Since you were appointed Secretary have any complaints of proselytizing in schools come before the Board?—Yes; in a few instances—very few instances. My recollection is that the charges were not established.

3075. You think that in no case the charge was established?—I think it was not.

3076. Did these complaints come exclusively from one religious body?—No. I think not.

3077. Have you anything to do with the revision of the books belonging to the Board?—I had scarcely anything to do with it, though I was appointed a member of the Committee. From one circumstance or another I had nothing, I may say, to do with it.

3078. Is anything going on now with reference to the bringing out a new edition of the books?—Several of the books have not been finally approved by the Board.

3079. Have the First, Second, Third, and Fourth Books been approved by the Board recently?—I think they have.

3080. What books are under consideration just now?—I think the Fifth Book, and the First Book of Poetry, are now under consideration.

3081. In what manner are these new editions brought before the Board—how are these revised books approved?—After the Committee has decided on the books, they are put in type, copies are sent round to each member of the Board, and it is put in the programme that such a book is to be considered at the next meeting of the Board.

3082. Mr. *Gibson.*—There is one particular department in which you have charge, and in which the other Secretary has not—I mean the department of agriculture?—I said I attended the Agricultural Committee.

3083. Can you tell the Commission what has been the usual practice with respect to protests of the Board—whether the practice has been uniform or not?—It has not been uniform, inasmuch as I stated that on one occasion a written protest was received, and that on more than one occasion subsequently the Commissioners refused to receive a written protest; but they did not object to the protest being entered in a general way; that is to say, that such a member protested against the decision of the Commissioners.

3084. Will you say what you think of the advantage of having two Secretaries over one, assisted by a competent staff in the office?—In the first place, the duties are sufficient for two; secondly, in case of the absence or illness of one, the duties should be discharged either by a co-secretary or an assistant-secretary, which would be very much the same thing.

3085. If I understood you aright, I think you intended to intimate that the estimate was prepared by the heads of the different departments in the office, with respect to the special details of each department?—The estimate is not prepared by the heads of each department; but the heads of each department are present at its preparation. The estimate of the coming year is founded on the estimates of the previous year. The accountant prepares it, and gets all the information he can from the different departments as to what might be required for the succeeding year. The estimate is prepared in a rough way by him.

3086. Can you state by whom the special compilation of the books of the revised edition was prepared?—They were in most part prepared by the late Mr. M'Creedy, by two Inspectors, Messrs. Robinson and Gillic, assisted by a clerk appointed for the purpose.

3087. Were the professors of the Board consulted on the subject at all, so far as you are aware?—Do you mean the revision of the scientific books?

3088. That has not taken place yet?—It has not taken place yet.

3089. So far as the revision of the books has, up to the present, proceeded, have the professors had anything to say to it?—They have not.

3090. Do you think they were competent parties to whom a revision of the reading-books, First, Second, Third, and Fourth, might be entrusted?—I should say they must be very competent persons, inasmuch as some of them are the authors of several books themselves. Dr. Sullivan, for instance, has written books which have obtained the highest approval as school-books.

3091. But independent of the fact that the professors are the authors of several books, would not the fact of their being professors having charge of the training and other schools, be sufficient to qualify them for having charge of the revision of the books to be used in the schools throughout the country?—I should say, certainly.

3092. Rev. Dr. *Wilson.*—You have stated that the majority of the Board have refused to allow the protests of the minority to be recorded?—They have refused the protests to be received *in extenso.*

3093. That is to say, they allowed the fact of the dissent to be recorded, but they did not allow the protests to appear on the minutes?—Quite so.

3094. Do any communications pass from the Execu-

* The answer to this question will be found in the Appendix to Evidence, No. VIII.

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James Kelly, esq.

tive Government to the Board, that would show a desire on their part to use the Board in any way for political purposes, to your knowledge?—Not that I ever heard of.

3095. Then any suspicion that such a thing existed would be unfounded and unjust, in your opinion?—I know of nothing that would warrant such an opinion.

3096. You stated that there have been allegations as to cases of proselytism having taken place in schools, but that no such charges were proved to have any foundation?—Not to my recollection.

3097. Is Judge O'Hagan one of the Commissioners?—He is.

3098. Did you hear that a statement was made by him as a Commissioner, when he was Her Majesty's Attorney-General for Ireland, in his place in the House of Commons, that no such thing ever took place?—I did.

3099. Mr. *Stokes.*—Are you acquainted with the system of keeping accounts in the schools?—Not well—do you mean the accounts of the attendance of the children?

3100. No, the financial accounts?—Is it in the schools in the country?

3101. Yes, in the schools through the country?—I am not familiar with the system. The accounts of the schools through the country would be merely an account of the receipts of the schools by the teachers.

3102. Do the Commissioners require no returns of the accounts from the different schools through the country?—They do, from the managers of schools as to the amount of fees paid to the teachers.

3103. Do they require no more?—No more.

3104. Would you consider it an abuse, if the entire sums given by the Commissioners for the teachers were not applied for the benefit of the teachers?—I would, certainly.

3105. How would you check that abuse?—There may be several ways of checking it—either by paying the teachers directly, or by removing that manager who would be guilty of such an abuse from the management of the school.

3106. Has the Board any fixed course of proceeding in such cases?—I don't recollect a case occurring of that nature.

3107. Would you consider it an abuse if the rents of the school-houses were paid out of the salaries awarded to the teachers?—I think that would depend very much on the nature of the agreement existing between the manager and the teacher.

3108. Am I to understand that the Board would not object if a teacher voluntarily paid the rent of a school-house out of his salary?—I think they would.

3109. Are there many cases of that kind?—I think there are. There is a return called for, from which the number will be shown.

3110. In what way does the Board insist on the repair of school-houses?—The non-vested schools, and the schools vested in trustees, must be kept in repair by the localities. If non-vested schools be suffered to fall out of repair, either the salary is suspended, or the grant is withdrawn from it.

3111. Would the Board object to the repairs being done at the expense of the master?—I think they would.

3112. Have they any fixed rule to that effect?—There is no positive rule among the rules and regulations of the Board to that effect; but if such a case came before them I think they would object.

3113. Have you any means of knowing the total cost of a school in any year—including repairs, rent, salaries, and all the items of expenditure?—That is the cost to the Board?

3114. The cost to the school, I mean?—The annual report will show that.

3115. How is it collected, if you don't require returns of the accounts from the different schools?—There are returns from the managers as to the amount of the local contributions to the teachers' salaries.

3116. Does the Board in any way ascertain the total income of the teacher of each school connected with it?—Yes.

3117. Does the Board keep a record of the returns from all the schools?—Yes.

3118. Does the Board record the expenditure of every school connected with it?—I don't think the expenditure under the head of repairs, is shown in the annual report, but the total income of the teachers appears in the annual report.

3119. Do the reports show more than what the Commissioners give to each teacher?—Yes.

3120. Do the reports show more than the school fees and the grant from the Board?—And the local contributions.

3121. Mr. *Gibson.*—I believe in each school the teacher is bound to give an exact account of all the emoluments received from the school, and the Inspector examines his account at each visit?—He does.

3122. In the roll-book of the school?—I don't know that the Inspector examines as to the payments made by the scholars.

3123. In every week is not the teacher obliged to enter an account of the payments received from the scholars?—He is.

3124. And that account is returned to the Board?—It is returned from the manager of the school.

3125. Are the repairs of schools ever considered to be part of the duty of the patrons and not of the public, except as to the vested schools which are vested in the Board themselves?—The repairs of non-vested schools, and of schools vested in trustees, are to be made by the locality.

3126. I always understood that in the case of non-vested schools the only grants from the Board were books and other school requisites?—The Board grants salaries to the teachers in addition.

3127. The Commissioners are the trustees of the vested schools?—The returns come from these schools as they do from the non-vested schools—from the local manager.

3128. Does the teacher give any receipt for his salary to any party?—He gives a receipt to the Board.

3129. Of course that is a guarantee that he received his salary?—Perhaps not. I shall tell you the course adopted. The returns are sent out, and where there is no notice in the office of a change of teacher—in order to save time, and to allow the office to pay the salary—a receipt is sent for the full amount to the teacher who may be in office for the quarter. He signs the receipt before he gets the money, and the money is afterwards sent by a Post Office order to the manager in his (the teacher's) own favour. The receipt is, in seven out of ten cases, signed by the teacher, and countersigned by the manager before the money is paid by the Board. In that sense the receipt is no guarantee of the receipt of the salary by the teacher.

3130. Whose is the hand that actually receives the money?—The Post Office order is drawn in favour of the individual teacher to whom the salary is due; but it is sent to him through the manager of the school.

3131. The *Chairman.*—Supposing by any accident the money or the Post Office order should not be claimed by the person to whom it was made payable, would the money at the end of the year be refunded by the Post Office?—I am not quite sure what the rule of the Post Office would be on the subject. I don't know of a case of the kind. Very often the managers, where the teachers go away before they receive their salaries—many of them emigrate—return the Post Office order which is relodged to the credit of the Commissioners, and then the Post Office wipe it off their book.

3132. Does the Board inquire from the Post Office, at the end of the year, whether there is any of the National Board's orders outstanding?—I think not. The sums are so small, and the teachers so much in need of their payments, that it is a case not likely to occur that they would allow themselves to be unpaid.

WILLIAM ADAMS HUNTER, one of the Chiefs of Inspection under the National Board, sworn and examined. *May 2, 1868.*

William A. Hunter, esq.

3133. The *Chairman.*—When did you become Chief of Inspection?—In February of the last year, 1867.

3134. What offices had you previously held under the Board?—Previous to my becoming Chief of Inspection, I held the office of Head Inspector from the year 1857. Before I was appointed Head Inspector, I had been District Inspector, to which office I was appointed in the early part of the year 1846.

3135. Did you serve in more than one district as District Inspector?—I did, my lord, I served in several districts. I began my services in the Dungannon district in the year I was appointed; I was subsequently transferred to the Ballymena district, where I served from the early part of 1847 till 1851. Subsequently to that I had charge of the Monaghan district till sometime in 1853, and after that I served for a short time in two other districts, Castlewellan and Cookstown, before I was appointed Head Inspector. As Head Inspector, I served first of all in what may be called the southern group of districts, the centre of which is Cork. Subsequently I acted as Head Inspector in what we sometimes call the north midland group of districts, with either Newry or Monaghan as the centre. I was part of the time in Newry. Monaghan being much more central, I took up my residence in Monaghan for a time. I was subsequently transferred to Kilkenny, which might be called the south midland group of districts, and afterwards I was transferred to Dublin, so that I have been through nearly the whole of Ireland in my capacity as Head or District Inspector. I believe there is no county in Ireland with which I have not been officially connected at one time or other of my life as Inspector of schools.

3136. Was Dungannon a rich or poor district at the time you were connected with it as Inspector?—It was a medium district. There are some very good farms in the neighbourhood of Dungannon, but there is not much manufacturing industry in that district.

3137. Was it a large district in point of area, or had you many schools within a small area?—The area was considerable. I had from 120 to 130 schools, as well as I remember, under my charge. I am not quite sure as to the area, but I had from twenty to thirty miles to travel in some directions, while in others, I had not more than six or eight.

3138. Were the patrons of the schools in the Dungannon district principally Protestants, or were they Roman Catholics?—They were very much mixed, but more Roman Catholics than Protestants.

3139. What was the religious complexion of the schoolmasters?—They were in like manner very much mixed.

3140. What was the character of the Ballymena district?—In Ballymena district there was a considerable amount of manufacturing industry; a large proportion of the parents of the children held small farms of land, and had weaving carried on in their families at the same time. The farms there were generally small, there were very few large farms in that district.

3141. Was that a mixed district as to religion?—It was.

3142. Were the patrons of the schools chiefly Protestant or Roman Catholic?—I would say the majority of patrons in that district were Protestant.

3143. What about the scholars?—The scholars were probably about equal.

3144. Did the weaving to which you referred have any influence either in causing an increased attendance at, or in causing absence from the schools?—I think it perhaps caused the children to be withdrawn occasionally, in order to assist their parents or those in the family, who were conducting the weaving; they occasionally were withdrawn in order to assist at some of the operations.

3145. Were the weaving families more comfortably off than the ordinary peasantry?—Where they depended upon weaving exclusively I would say they were not more comfortably off, but where a small farmer had some of his family engaged in weaving, I think they were more comfortably off. At the period I allude to, the females were just beginning to weave—I remember when there was hardly such a thing known in the North of Ireland as a female working at a loom. But at the period when I was employed as Inspector in the Ballymena district, the females had commenced working at looms.

3146. Did families who were occupied at weaving send their children earlier to school in order that they might get their education quickly, and so be able soon to go to work afterwards?—I do not think that element entered much into their calculation, when they were sending their children to school.

3147. What was the character of your district at Monaghan?—The parents of the children at Monaghan were more agricultural. In some parts of the district the farms were very large and the farmers very comfortable. The northern part of the district down towards Armagh is rather a fine part of the country, the farms being very large, and the farmers, as I have said, comfortable. In other parts of the district the farms are much smaller.

3148. Was the population principally Roman Catholic?—The majority, certainly—perhaps from two-thirds to three-fourths—are Roman Catholic.

3149. What sort of district was Trim?—Trim was principally a grazing district; very little tillage, comparatively, in that part of the country; and the poorer classes there were certainly inferior—they were poorer, I mean, than in any of the other districts that I was in previously, and consequently among the very poor there was a greater amount of ignorance in the Trim district than in any of the other districts I was in before.

3150. What was the character of the Castlewellan district?—The people there were comfortable. There was a considerable amount of manufacturing going on in the district, and there were mills in the neighbourhood of Castlewellan that gave extensive employment.

3151. What was the character of the Cookstown district?—Very much like Castlewellan.

3152. What was the religious character of the Cookstown district?—Very much mixed.

3153. Were there any of these districts in which there was a predominance of Presbyterians amongst the population?—The Ballymena district had the greatest amount of Presbyterians of any district that I was ever in, but I am hardly prepared to say there was a predominance of Presbyterians throughout the district, because in some parts of the district Roman Catholics were predominant—for instance, in the Glens of Antrim.

3154. Were there many schools under Presbyterian patrons in that district?—A very considerable number under Presbyterian patrons.

3155. Did you observe much difference in those various districts as to the proportion of the average attendance of children at the schools compared with the total number on the rolls?—There was very little difference, I would say, as regards the average amount of attendance compared with the total number on the rolls in those districts I have mentioned. I may say with reference to that, that my experience would lead me to the conclusion that in town schools the average attendance, as compared with the number on the rolls, is much higher than in the country schools, and that observation applies to all the districts that I have been in.

3156. Is there much difference between town and country schools, according to your experience, as to the age at which children remain at school?—I think in the country districts generally the children remain longer at school. In those districts where manufactures are carried on to a considerable extent, whether in town or country, the children leave the school at a much earlier age than they do where there is no such inducement for them to leave.

3157. Did you find that in country schools children take longer in getting from one class to another than

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in town schools?—In one sense they took longer because their attendance was more irregular, but with an equal attendance I do not think the country children required longer to go from one class to another than the town children; but their attendance being more irregular in the country they must of necessity be a longer time upon the rolls of the school before they advance to a higher class.

3158. Did you find that masters of country schools were less quick in teaching and forwarding their pupils than teachers of town schools?—Oh not at all. Take Dublin for instance; I know many of the ordinary schools in Dublin, and I don't think the masters in those schools are equal to the masters in many parts of the country that I have been in.

3159. Do the first-class masters prefer the town schools to the country schools?—The first-class masters, as a matter of course, prefer the schools to which the greatest emolument is attached. There are many country schools that have some private endowment, or perhaps there is a landlord who gives a handsome contribution, and that will always attract a first-class master. I would say that, other things being equal, a teacher would probably prefer a country school to a town school; living in the country being rather cheaper than living in town.

3160. Then do you consider that the town schools are not, as a class, better for the master than the country schools?—In one sense the town schools certainly are better, because having a larger number of pupils they have a greater amount of fees, and in that sense they are better and more attractive.

3161. Did you find much difference in the time to which children remained at school as between your northern districts and your southern districts?—Do you mean the age to which they remained at school?

3162. Yes.—Well, I think what I have said already would apply to both the northern and the southern districts—that where the parents are principally employed in farming the children remain longer at school; and applying that principle I would say they remain longer at school in the southern districts than they do in the northern districts, because in the former they are more extensively employed in farming operations.

3163. You spoke of Trim as a grazing district, was the population of that district thin?—Very thin indeed, and very much grouped in little villages.

3164. And also poor?—And poor.

3165. Have you much direct correspondence with your Head Inspectors?—Very little direct correspondence.

3166. On what topics do they address you?—Well, it is somewhat difficult to say. An Inspector may write to me if anything has happened to stop his travelling expenses going down to him, or any little matter of that sort. He may apply to me to know why his journals have not been passed in the regular way, and why his money has not gone down at the regular time. That is a case in which an Inspector may write.

3167. Do you correspond directly or at all with the ordinary Inspectors?—Occasionally; but very seldom indeed.

3168. Does any correspondence come to you from an Inspector through the medium of the Head Inspector?—Very seldom, except perhaps something connected with a model school. In the case of the model schools there are always a Head and a District Inspector, who assist in the management, and correspondence might possibly in that case come in the way you have mentioned.

3169. Then is most of your correspondence conducted through the office?—Almost entirely through the office—through the Secretaries.

3170. On what class of business do you take a determination and act yourself in the office without consulting the Secretary?—There is one class of business: with reference to the payment of salaries a question may arise as to the average attendance in a school where it is insufficient for the payment of the salary. That being a matter of simple routine I would deal with it without bringing it to the Secretary.

3171. Would you impose a fine on a schoolmaster without consulting the Secretary or the Resident Commissioner?—Never.

3172. How many fines have you had occasion to impose in the last half year?—Of course an answer to that should be taken rather as a guess.

3173. Would it be a large number?—No, not a large number at all; not more, I should say, than four or five in the week.

3174. What are the general amounts of these fines?—The fine imposed very seldom exceeds £2, and it may be so low as 5*s*.

3175. Could you specify the causes of any recent fines?—Late attendance is one. An Inspector comes to a school and finds the teacher not in attendance at the exact hour. In such a case as that we might impose a fine. Probably if the teacher had been very regular previously we would not fine in the first instance; but if the Inspector found, on a subsequent visit, a similar irregularity to what he had reported before, we would certainly impose a fine in that case. In the first instance probably a reprimand or admonition would be regarded as sufficient.

3176. Do many cases come before you of teachers being irregular with their accounts?—Not many. Cases occur from time to time of irregularities in accounts.

3177. Do many cases occur of misappropriation of money by teachers?—No. Teachers have no power of misappropriating money directly in the National schools. In our model schools there have been cases of that kind—misappropriation of fees.

3178. Do those schools which have other sources of income than the grants from the Board, send up any return to the Board of the amount of that money, and how it is expended?—They give a return of the amount of money locally contributed, which is almost invariably applied towards the payment of the teacher. The repairs of the school are attended to—that is, of the ordinary non-vested schools—by the people in the locality, and we do not usually require a return of that; we simply require that the houses shall be kept in thorough repair.

3179. During the time you served as a District Inspector, did you find that many managers exercised an effective supervision over the schools?—In many instances there was a very effective supervision exercised, but I am sorry to say that in the majority of cases there was not.

3180. Do managers certify as to the regularity of the teachers' attendance upon the pay sheet?—They do.

3181. Is much reliance to be placed on those certificates, or are they merely signed as a matter of form?—I think the certificates, as regards the attendance of the teachers, may be implicitly relied upon. We require the managers to state whether the school was closed at any time, and for what cause; also, whether the teacher was absent at any time, and for what cause; and, as a general rule, these returns may be implicitly relied upon, for we have an effectual means of checking any inaccuracy by comparing the manager's return with the return of the District Inspector, who is always required to report upon any absence of the teacher, or any time the school is closed.

3182. But in the case of a manager certifying the attendance of a schoolmaster, how does he obtain his information?—From the class-roll of the school—there is one thing, of course, he could not be always sure of, namely, that the schoolmaster was in attendance at the exact hour for opening the school, but we do not require him to certify as to that. We simply ask him to certify whether the school has been continuously in operation, and whether the teacher has been in attendance during the days on which the school was in operation.

3183. When Inspectors discover an irregularity of attendance on the part of the teacher, do they ever visit the manager and ascertain from him whether any previous instances have occurred of similar irregularity?—It is the duty of the Inspector in such cases to confer with the manager—either to visit him personally, or to communicate with him by letter.

3184. Do you think they generally do communicate

with the managers in those cases?—I think they do, because we have a check upon them in the office; if they have omitted in their report to tell us that they communicated with the manager, and what the result of that communication was—we generally write to them immediately to know why they did not do so. That would be a sort of letter I would on my own responsibility direct to be written, and which would go, as a matter of course, to be signed by the Secretaries and would then become a Secretaries' letter, though written in the first instance by my instructions as Chief of Inspection.

3185. In those schools with which you have been connected have cases ever arisen where there was any serious difference of opinion for a time between the local managers and the Board?—In very few instances that I can recall to mind.

3186. Did those differences arise as to the retention of a particular teacher or any other cause?—There is very little probability of a serious difference arising as regards the retention of a teacher that could continue for any length of time, for this reason, that when the Commissioners have decided that a teacher is not competent or should be removed for any special reason the salary is immediately withdrawn, and the manager will not be anxious to retain such teacher, nor would the teacher himself be anxious to stay. But there have been some instances of managers opposing the action of the Board, and retaining teachers for some time in opposition to the wish of the Board.

3187. Has it ever occurred to you to have been sent down by the Board to arrange such differences?—No, I do not remember any such instance at present.

3188. Do you consider that any abuses arise from the allowance of 25 per cent. which the teachers have on the sale of books?—I think not. I think that was a very advantageous arrangement.

3189. Do you think it is more than a fair remuneration to them for their obligation to pay for the books beforehand, and for the trouble of keeping and retailing them?—I don't think it is more than a fair remuneration, and in connexion with that I would say the great advantage is that in this way we secure a regular supply of books for the school, without which it is very difficult to make it certain that the schools will be regularly supplied with books. Previously to this arrangement Inspectors were constantly complaining of the inadequate supply of books for sale to the children. The managers very often declined to advance money for books; they left it upon the teacher to do so. The teacher very often said it was a very hard thing he should be required to advance the money; and so between the manager and the teacher the poor children were often left without books.

3190. As regards the office did the establishment of the present system effect any diminution of labour and trouble in the accounts?—On the contrary, there has been a great addition to the labour by the establishment of the system, because we send out a larger quantity of books now than we did under the former arrangement, and to that extent it has added to the labour.

3191. The books being paid for in advance, are not those despatches of books conducted without any open accounts?—There are no accounts kept with the teachers. The payment comes up; it is credited regularly in the books of the office, and the parcel goes out with all convenient despatch, and is sent free to the depot of the Inspector.

3192. Have any cases arisen in which the amount of the profit on the sale of books has caused the master to force an undue consumption or sale of books in his school?—I am not aware of any such case.

3193. Do the teachers now remain as teachers for any considerable time?—Those who have been in the service for, say, eight or ten years, are likely to remain in the service; but a great number of young teachers enter it for a time, and so soon as they see employment of a more lucrative character, or of a character they like better—such as clerkships—they leave.

3194. Are a large proportion of those who so leave within the first eight years of their mastership superior men?—I would say a great many of them are superior.

3195. Are many of them persons who find the duties of schoolmaster not palatable to them?—Well, I would say it is not so much that they find that the duties of schoolmaster are not palatable, as that they find they have more liberty in other avocations, and, perhaps, in some of those avocations they consider they are entering into more respectable society—if they expect to rise in a mercantile establishment, for instance.

3196. Do you think the proportion of those who continue in the service is a fair proportion?—I think it as great a proportion as we can expect, considering the remuneration that we have to offer them.

3197. Do you consider that the proportion has been always the same, or do you consider there has been much variation?—I think that of late years the proportion of those who leave must be on the increase, for this reason, that the training that we give those young men ourselves who enter the service as assistants, is such as to qualify them for higher positions, and for a higher remuneration than we have to offer them under the National Board, so that the very excellence of our training, in my opinion, leads many of those young men out of the service.

3198. A few years ago, I think, the salaries of the schoolmasters, particularly of the lowest class, were much increased?—They were.

3199. Did that have any effect in causing masters to remain in the service?—I am sure it had a very considerable effect, but at the same time we should bear in mind that at this very period the expense of living had increased almost in a like proportion, and I think the increase did not do much more than keep pace with the increased expense of living of the teachers.

3200. You consider the increased prosperity and rise of wages in the country has exhausted that improvement in the rate of salaries made some years ago?—I think we should have a still further improvement. I think we have not improved the rate of salaries up to the point that we should improve them in order to keep pace with the improvement in the country generally.

3201. At the present moment do you know of any schoolmasters who are unable to get situations?—It frequently happens that teachers apply to me for situations, but I could not name any person at the present time absolutely out of a situation. Very often those who apply would not take the situation that I would have to offer them.

3202. Has a master, say of the first rank, in the third class, any difficulty in finding a situation?—I think not.

3203. When a master is out of place, does he usually address himself to the Inspector or to the office in Dublin, or in what quarter does he seek for further employment?—I would say he usually addresses himself to the Inspector, and occasionally, through the Inspector it may be, to the office in Dublin.

3204. Have you ever heard from any of the Inspectors under you, that they have a difficulty in finding places now for masters of good character?—Well, there is a difficulty in finding places at present. I don't know whether your lordship's question may refer to that. Some of the managers object now altogether to have teachers who have been trained since 1864—I mean Roman Catholic managers—and even good teachers, if they have been trained since that time will be refused schools by clerical managers, who allege that they cannot do otherwise, that the orders of their bishops will not permit them to employ teachers who have been trained within that period of time.

3205. Then is it the case that, from certain classes of managers disliking masters trained in the model schools, good masters, trained at the model schools have a difficulty in finding places?—No doubt they have.

3206. Have good masters, who have been trained elsewhere—I mean not in the model schools of the Board—a difficulty in finding places?—We have no training schools in Ireland but the model schools of the

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Board, except the training school connected with the Church Education Society. So far as I am aware we have no other recognised training schools.

3207. Do you consider that the supply of teachers is equal to the demand?—Well, in connexion with that I would say that, irrespective of the teachers that pass through our training establishments, there are very many deserving young men and young women brought up in the ordinary country schools who are very well qualified—or at least fairly qualified—to enter the service as assistant masters and mistresses, and bearing in mind that the emoluments of those assistant masters and mistresses are very low, I would say our supply at present is fairly equal to the demand, but if the emoluments were raised so as to induce a better class to enter and at the same time the scale of qualifications raised, as I think they ought to be, the supply at present would not be equal to the demand.

3208. Does it often happen that a school is closed for a considerable period from the inability of the manager to get a master?—It sometimes happens, and I think probably that sometimes arises from their inattention. I know we occasionally write to managers to request that they will have a school which is closed brought into operation as soon as possible.

3209. Within your experience have you known many of such cases?—Perhaps six or eight such cases may have arisen within my own experience during the last four or five months.

3210. Have you formed any opinion as to what steps are required to be taken to increase the supply of the schoolmasters?—It appears to me the steps to be taken would be to increase the pay of the schoolmaster; at present our supply is, I think, sufficient for the pay we have to offer. We all know it is much easier to get a man worth £20 a year than one worth £40 a year.

3211. Do you find any difficulty in getting monitors for schools?—Latterly in the north of Ireland we have experienced considerable difficulty in the manufacturing districts in getting monitors.

3212. In these cases do you import monitors from other districts?—We cannot import monitors, because the salary paid to a monitor would not be sufficient to support him or her out of the father's house.

3213. In the north are there many schools that are seriously deficient in monitors?—I would say not seriously deficient, but occasionally we have a report from an Inspector, to say a monitor cannot be had in such a school.

3214. Does that arise in boys' schools or girls' schools principally?—Principally in boys' schools.

3215. Do the schoolmistresses after they marry continue to act as teachers generally?—Generally they do; sometimes if they are in comfortable circumstances they do not.

3216. Is there any difference in the efficiency as a class of the married and the unmarried female teachers?—There is; generally speaking the unmarried female teachers are the most efficient. I have known many instances, however, of married female teachers being very efficient, but I have never known them to continue long in the service, their health will break down if they are as attentive to their schools as they ought to be, and to their families at the same time.

3217. Which do you consider is the best for infant schools, a male or female teacher?—A female, without any doubt.

3218. Is there any model infant school, except that in Marlborough-street, which is taught by a master?—No model infant school. I may remark, however, that his assistants are all females.

3219. Do you consider that the qualifications of your teachers latterly are improved?—They have improved vastly since my connexion with the system of National education—very much indeed.

3220. Did that improvement arise from the younger teachers having themselves passed through the National schools?—Partly in consequence of the younger teachers having passed through the schools themselves, and partly from the stimulus that our system of examination and classification has produced among the teaching body generally.

3221. Has the standard of examination necessary for a teacher to get into the second or into the first class been raised within the last ten years?—I think not within the last ten years.

3222. Have any complaints of late years come before you as Inspector, of excessive corporal punishment being administered by the masters?—Very few.

3223. Is corporal punishment much resorted to in the schools?—Not much. It is the exception, I would say, rather than the rule.

3224. Have any cases arisen latterly in which you have had occasion either to fine or dismiss a master for excessive corporal punishment?—There have been two cases that I remember at present (I think both occurred wthin the same week), or perhaps three cases, where there was severe punishment inflicted, but not dismissal. In one case an assistant-master was charged with having inflicted punishment that was considered improper, and in that instance we censured the head master for having permitted it, and also censured the assistant-master. I do not remember exactly what the measure of punishment dealt to the assistant was.

3225. Have the cases to which you refer been cases that happened within the last year or two?—Yes. They are cases that came under my own notice since I became Chief of Inspection, and consequently the half of Ireland is covered by them—they occurred within one half of the area of Ireland.

3226. Are any of the Inspectors under you persons who have previously been teachers of National schools?—Yes.

3227. Do you observe any difference in their mode of carrying on their duties as compared with those Inspectors who have not been teachers?—I think there is not any essential difference between their mode of doing business and the mode in which other Inspectors do their business. We have some excellent men among them who do their business in a very superior manner, just as we have among the other Inspectors some very excellent men. I do not think there is anything in their mode of carrying on their duties to mark them as a class.

3228. Do you observe any special or professional bias in their dealings with the schools under them?—Well, it may be some of them place too much reliance upon mere technical details instead of looking at the general improvement of a school.

3229. Do you think they exercise as much authority over the teachers as Inspectors coming from outside?—I think that depends entirely upon the character of the individual. Some of them do, and I am sure some of them do not, and perhaps they are not so likely to exercise that authority. There is just one remark I might make with reference to this—that those who enter the service as Inspectors, after being with us a long time as teachers—say up to forty years of age, are not so likely to make good Inspectors as those who enter as young men.

3230. Do you think it advantageous to have a portion of the Inspectors appointed from the teachers?—I think it is very advantageous to allow teachers an opportunity of competing for appointments as Inspectors from time to time within a reasonable limit.

3231. Would you be disposed to restrict the appointment of Inspectors entirely to the ranks of the schoolmasters?—Certainly not. One other remark with reference to that; our rule at present permits teachers to enter into competition for those appointments at a higher age than those who are not teachers. I am inclined to think that rule should be modified. I think the rule with reference to the age at which Inspectors are admitted should be altered in every respect. I think twenty-three years of age is the minimum at which anyone is permitted to come in to compete, and thirty-eight is the maximum for those who are not teachers, and forty-three for those who are teachers.

3232. To what age would you reduce the maximum for both classes?—I would be disposed to reduce the maximum for those who are not teachers to thirty, and for those who are teachers to thirty-five, and I would reduce the minimum to twenty or twenty-one.

3233. Do you think an Inspector who is under age would be a satisfactory officer?—No, but having fixed the minimum age at twenty-three, we prevent a great many from ever thinking of competing for Inspectorships, because by that time young men have generally settled upon some profession. It is just during the period between twenty and twenty-three they select their profession, and I think by having twenty as the minimum, and probably a young man failing at his first examination, we would just get him when he would be about twenty-two years of age, and fit to do his work.

3234. In those districts of which as an Inspector you have detailed knowledge, were there any neighbourhoods in which the schools were unduly numerous?—In some neighbourhoods I think the schools were rather numerous.

3235. Are there many cases within your knowledge where there are two National schools, one under a Protestant, the other under a Roman Catholic patron, where if there had been no difference on religious matters it would be better to have had one school than two?—In villages that has frequently happened, but I am not prepared to say that it would have been better to have had only one school than two—I am not at all prepared to say that, because I believe where we have an average of thirty-five pupils in a school, such a school is likely to be among the most efficient of our schools. I think a school ranging from thirty to fifty is more likely to be an efficient school, and all the children in it well taught, than one in which there is a very high attendance—coming up to, say to 100 or 120.

3236. I think you spoke of the frequency with which young men leave the office of teacher for clerkships; that, I assume, would occur most frequently in populous and mercantile districts, not over the country generally?—Yes; it is almost exclusively confined to populous and manufacturing districts.

3237. In those districts the pay of a clerk in a merchant's office would amount to more than any salary that a teacher could expect to realize in a school?—Oh, clearly.

3238. Mr. *Gibson.*—Can you say from recollection the exact number of schools in connexion with the Board?—I think it is 6,520.

3239. Can you tell what is the proportion of trained teachers to untrained teachers?—I cannot tell that from memory.

3240. Would you consider that an untrained teacher could fulfil all the conditions of a properly qualified teacher? Would you not consider it desirable that all the teachers of the National schools should be trained?—It may be desirable; but, in speaking of the teachers of schools, I have included assistants as well, and I do not think it would be possible to have the assistant-teachers all trained previous to their appointment.

3241. I am not speaking of assistants, but of principal teachers; do you not think it desirable they should be all trained?—Principal teachers—oh, certainly.

3242. Would you consider that the training school had discharged its purposes fully until it had provided trained teachers equal, if not in excess, of the number of schools?—All principal teachers, I would say, should certainly be trained; but I understood his lordship's question to refer to assistants as well as principal teachers.

3243. You alluded to objections on the part of Roman Catholic managers to receive trained teachers; would you state what are their objections?—Simply because they have attended the training establishment since the year 1864.

3244. Why since 1864?—I have no means of knowing, except from what appears in the public papers; but I presume that time is regarded as the time from which the Roman Catholic bishops have denounced the training schools.

3245. Is it your belief that it arises from a prohibition on the part of the Roman Catholic bishops with respect to the attendance of teachers in the training schools?—I think so.

3246. Can you say whether the difficulty as to the supply of monitors arises in any one class of schools more than another?—In the town schools, and in schools in the immediate neighbourhood of manufacturing districts.

3247. Has the same difficulty been found with regard to monitors in model schools?—I am speaking now of model schools that are in manufacturing districts, as well as others; such, for instance, as those in Belfast and Lurgan.

3248. Then your observation applies to model schools as well as ordinary schools?—It does.

3249. Master *Brooke.*—You have acted as Inspector in almost all parts of Ireland?—Yes.

3250. I want to know with regard to the power of the manager of a school, has he the absolute right to dismiss the teacher whenever he thinks proper?—Yes; his power is perfectly absolute.

3251. The Board does not interfere?—No; the Board does not interfere between the manager and his power over the teacher as to dismissal.

3252. Are there many instances of dismissal by managers?—There are a considerable number of instances, some of which we know the reason of, and some of which there is no reason assigned for.

3253. It is not considered by the manager necessary to give a reason to the Board?—The Board does not consider it necessary to ask a reason from the manager.

3254. In such cases have there been instances of attempts, on the part of the teacher, to appeal to the Board?—I think I have heard of some cases where attempts have been made to appeal to the Board, but the Board, in all such cases, would say, "We cannot interfere." The teacher being regarded as the servant of the manager, and holding his appointment from him, and the Commissioners simply paying a salary to him for a certain duty, they consider they have no authority to interfere as between manager and teacher.

3255. May I ask your opinion of the effect of that very arbitrary power upon the teacher; he is a mere servant—in fact he is the slave of the manager?—No doubt that arbitrary power must render the teacher, to a great extent, as you have expressed it, the slave of the manager. He must do the manager's bidding, or pay the penalty by being dismissed.

3256. Have you ever known any complaints made by teachers of the system of paying through the manager, or any wish to have a different system?—I cannot say I have heard any direct complaints. I have sometimes heard the matter referred to as a grievance that the teachers did not get their salary direct from the office, and I have heard occasionally of delays arising in consequence of payments being made through the managers.

3257. Have you heard of abuses existing—obstruction or pressure put upon the teacher to give up a portion of his salary?—I have certainly heard of such things, but it was only what I may call hearsay. I am not prepared to say that there have been cases of the sort, but I have heard of pressure being exercised.

3258. Have any such cases been formally investigated?—Not as far as I am aware.

3259. From your very great experience in various offices, may I ask your opinion as to any possible improvement that would check that great power on the part of the manager, and the payment of salaries through his hands—could you suggest any better system?—I really think a system much more expeditious, and much more satisfactory could be struck out by having the teachers paid directly through the Inspectors.

3260. And less arbitrary power of dismissal on the part of the manager?—I am not sure that the question of paying the teachers directly through the Inspector, would at all affect the other question, that of dismissal by the manager.

3261. No, they are two distinct matters; but what do you think of the second?—I am afraid we can hardly, as the system is at present conducted, change

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that. I do not see any possibility of interfering as to the manager's power over the teacher. I have always thought it a very arbitrary power; but I do not see that there is any possibility of changing it.

3262. Why? I do not exactly understand the reason. What advantage do you find in giving the manager such power?—It is not so much any advantage in the manager having such power as the absolute necessity there is that he should exercise this power by virtue of his office as manager of the school, because he may at any time say, "I withdraw my school from the Board—I will have nothing more to do with you."

3263. It is the condition of his allegiance?—It is almost a necessary condition of his continuing as manager of a school, and so long as we have local managers I believe we must recognise such a power. It is only in the model schools, and schools under the immediate control of the Commissioners that there is no such power recognised.

3264. You are of course aware that in the great majority of cases the "management"—taking the word in its proper meaning—that is, looking after the school, taking an interest in the progress of the children, examining them, encouraging them, assisting and correcting the teacher, and setting him right in his mode of teaching. You are of course aware that all that is merely nominal, and has no existence?—Not always.

3265. Not always, but in the great majority of cases?—In the great majority of cases it is merely nominal.

3266. So that the manager, in return for the great authority and power conferred upon him, does not give the corresponding services which the public might fairly require from him?—He does not.

3267. However as you say there are exceptions. May I ask do you know the district of Monaghan?—I do.

3268. Is that district remarkable for excellence of superintendence on the part of the managers?—Some portions of Monaghan are very well superintended by the managers.

3269. But does it very much outshine its neighbours in that particular?—I am not sure that I could say that it does very much outshine them.

3270. With regard to the teachers, when you were Inspector how were you able to check the returns of the teachers; first of all, with regard to the attendance of children, how could you verify the teacher's statement, the manager in many cases paying very little attention, how could you be sure—the teacher having a direct interest in returning a larger number than the fact—of his accuracy?—We have a rule which requires that the teacher shall make his entry of attendance invariably before twelve o'clock. In any case where I suspected a teacher of attempting to falsify his accounts I would be sure to make arrangements for paying a visit to that school after twelve o'clock. If I then found the entry made at the proper time, and if I found that entry to correspond with the number of children actually in the school, I would say that my suspicions were unfounded, and that the man was making a correct return. If, on the other hand, I found he had a larger number entered than were there present he should account for that.

3271. What sort of circumstances was it excited your suspicion in any particular case?—One circumstance that would excite my suspicion and perhaps would lead me to make an inquiry at once that would satisfy myself, would be if I found on the day of my inspection that the number present was less than the number entered for the previous day, the circumstances being alike. Another thing that would excite my suspicion would be this: if on three visits to the school I found that the average attendance calculated from these three visits was less than the average attendance the teacher had returned for the six months or twelve months, within which the visits were paid, that circumstance would excite my suspicion, and it is a test I very seldom found to fail.

3272. Did you ever hear of such a thing as a National schoolmaster, when the day of inspection came, borrowing the children from another school to swell his ranks?—I have heard of Church Education schoolmasters borrowing from National schools.

3273. That may be; but did you ever hear it of a National schoolmaster?—I really do not think I ever heard of it being done by a National schoolmaster. One reason I may say that renders it impossible for a National schoolmaster to do it is, that the Inspector, when he has been some time in a district becomes acquainted with the faces of the greater number of the pupils, and as he checks the number that come up for examination by the class-rolls of the school, very often he will know the children's names, and will remember the child he examined three months before. It is a very different thing where the Inspector visits the school only once in a year, and then after giving previous notice.

3274. Is there any record of the hour at which the school begins each day?—There is in the time-table of the school.

3275. Have you any means of checking the unpunctual attendance of the schoolmaster?—No means, except by the Inspector's visit.

3276. Do you find that managers come forward to complain of irregular attendance on the part of the teacher?—I think managers would be disposed to complain of irregularity on the part of the teacher as regards the time of opening the school.

3277. Do you remember any instance of a complaint on the part of the manager?—I remember an instance that occurred within the last week of a manager complaining of this kind of irregularity as regards the teacher. We would in all probability refer such a case to the District Inspector for inquiry.

3278. We have been told the managers generally defend the schoolmaster in place of accusing him, where he was found fault with—is that according to your experience?—Where it is clear he is justly found fault with I don't think, as a general rule, the manager would defend him. But I believe the managers look upon themselves as bound, generally speaking, to defend their teachers against the accusations of Inspectors.

3279. In taking the average of attendances are there any days excluded except Sundays?—Saturdays are usually excluded, and they have also the liberty of excluding any day where the attendance is exceptionally small. We would not consider it satisfactory if they excluded more than two days in a month under that head.

3280. Are the holidays of the Roman Catholic Church excluded?—They are excluded in the Roman Catholic districts, the schools are closed upon these days.

3281. On all the holidays?—On all the holidays.

3282. How many of these are in the year that you remember?—I believe there are thirteen; I am not quite sure.

3283. I hear there are fourteen—these days are never reckoned?—No.

3284. If a school is in the neighbourhood of a fair town, is the fair day left out?—Sometimes the school is closed altogether upon that day, and the fact is entered upon the time table.

3285. Then in striking the average attendance that day is not taken into consideration?—That day cannot be included.

3286. Would they exclude very wet days?—Very wet days they are at liberty to exclude.

3287. Even beyond the two days in the month?—They are not likely to exceed two or three in the month, except in very severe seasons.

3288. But still if there are very wet days they may exclude these?—They may exclude these. We require an explanation however in such cases.

3289. You are aware that the Presbyterian body considers itself bound by a special contract, not strictly to be under the printed rules of the Board?—I have heard so.

3290. I think Dr. Cooke so stated in his evidence in 1854?—Yes.

3291. I want to know from you what is the difference in the contract in the estimation of the Presbyterian clergy and laity?—I am not aware of any difference. I am not aware that the Prebyterians are exempt

from any rule of the Commissioners binding upon the managers of other denominations.

3292. Of course you have visited the schools of both classes in the same district?—I have.

3293. Are they practically different in their working?—No, I don't think there is any practical difference whatever in their working.

3294. Are the Presbyterian schools always opened with prayer?—Not always, they may or they may not, and so may schools under Roman Catholic management; they may or they may not.

3295. But in point of fact, do they not generally open with prayer?—Well, I would say not generally.

3296. The Presbyterian schools?—The Presbyterian schools not generally. They have always a time for religious instruction, either before or after the ordinary business of the school, and within that time they may have prayer, and probably generally have prayer. But I would say that is at the closing of the business of the day, more frequently than at the opening. I am not prepared to say that even then the prayer is the general rule, because that is something I never considered it necessary for me to inquire into.

3297. But if Dr. Cooke or any Presbyterian clergyman were to state that they uniformly opened their schools with prayer, would you be prepared to contradict that statement?—I could not contradict that statement. It is quite possible Dr. Cooke may have been speaking of schools he knew specially about. And another thing he may have intended to convey, that they had the liberty of opening their schools with prayer, which undoubtedly they have.

3298. As a matter of fact are there many Roman Catholic children at schools under Presbyterian management?—A very considerable number.

3299. Did you find in that case that the Roman Catholics abstained from taking share in the religious instruction?—That was a point that I did not inquire very much into. My inquiry was as to the rule of the Board—whether it was observed—whether notice had been given to the Roman Catholic parents of the child; but I would say that in very few instances have Roman Catholics partaken of the religious instruction.

3300. Very few?—Very few instances. I speak now of the last six or seven years.

3301. Do you think that in general the Roman Catholics go freely to such schools, or are they afraid of them?—They are not afraid of them, but they prefer schools under Roman Catholic teachers, just in the same way that Protestants, I believe, prefer schools, all other things being equal, under Protestant teachers.

3302. When you find a Roman Catholic school and a Presbyterian school near each other, suppose in the same town or village, do you find in such cases the Roman Catholic children attending the Presbyterian schools?—Frequently, if they consider that under the Presbyterian master they will receive better instruction than under the Roman Catholic master, and *vice versa*.

3303. The superior character of the master or mistress may draw children to the school?—Quite so.

3304. Now, as far as you have seen the use of the Holy Scriptures in the schools, do you consider the Presbyterian teacher feels himself restrained from referring to the Word of God, or calling it in for illustration in the course of the general teaching. Of course you are aware of a Parliamentary paper giving the correspondence between the Bishop of Down and Lord Carlisle on the subject?—I am aware of that.

3305. And the very determined refusal to prevent any allusion whatever to the Scriptures in the course of general instruction? Of course you are aware of that?—I am aware of that.

3306. Do you consider that the Presbyterian managers and teachers feel themselves bound by that rule?—I consider they feel themselves bound by that rule; at the same time that they consider they are at perfect liberty to refer to the Ten Commandments, which we supply to them, and to the General Lesson, which we supply to them for use during school hours, in both of which reference is made to Scripture.

3307. To that extent he may refer?—To that extent.

3308. You think the Presbyterian teacher does not presume to go beyond that reference with regard to illustrations from the Holy Scriptures?—I do. I am quite sure he would not think of bringing out a copy of the New Testament or of the Bible in the midst of the business, and say, "you have violated such a precept."

3309. That would be contary to the conscientious sense of their duty to the Board?—I believe it would.

3310. What is your experience of the dealings of managers and teachers of schools with regard to the "General Lesson" you speak of—do they hang it up in the schools?—Nearly all.

3311. There are omissions?—We allow a lesson of similar import. The rule of the Commissioners is that the General Lesson, or a lesson of similar import; so that the manager has liberty to substitute another general lesson provided it be of similar import.

3312. Do you remember the points as to which they substituted something else?—Well, there is one point that has been struck out of the original General Lesson in order to meet objections that were made.

3313. What is that?—"We ought to seek for the truth and hold fast what we are convinced is the truth, but not to treat harshly those who are in error." That is the sentence as it originally stood, and the words "seek for the truth" are now struck out. "We ought to hold fast what we are convinced is the truth, and not to treat harshly those who are in error."

3314. Do you remember any instance of a complaint made to the Board as against any Presbyterian teacher, for going beyond his licence with regard to reference to Scripture?—I don't remember at present any instance, but I would not like to say that there have not been instances. It is only within the last twelve months I have been in a position to know of complaints coming to the Board directly—since I entered the office as Chief of Inspection. I might be in the country and not hear of anything of such complaints.

3315. Professor *Sullivan*.—You stated just now that the number of Roman Catholics receiving religious instruction in the schools in Ireland under Presbyterian managers and teachers was very limited?—Within the last five or six years.

3316. I presume you are acquainted with the returns to the order of the House of Commons, known as the O'Reilly returns?—Yes, I know of those returns.

3317. Have you looked through them lately?—I have not looked through them lately.

3318. Do you think that reading the Authorized Version of the Scriptures comes within the scope of religious instruction?—We have always regarded the reading of the Authorized Version of the Scriptures as coming within the rule as regards religious instruction.

3319. We find all through these returns for the province of Ulster that the Authorized Version of the Scriptures is for all the pupils without exception, although there is a considerable attendance of Roman Catholics. Would you consider that a breach of the rules?—I would not consider it a breach of the rule, provided that the parents of these children have consented that they shall read the Scriptures.

3320. But you stated you did not think there were many Roman Catholics in that position?—Well, I adhere to that still; within the last six or seven years.

3321. Do you know the date of the O'Reilly returns?—I am not prepared to say I do.

3322. "1864," that is within your term?—Yes.

3323. Would you be surprised if there were thousands in that position?—Well, I believe there was a considerable number stated in that return, but one thousand as compared with nine hundred thousand is one in nine hundred, and I do not think that is a very great number comparatively. One thousand in nine hundred thousand is a very small per-centage.

3324. Do you mean one thousand as regards the actual average attendance, because these are absolute returns of the number?—Yes.

3325. And also as regards the Presbyterians, you

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cannot bring the number of Catholics attending mixed schools in the province of Ulster, for example, into comparison with the whole nine hundred thousand in all Ireland. The proportion would be smaller if you compared the province of Ulster only?—Certainly.

3326. It would be still smaller if you compared it with the three counties in which the Presbyterians are chiefly situated?—Certainly, and it would be smaller if you compared it with a particular school.

3327. If the greater number of cases, where the Authorized Version is read, happened to be in two or three counties, the disproportion would not be so great?—Certainly not. That state of matters, however, does not refer to the present. I believe at present there is hardly any such thing. When I said six or seven years, perhaps I should have said two or three.

3328. The rule of the Board has been modified as regards this?—It has.

3329. Do you know of your own knowledge whether that rule is really put in force in any one instance?—I believe the rule is strictly adhered to.

3330. Do you know of your own knowledge that it is adhered to in any instance under this return?—I have never compared that return with the Inspector's report upon any particular school.

3331. Have you ever heard that many of the managers of the schools referred to in this report have stated they would never carry out the new rule?—I have heard, and I cannot tell where I heard it, that some of the managers stated that they would not carry out the rule; but I am perfectly sure that any manager refusing to carry out the rule would have the salary stopped at once from the teacher.

3332. That is to say, theoretically, there is no case to enforce it?—A man may say, "I will never carry out the rule;" but if the occasion for carrying it out never arises, of course we do not interfere with him.

3333. That is to say, that up to the present no complaints have been made?—Some complaints have been made.

3334. What has been the action of the Board upon them?—The action of the Board usually has been to write to the manager. Sometimes the Inspector has said, "I have observed this violation of the rule," and the manager has promised that it will not occur again. In that case we would probably wait, asking the Inspector to visit within a short time and report whether the matter had been remedied, and on receiving his report that the matter had been remedied, we would allow the thing to drop.

3335. Within the last five or six months, have there been many such complaints made?—No; there have been very few such complaints—at least, comparatively few.

3336. Then you think that theory and practice coincide at present?—I do. I think the rule of the Board is honestly carried out at present.

3337. Do you know, of your own knowledge, of any instance of Roman Catholic children going to a Presbyterian school while there was an average well-conducted school under a Catholic teacher in the immediate neighbourhood; or is the answer you have given to a question, I think, of the chairman, a merely theoretical and general one as a matter of opinion? Is it founded upon any fact coming within your own knowledge?—I would say that in every instance where Roman Catholic children in a large town, such, for instance, as Lurgan or Belfast, go to the model schools, or schools under Protestant teachers, that would be the case.

3338. We except the model schools, because I was not aware that the question put to you referred to them. They are exceptional schools, and I will not enter into them at present. Your answer was a general one and referred to all National schools?—I cannot conceive it possible that they have not schools under Roman Catholic patronage within a reasonable distance of them in an immense number of instances where we have mixed attendances.

3339. Then your answer to that question was quite speculative. It was not founded upon your own experience that when two schools were in immediate neighbourhood, one under Catholic management and teaching, and the other under Presbyterian or other Protestant management, the Catholics preferred the teaching of the Protestant where it was superior in the secular point of view to the other?—We have found Catholics in these schools, and we have presumed that they had some preference.

3340. Could you give any instance of it?—I really cannot give an instance from memory; the cases are very numerous.

3341. Were these cases in town or country?—In both.

3342. In the cases where they occurred in towns were there any mills in the district?—Frequently there were mills in the district.

3343. Could you connect their attendance in the school with anything like compulsion on the part of the employers, or, in the case of the country, of the landlords?—In the case of the mill children the managers of the mills are obliged by law to see that they attend—that is mill children of a certain age. Managers of these mills are obliged by law to see that these children attend during a certain number of hours each day, and in order to carry out the law they have to provide a school, as I understand, for them; but I do not suppose there is any compulsion except so far as that can be regarded as compulsion.

3344. Still you are not able to say that the presence of the few children you have noticed yourself may not be due to causes of that kind?—I cannot answer as to a negative.

3345. Can you then answer positively by saying whether you, of your own knowledge know, as is implied by your answer, that these children did attend because they preferred a better teaching in one school or another?—I believe so.

3346. Do you know of it? Because I want to know whether your opinion is speculative or the result of an absolute knowledge. I respect your opinion, but I want to know whether it is opinion or matter of fact?—An opinion of this kind, I believe, must be speculative. I have no means of knowing, and I do not try to ascertain from every Protestant pupil I may happen to observe in a school under a Roman Catholic teacher how he happens to be there, nor would I say to a Roman Catholic child that I might meet under a Protestant master—"By what compulsion, or means, or how in the world, do you come here?" It has been the rule where there was a possibility of meeting a mixed attendance to meet a mixed attendance. That I have no hesitation in saying.

3347. No doubt it would be quite out of the way of an Inspector of National schools to put such questions as you refer to; nevertheless, you may have from your knowledge of the locality heard and known many things with regard to matters of that kind. What I want to know is, whether such things have come to your knowledge by hearsay, though you might not as an officer of the Board put a question in that very form?—They have come by hearsay. I have heard of a few instances in which landlords have been anxious to bring children into their schools, and have used means to do it. We have all heard of that, but I do not think that that has been at all general, more especially as regards National schools.

3348. Are there any instances in the districts you have been connected with, of the management of a school being under a committee, and not under a single patron?—Several instances; I would say more especially in the North of Ireland.

3349. Now, what is the result of your experience as to the management under the committee as contrasted with the management under a single patron?—I think, under committees there is very little difference as regards superintendence or supervision. They generally leave the management in the hands of some person appointed by themselves to correspond with the Board, who is regarded as the manager of the school; although it is put down in the books of the office as under the management of a committee. I believe these

committees interfere very little as to the general management.

3350. Then you do not think that any great gain arises from having that system general, in influencing the better management of the school or the supervision of it?—I am not prepared to say that with properly organized and established committees a gain might not arise; but I am speaking now of the committees as they exist.

3351. In many cases is it not the fact that the managers scarcely ever visit the schools at all? They merely hold official communication with the Board and do not take any very active part in superintending the school?—In many cases they do not take an active part in superintending the school, but there are very few cases in which they do not visit occasionally.

3352. Have you found in the districts in which you have been as Sub-Inspector, and subsequently as Head Inspector, much difference in the districts where there is a dense population and a good deal of manufacture going on, and in districts purely rural, as regards the superintendence of the schools, I mean the visiting and looking after the general management?—I should say in the rural districts there is less supervision, generally speaking, than in manufacturing districts and towns.

3353. You think the manufacturers generally pay more attention to the condition of their schools than the rural people?—In every case where a large manufacturer gets up a school for the benefit of the children employed by him, I think he naturally looks after that school.

3354. Do you find that in the case of schools which have not been got up specially by any particular manufacturer, or does your observation apply generally to all schools in manufacturing districts?—I think I would apply it generally to all the schools of manufacturing districts. I think clerical managers are more attentive to the schools in manufacturing districts, for the reason that they have a floating population that require more attention.

3355. That they see less of?—Yes.

3356. You had some experience of the Dublin district?—I had a little experience of the Dublin district.

3357. About what period was that?—Immediately before I was appointed Chief of Inspection, in February, 1867. For nearly two years before that I had charge of what we call the North Dublin district, which extended to Galway, right across the country.

3358. Your experience connected with the Dublin district was as Head Inspector?—Yes.

3359. You never had it in charge?—Never, as District Inspector.

3360. Would your observations with regard to the better superintendence in towns apply to the schools about Dublin?—I think some of the schools in Dublin are much better looked after by the managers than schools in the country, but for some reason or other I have always looked upon the Dublin schools—I mean the ordinary schools, and I do not speak of the great convent schools—as furnishing about the worst specimens of National schools.

3361. Have not the different District Inspectors and Head Inspectors at various times for the last ten or twelve years called the attention of the Commissioners to the deplorable state of the schools in Dublin?—I cannot say anything as to what they have done from my own knowledge previously to February, 1867.

3362. You have had no occasion yourself to report?—I have reported upon the state of some of the schools.

3363. That, of course, I am to take for granted, coincides with the opinion you have expressed that they are very bad?—Certainly; I have said some of them.

3364. As to the supply of books in the schools, what is its present state? Do you look upon it as good?—I look upon it as satisfactory upon the whole.

3365. Is there much difference in different portions of the country, so far as your experience goes, between the supply?—In some of the poorer districts the supply is not so good. I believe in some parts of Connaught, for instance, remote from Dublin, and in poor districts, the supply of books is not so good as in those districts where they are sure to be quickly purchased.

3366. In the new arrangement, when the teacher gets a per-centage for the sale of the books, is he asked to pay in advance for the stock, or is the stock sent to the District Inspector according as he requires it?—He must advance the money necessary for the purchase of the books before the books are sent. The money must be sent up with the order.

3367. Then if he keeps a stock of the books for sale he must do as any other trader does, order it and advance the money?—He must, and be at the trouble of sending for the parcel to the depot.

3368. Then he gets no more advantage than any ordinary trader?—Certainly not, except where an ordinary trader may choose to sell books or anything else at a smaller profit. The profit of the teacher is, as I look upon it, very trifling.

3369. But, considering that the average charge by the bookselling trade is not 20 per cent., there seems to be no special favour done to the teachers except that they are made agents?—Certainly not. I presume teachers of the higher schools in the country who supply books to their pupils, as many of them do, get a per-centage something like that from the trade.

3370. You stated, in answer to one question, that one of the causes which has led to many of the teachers leaving the service of the Board was the excellence of the training they received. In what does this excellence consist?—Why, they become excellent penmen and arithmeticians, and generally expert and intelligent.

3371. Do you allude to the training of the Central Normal School, or to the whole system?—I allude to the whole system, very often culminating and ending in the training of the Central school, but not specially to these six months. I think the training begins when the boy is appointed monitor, it may be a junior monitor.

3372. Then your observation would not apply to a case where the whole extent of the training consists of six months in Marlborough-street?—Certainly not. I do not think any training for such a period, however efficient, would give such a result.

3373. You have no regular official arrangement in Marlborough-street for registering the vacancies for teachers, or the names of teachers requiring situations?—We have no regular system of regisration of that kind, no regular book.

3374. Has it ever been suggested that at the central place such a registry should be kept?—I am not aware that it has been suggested. I think it would be a very proper thing to do.

3375. Now, with regard to the central establishment, the official establishment, is there not a very unequal distribution of work amongst the clerks according to the present organization?—I am not prepared to say that there is an unequal distribution of work. There are some departments with reference to the work of which I cannot speak with any degree of confidence. I cannot speak with any degree of confidence of the work done in the accountant's department, but I know the general business of the other departments very well.

3376. As a matter of fact, in the salary and registry office, is not the work done quite disproportionate to the work done under similar circumstances in the other offices?—I know that some of the gentlemen in that department have sometimes complained to me that they were over-wrought, and I could only try to console them with the reflection that they were doing their duty, but I am not aware of the over-work as a fact. I know that for about three weeks in every three months the salary office has a great deal more work to do than the other departments; this pressure of work being caused by the anxiety to have the teachers paid within a reasonable time.

3377. They are more subject to unpaid overtime?—They are, at that time.

3378. Are you aware at all of the plan that Mr.

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M'Creedy proposed for amalgamating some of the departments, so as to equalize the amount of labour for each of the clerks?—I know something of that plan. However, in that plan, so far as I understand it, there was no attempt made, or intended to be made, to amalgamate what we would call the accountant's department.

3379. That could scarcely be well amalgamated?—No.

3380. But, so far as the other departments are concerned, the correspondence office, and the salary, and registry, and the inspection departments, would not that have been a very considerable importance?—I think it would have been a matter of importance to amalgamate what we call the correspondence office with the inspection office; as it is we have two sets of men writing a letter, it may be the same day, to the same person. The one will not know that the other is writing, while possibly they are both writing about the same school.

3381. Does it not frequently happen that a considerable loss of time occurs with the clerk in the salary office when the query sheet comes up from the country and there is some irregularity in it—does he not lose a considerable amount of time when that is sent up to the higher departments, if any letters come again, upon the same subject before a decision is arrived at. Does it not happen that he spends half a day looking for it?—Sometimes it may so happen; there is a difficulty in knowing sometimes where a letter is, and this leads to a loss of time. It is one of the exceptional cases, as every irregular case is exceptional.

3382. Judging from the book brought over here from the Board yesterday, am I right in supposing that such a chance could scarcely have occurred if that system had been carried out?—You mean after the change?

3383. After the change had been effected would there not be less probability of that occurring?—I am quite sure if all the correspondence were conducted in one office there would be less trouble and chance of such delay.

3384. Have you any idea what the cost of that set of books was?—Not the slightest.

3385. You do not know that they cost £940?—I have not the slightest idea what they cost.

3386. Because we asked the question yesterday, and we were told that the Stationery Office alone could tell; I suppose we are to consider that to be the case?—I have not the slightest idea what has been the cost of the books.

3387. Can you give any idea why, after the expense of that £940 in providing those books, the system, after the expense was gone to, was not carried into operation; I mean the system proposed by Mr. M'Creedy?—Well, I believe it was found, upon consideration, that these books so ordered would not be sufficient to carry out in a satisfactory way that arrangement. It was intended that that book should contain in itself everything that was done in reference to a school including the payment of salaries. The difficulty would have been to pay salaries with that book. It will answer all other purposes, and the books will be introduced. I believe some of them have been introduced already. It will answer all the purposes of the county book, in which all action is entered with reference to every individual school, and every action taken with reference to a teacher, including every Board's order; but in the book from which the salaries are paid you have simply the name of the teacher, while all the changes as to teachers have to be entered with the dates, the average attendance, the changes in classification, and every fact that will cause a change in the payment of the teacher, or the payment of that school, is entered in the salary book; and it has been considered by persons who have more experience than I have in the working of the system, that it would be absolutely impossible to dispense with the salary book, and that the attempt to embody it with the other books would break down.

3388. Would it not be a very inconvenient book as a substitute for the county book?—It is almost identical with our county book.

3389. There are a great many additional columns, but I believe we can find a way of utilizing them by putting in different heads?—It is almost identical in size, and I believe in expense with the late county books, which are now nearly used up.

3390. Is it not still surprising that so large an expenditure should be gone to before ascertaining whether such a system would work?—I presume there may be some surprise with reference to that; but, at all events, books were required which should contain a great amount of the information which these books will supply, and as such were wanted within a very short time after it was intended to introduce these books, the same expenditure would have been necessary.

3391. But they have been lying several years unused?—I know of them only since I went into the office, fifteen months ago.

3392. It was stated in evidence that those books were ordered without any Board order by Mr. M'Creedy. Are you aware that that was the case?—I am not aware. They were ordered before I went into the office; but there are certain items of expenditure that I presume would be ordered by the Secretary as a matter of course, such for example as replacing the county books.

3393. £940 is a very large sum?—Certainly it is a large item without authority; but it is an absolute necessity to have books as it is an absolute necessity to have foolscap.

3394. But the Board made many minutes upon it?—I am not aware that they made any minute.

3395. Was there not a long correspondence with the Stationery Office, and did they not promise that in consequence of the expense they would get rid of the long books in future?—I have heard something of that, but I am not aware of it of my own knowledge. I know something of these long books which you refer to, and the getting rid of them. They are exceedingly important, the most important books we have in the Inspection department, and the circumstance of an attempt being made to get rid of them for a time led us into a little confusion.

3396. You were rid of them for twelve months?—Yes, or rather more; but I am happy to say we have them now.

3397. How many documents on an average in the day comes before the Chiefs of Inspection?—Well, I hardly can calculate. I would say 600 reports weekly, and 150 letters from correspondents and managers of schools weekly.

3398. That is to each Chief of Inspection, or is it the whole?—The whole. I think I am perhaps under the amount. Then there are all the journals from the several District Inspectors and Head Inspectors—sixty District Inspectors and six Head Inspectors; then there are the organizers' journals and organizers' reports, varying in number, and then the Inspectors' letters, an average of six in the week probably from each Inspector.

3399. Between 300 and 400 altogether?—Yes.

3400. Then of the documents that come before the Chiefs of Inspection, how many on an average go before the Secretary, or has he to initial every one of them?—All the reports that are regarded by us as satisfactory are marked by us as such. We mark them "up," and they are then put up in the books in which they are kept. They do not require to go to the Secretaries. Every case of leave of absence for an Inspector or anything of that kind goes to the Secretaries, and every reply to an Inspector's letter, although it may not go to a Secretary in the first instance, must go to a Secretary afterwards, who considers it before he signs the letter.

3401. As a matter of fact, is not the action proposed to be taken upon the letters which are sent up, suggested generally by the clerk in the first instance?—No, not of necessity, very often the clerk will note the document or mark some point for the Chief of Inspection. It is his business when he examines the report to note any particular point for our consideration. Sometimes on noticing that a teacher is reported for any irregularity in his accounts, he may write upon

the report, "admonish the teacher on his accounts." That report so noted must go into the hands of another clerk who has charge of the registry department, and whose business it is to see whether that teacher has been previously admonished for that or anything else, and it is also his business to note upon another part of the report what action was taken as against that teacher previously, and if no censure had been received by that teacher before, he writes "nil" and his initials, and in this state the report comes up to the Chief of Inspection. If it should happen to be the first time the teacher had been guilty of an irregularity he would probably receive an admonition simply; but if it appeared that he had been guilty of a like irregularity previously, the matter would be brought before Mr. Macdonnell for some heavier penalty than a simple admonition.

3402. Is there any necessity that all those documents should go before Secretaries. Would it not be more simple to have all these matters adjudicated upon by the Chief of Inspection?—In one sense the Chief of Inspection may be regarded as adjudicating, but it is the business of the Secretary to sign the letter afterwards, and he has the power equally of refusing to sign, and so prevent the action which has been suggested from being taken.

3403. I have no doubt of his power, but does it not seem a waste of power to have two persons doing the same thing when one has other duties to perform?—If I, a Chief of Inspection, were asked could I get on without a Secretary, I suppose I might say I could; but it is not for me to dictate to the Commissioners which is the proper course.

3404. But still, as a matter of business, is there not a considerable loss of time by referring to the Secretaries the business which clearly belongs to the Inspection?—I do not think there is much loss of time, and I think the system has its advantages; the time the Secretary occupies in signing these letters is not very considerable. It is his business to see whether the action recommended has been followed out by the clerk in writing a letter, and it is his business also to see whether or not the clerk has used proper English in the writing of the letter. I do think the advantage greater than the disadvantage that appears to be involved in the loss of time.

3405. Still, all the points you have drawn attention to relate to duties that belong to Chiefs of Inspection?—Yes.

3406. Have you had any experience connected with the revision of school books?—I may say I have had no experience of that. At the time the revision of the books was commenced under Mr. M'Creedy's superintendence, he appeared to have some jealousy of much interference. I was never consulted, probably in consequence of that, and I have had no experience, I may say, at all of it.

3407. You were fully acquainted with the condition in which the books were before the revision?—Yes, I am very intimately acquainted with their condition before the revision.

3408. Were they not in a very deplorable state?—Well it was not at all a very deplorable state, but it was a state capable of improvement.

3409. Are you acquainted with the "Epitome of Geography?"—Yes.

3410. Has your attention ever been drawn to the portion of that with regard—I would not say to foreign countries, but to Ireland, as an example?—Yes.

3411. Would you not say that portion was in a deplorable condition?—Well, I really think the account given of Ireland, and of Irish towns, in the "Epitome of Geography," is a very good account, quite as good as we find in any other geography.

3412. What would you say of a book stating that a river falls into the sea at a place forty miles to the south of a certain point, the fact being that the river discharges itself at a place forty miles to the north; would that be very accurate?—It certainly would not be very accurate, but we see very eminent persons sometimes falling into inaccuracies. For instance, the London *Times* the other day, put Naas in the county Wicklow.

3413. But is that a fair excuse for the Board of National Education?—I am bound to say, however, that I am not aware that there is an error such as that to which you allude.

3414. Do you think it is the proper function of the Education Commissioners to publish books at all of their own?—I am not prepared to give an opinion upon the question. I believe that one of the great reasons why the National system of education became at once so popular, was because of the excellent books which were introduced. It was necessary then. I would be very sorry to say that it is not the function of an Education Commission to introduce books, because I am quite sure in that instance it was a very important function they were called upon to discharge, and I believe they did it remarkably well.

3415. That was the case in all Europe at the time that the educational books were very inferior?—Well, I believe they were inferior generally.

3416. The production in fact of educational books is quite a thing of the present time?—Of the educational books of an advanced character such as we have now.

3417. Is it your opinion that it is still the function of the Commissioners to publish books?—I am not prepared exactly to give an opinion; I think if they can get a book equally good and equally suitable for their schools published elsewhere, that they will be able to get this book more cheaply than they can produce it themselves, and that they should take it.

3418. The Board of Education, composed of persons of different creeds, and not interested themselves in the production of the books, or in the education, are they likely to keep the books up to the level of the subjects?—I believe it was found that the books were not kept up to the level of progress in literature and information generally, hence the necessity for the revision of the books.

3419. Do you think it desirable that all the children in the country should be educated from the one type of book—that they should all, on a particular day, repeat the same lesson?—I think there is something desirable in that idea. I do think there is something pleasant to contemplate in it. Whether it is advantageous to the cause of education or not I do not undertake to say; but I think there is something pleasant in thinking the same lessons are read in the schools all over Ireland.

3420. And to have the intellectual training of all in the same mould?—Yes, provided that mould is a good mould.

3421. If the same rule was applied to art, and that every ornament was produced out of the same mould, do you think art would progress?—I don't think art would progress, but I don't think the cases are at all analogous.

3422. Would reading the same piece of poetry every day in every part of the country be beneficial to the growth of diversity, which is the very soul of literature and of art?—Well, I think, as you refer to art, that the exhibition of the best models in every part of the country to every intellect capable of copying that model is a proper thing. If you have bad models it is different; but if you have good models—if the selections are good—I think the circumstance of their being read and studied everywhere is an advantage rather than otherwise.

3423. Suppose the same rule was adopted as in England and France and elsewhere—that the Board had the selection of the books, but that a large number of books should be put upon the list and not published by the Board—don't you think that would be better, and attain the same ends as the present system, and not be liable to the objection of bringing up the whole people to the one tune, or preventing the production of the books—would it not be, in fact, emancipating the intellect of the country from the monopoly of one corporation?—Well, I believe the difficulty the Commissioners of Education would have to deal with would be in selecting books. They have found it exceedingly difficult to get a book in every respect suitable to be

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read everywhere all over Ireland. And that is one great beauty of the books, as now produced, that they are books suitable to be read by children of every denomination.

3424. That is, you would sacrifice to neutrality of tone all the advantages of freedom of thought?—Well, as to giving scope to freedom of thought in National schools—in schools attended by pupils of various creeds and classes, I don't think we should encourage that freedom of thought by giving books suitable to every particular taste. It is the very thing we avoid.

3425. You wish to avoid the development of freedom of thought?—We wish to avoid producing books that will be suitable to the particular taste of persons professing a particular creed either political or religious.

3426. That is to say, the whole difficulty arises, in fact, from the compressing the different people—from the endeavour to compress the people of different religions into the one mould?—I think we don't endeavour to compress them at all in any way.

3427. Is it your experience that the District Inspectors are subject to undue interference—official interference of the central administration; that they are looked after too much by the Head Inspectors or by the Secretaries of the Board?—Oh, certainly not; I think not.

3428. Then you consider, I apprehend, that the District Inspectors and the Head Inspectors, as officials connected with the administration, are fairly treated?—I think they are fairly treated. They are, undoubtedly, very closely watched. They must give an account of every hour of their time. They cannot take a day without leave, and some of them may consider that as a hardship, but that is a rule of the Commissioners. I think public servants as they are, they have a right to give their time to the public, and the Commissioners have a right to see that they do.

3429. Don't you think that they have too much red-tape—too many forms to fill up consistent with the chief and important duty they have to perform as Inspectors of schools?—In some respects the forms might, perhaps, be modified a little, but it is very difficult to get through business with necessary regularity without having a very considerable amount of what is called red-tapeism, or without a considerable amount of these forms; without the forms the business will be entirely neglected.

3430. Oh, some forms are of course necessary, but really are there not too many of them?—I have no doubt there might be a reform in that respect.

3431. Is not a good deal imposed upon the Inspectors unconnected in reality with the schools, and merely for the purpose of providing statistics for reports of Parliament and otherwise?—I have heard complaints of this Royal Commission calling for returns which we are obliged to get from the Inspectors; and some of the Inspectors have complained that a great deal of their time will be occupied in making out these returns; but, generally speaking, there is no cause for such complaints. Some time since we had rather voluminous annual reports, which we required from the Inspectors at the end of every year, which occupied a very considerable portion of time and thought. These have been latterly very greatly cut down.

3432. You think it quite desirable that these repeated returns should not be asked for from Parliament, in fact, that the necessity for calling for returns of that kind disturbs the proper work of the Inspectors?—I can say certainly it would facilitate the work of the Inspectors and the work of the office generally if they never had to answer any Parliamentary returns such as you have called my attention to.

3433. Mr. *Waldron.*—Such returns as take them from their proper duties?—I think it interferes considerably, but we cannot dictate to Parliament as to what returns they wish to call for, but I am sure the preparation of such returns interferes both with the work of the office and the duty of the Inspectors.

3434. Professor *Sullivan.*—I ask you your own individual opinion, as having a considerable amount of experience. Few men on the Board have more experience than yourself?—As to my own experience as an Inspector, I had very little to do with furnishing Parliamentary returns. I happened to be Head Inspector when that voluminous return you have there was called for; I consequently avoided that, and I believe some of my brother District Inspectors said that was a reason why I should congratulate myself upon having been appointed Head Inspector, that I escaped some of these returns.

3435. My question refers rather to this perpetual disturbance of the education of the country by repeated discussions in Parliament on the system, and calling continually for returns?—I don't find the work of inspection is seriously interfered with by the calling for any Parliamentary returns of an ordinary kind. The work interferes more with the regular business of the clerks in the office, as on them the duty to a great extent devolves.

3436. But still are not the forms that are sent to the Inspectors—are they not drawn up with a view to a considerable extent, to meet the probable calling for returns—are they not made to fill up a number of returns merely to provide for any contingency that may occur?—I rather think we do not call for returns to provide for contingencies.

3437. Have you ever turned your attention to the subject of payment by results?—I have.

3438. What is your opinion upon the merits or demerits, as the case may be, of that system?—My opinion with reference to payment by results is that we already pay very largely by results, and that when the question comes for your discussion as to payment by results, it should be borne in mind that a very large amount of what we now pay is either directly or indirectly a payment by results.

3439. In what way?—In the first instance the classification the teacher gets, as well as every step in his subsequent promotion, is based to a certain extent on the result of his teaching as well as upon his literary qualifications. If he has failed as a teacher in the course of the year, he cannot come up for promotion within that year. That is one way in which results come in, and very important too, in the determination of what a teacher is to receive. Then again our supplemental or good service salary. That is more directly a payment upon results. Then we have special payments. We pay a teacher for the training of a monitor, and that is upon the result of the answering of that monitor, one, two or three, as the case may be. In some very large schools they have up to 20 or 30 monitors. Then we have payment for vocal music; that is a direct payment by results; drawing is a direct payment by results; navigation is a direct payment by results, so that in various ways we are already paying very largely for direct results.

3440. Would you be in favour of the further extension of the principle?—I think it might be further extended with advantage.

3441. Would you be in favour of combining it with the classification of the teacher?—I think the classification of the teacher should be a separate matter, and that there should be a separate payment for a teacher according to class; and then that the salary of the class should be fairly supplemented by an additional payment in accordance with results. My idea is that there should be some scheme continued by which all these various results I have enumerated should be consolidated, instead of having them paid under so many different heads.

3442. You would not abolish the principle of classification amongst teachers?—Certainly not.

3443. But you would combine it?—Combine it, consolidating our present payments for results in some more efficient way.

3444. Would you further extend the principle by combining it with capitation grants?—Well, I have great doubts about what is called the capitation grant, as I understand it. I believe, however, it should be combined with a certain average attendance in each school; that a certain average attendance should be

necessary in every school. As to the capitation, as I understand it—that before a pupil is to be paid for, he must attend a certain number of days; he must give a certain number of attendances in the year—I have a great doubt of that principle working in this country; but I think we would get all the advantages of the capitation scheme by combining it with what I have said—the average attendance of the school.

3445. Mr. *Waldron.*—A further disadvantage of the capitation is you have no security; the children would be well taught?—That is one disadvantage.

3446. That is a chief one?—I think it is.

3447. Professor *Sullivan.*—That disadvantage would be avoided by the payment by results, and the teacher receiving his classification in addition?—It would.

3448. Do you think the combination of those three methods would improve the payment of the teachers materially?—It would depend altogether on the sum that would be allocated under each head. I think, considering the question abstractedly, the payment of the teachers should be increased and their condition should be improved; but it would depend altogether on the sum allowed under each head, whether there would in this way be any increase in the salary of the teachers.

3449. Mr. *Gibson.*—Do you consider the Chiefs of Inspection subordinate to the Secretaries?—I have always considered myself subordinate.

3450. And subordination implies responsibility?—Certainly, and I would be very sorry to take on myself any responsibility that properly belongs to the Secretaries.

3451. The eventual responsibility is with the Commissioners themselves as a body; but immediately below them the Secretaries are the parties responsible for the due discharge of the duties of the Board?—Certainly.

3452. With respect to a question that was addressed to you early in the course of your examination, I presume you will consider it very desirable there should be a local interest taken in the management of local schools?—Very desirable.

3453. And that the intervention of a manager, a resident in the neighbourhood, is very desirable in promoting that local interest?—Very desirable.

3454. In Ireland, where there is a want of a middle class in many parts, between the humble parents of the children in the school and the higher classes, do you consider that a manager is a valuable connecting link?—Very valuable.

3455. And that in the early history of the Board, and even now, it is highly desirable that that interest should be expressed and devoted between the gentry of the country and the humbler classes; that the gentry of the country should take an interest in the educational institutions of the country, as indicating that they are, so far, as one with the people?—Oh, certainly; and wherever the gentry do take that interest I find the schools show the advantage of such interest.

3456. The theory of the system is that the manager represents that link?—Certainly; I think so.

3457. The Bishop of *Meath.*—Do you consider a manager is now indispensable in every school? Must every school be under the charge of a manager, except a model school?—Every school except a model school.

3458. Do you think that ought to be the universal rule, or whether any cases of exception might be admitted?—There might by possibility be cases in which it would be of an advantage to a locality to have the Commissioners step in and establish schools. I have no doubt there might be such cases, but the question would arise, whether, if the Commissioners attempted to establish schools on their own responsibility in that way, such schools would be supported in the locality—whether the influential parties in the locality would not oppose them and prevent any children from going to them.

3459. Suppose an Inspector reports that in a certain district a school is very much wanted, and that there is no person willing to come forward to undertake the duty of a manager, wouldn't it be desirable for the Board itself, in a case like that, to take the initiative in founding a school?—It would be highly desirable; but the other question comes in to be considered in every case of that sort, whether it was likely the Board were expending money uselessly.

3460. I assume the Board sees sufficient reasons to think that unless they minister to the want no one else could. I am assuming that would be the case, and in such a case as that you would think it desirable?—I would certainly.

3461. You stated, I think, the schools in Trim you found unsatisfactory?—In the Trim district, as compared with other districts in which I was situated as Inspector.

3462. Does the Trim district include the whole of Meath?—Not the whole of Meath.

3463. And did you find the same defect to prevail throughout the whole of the county of Meath?—I was speaking generally. There are some very good schools throughout the county, but comparing the district with the districts I was in previously, I regarded the state of education—the character of the schools generally—as lower than in the other districts.

3464. Now, Meath, we all know, is a pastoral county, did you observe that that same deficiency pervaded the other pastoral portions of Ireland?—I was never brought into such intimate connexion with any other pastoral district.

3465. Can you suggest any reason why that defect should exist in a pastoral district rather than in an agricultural district?—I believe in such districts the poorer classes are very poor. Now I think I have observed a greater amount of absolute destitution in some parts of the county of Meath than in any other district of Ireland in which I have been, and that is, in my mind, the reason.

3466. Has the number of teachers in the central establishment here fallen off much since the period to which you referred, 1864, when the Roman Catholic prelates expressed their disapprobation of the system?—Do you refer to the teachers in training?

3467. The teachers in training?—I believe the Roman Catholic element has been reduced somewhat. I have not the statistics before me, but the number of Roman Catholics is not so great now as it was.

3468. In page 62 of the report I see the teachers trained in the Normal institution are divided into three classes:—"The third class is the candidate or extern class, composed of a limited number of respectable and well-informed young persons who wish to qualify themselves to act as teachers." Has that number increased considerably since that period to which you refer?—I don't think it has. I think, generally speaking, there are very few in that class.

3469. There is also in that same clause this statement—"Permission is also given to teachers of schools not connected with the Board, to attend the schools as auditors or visitors." Is that largely taken advantage of, or at all?—Very seldom taken advantage of.

3470. I believe it is the rule now that the manager appoints the teacher in the first instance, and after that he is examined by the Inspector of the Board to see whether he is qualified as a teacher?—That is so.

3471. Do you think it would be better that the manager should, in the first place, submit the name of the teacher he proposed to put over the school, to the Inspector, and that the Inspector should examine him before he is put into the school at all?—It would certainly be much better, and I am aware that such is the practice in some districts.

3472. Don't you think it would be desirable to adopt that universally?—It would be somewhat difficult to make it an absolute rule.

3473. Don't you think it would be desirable to make it general?—It would be difficult to make it a general rule. I may say that a suggestion has been sent out to managers recently to adopt such a rule, and invariably when a query sheet would come up containing the name of a new teacher there should be sent with it the certificate of the Inspector that such teacher had been examined before he was appointed. In connexion with such appointment it saves us a great deal of trouble

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in the office to have the certificate of the Inspector with the manager's queries; and the salary goes out to the teacher at once.

3474. Would not this advantage be connected with it—that you would have qualified teachers up for schools at once, and not probably be obliged afterwards to reject disqualified persons?—Certainly, there would be that advantage, and it is a very great one.

3475. Suppose a ground of complaint against the teacher, are those complaints addressed in the first instance to the manager, or may they be addressed immediately to the Board?—They may be addressed in the first instance to the manager, and in all probability the person making the complaint, finding no redress from the manager, would in the next instance apply to the Inspector or to the Board directly.

3476. The Board would entertain a direct application?—Oh, always. We always refer a case of that kind to the Inspector for his report.

3477. What length of time must a pupil be present in a school each day to entitle him to credit for attendance? What is the minimum time that ought to entitle him to attendance for the day?—Four hours.

3478. That is the rule. Is it acted upon?—Generally it is acted on.

3479. Suppose a boy's name is entered on the roll at ten o'clock, can he leave school without the permission of the master?—He is not supposed, or presumed, to leave the school at any time without the permission of the master, but he may leave the school, and his name may appear as amongst the pupils present that day, but in such case the master is required to enter the name on a slate—the absentee slate—which is suspended in the school, in order to satisfy the Inspector or any one else who may call that such person had been in attendance.

3480. Of course, according to the rule, it is desirable the pupil should attend four hours in the school?—Certainly.

3481. Would it not be desirable to call the roll twice—that is, to-day at ten o'clock, and, if the pupil is required to attend four hours, to call it again at two o'clock?—It would be desirable to call it at ten in order to see that pupils were present at the hour of opening. However, in order to give the teacher credit for a sufficient number, he should get credit for any pupil entering at eleven. I think he should hardly get credit for any entering after eleven, but I don't think we should make provision in our rules for asking him to call the roll again at two o'clock, for it is presumed no pupil will absent himself up to the hour for dismissal. The cases are so exceptional that I don't think any legislation in addition to what we have already is required.

3482. I think you said a school averaging from thirty to fifty pupils would be more efficient than a school having a larger number?—I look on a school averaging from thirty to fifty likely to be more efficient, taking the schools in the country generally.

3483. It was stated the amalgamation of small schools would be very desirable. Would not a large school with a superior master and a competent staff of assistants be preferable to two or three small schools if the district was sufficiently populous?—When I speak of schools from thirty to fifty, I am presuming the master is equally efficient with the master that would be over the school of the higher number.

3484. But is it not a matter of fact the best teachers get the largest schools?—No doubt it is.

3485. And, therefore, I presume with a large school, we will say of a hundred boys or girls, as the case may be, you would have there a very superior teacher?—Certainly, and he would have under him a class of competent assistants.

3486. And it would depend in that case principally, if not altogether, principally I would say, on the character of the assistants. I presume they are competent. I take it for granted they are competent, and my question simply is this—would not a large school with a superior master, and a sufficient number of competent assistants, be preferable to three or four small schools, consisting of the same number of teachers?—I believe that a school attended by an average of forty or fifty, with a competent master, is the school in which you will get the highest results as compared with the average number present.

3487. You think that one teacher having the sole responsibility of the school, will make the school more beneficial than one head master and several assistants under him?—I believe he does.

3488. A scheme, you are aware, has been proposed for engrafting some portion of higher education on your present curriculum of education—for instance, Latin and French. Have you directed your attention to that matter?—I have not turned my attention very much to it.

3489. Do you think that development of education on the part of your institution, would on the whole be beneficial to the cause of primary education?—I believe it would, and I think it is necessary.

3490. Incidentally a question arose of borrowing some pupils in order to swell the roll of a particular school, instance of that kind has come before you, no instance in connexion with the National Board?—Never; I have never known of any instance.

3491. You said you had heard of something of that kind in connexion with the Church Education Society. On what authority did you hear that; was it mere hearsay?—Mere hearsay.

3492. Did a case like that ever come to the knowledge of the National Board?—Certainly not, so far as I know.

3493. I would suppose if a case of that kind, which is a case plainly of fraud, came to the knowledge of the Board, they would take serious action upon it?—If they found that any of our teachers assisted in carrying out a fraud of that kind, I am sure they would interfere.

3494. A fraud of that kind?—A fraud of that kind, or any other fraud, I am sure they would take serious action on it.

3495. Mr. *Waldron.*—With reference to a question put by his lordship as to the examination of teachers, is it not advantageous to take a teacher and put him in a school before he is properly settled in it?—There might be some advantage in testing him, but I am quite clear it would be of great importance that we should be satisfied he had, at all events, sufficient literary qualifications before he was put in charge of a school.

3496. A man might answer an examination of that kind and not be a competent teacher?—Quite so.

3497. And it is an advantage to test him for a month or two as a teacher before he is given charge. Is that so?—There might be some advantage in that, but undoubtedly his literary qualifications should be certified for before you put him in charge.

3498. But the manager satisfies himself of that usually before he puts him in charge?—He satisfies himself to a certain extent; but it so happens sometimes when the Inspector examines a teacher so appointed, he pronounces him incompetent.

3499. With regard to the cramming of the roll that did not come to your knowledge. Did you become aware of the fact?—Certainly not. Some foolish newspaper paragraph, like many other queer stories.

3500. Professor *Sullivan.*—Some of the teachers are afterwards found incompetent by the Inspectors. Are many of them returned to you?—Comparatively few.

3501. But there is a sufficient number of cases to render it imperative to hold the examination?—Certainly, undoubtedly; and thus the necessity for the instructions to which I have alluded is seen. Occasionally a man is appointed who is presumed to be competent; but we have no evidence of competence until the Inspector visits and in that case the salary is not paid until the Inspector visits and reports.

3502. With regard to the question put by the Lord Bishop of Meath with reference to the introduction of Latin and French into the schools, you stated you thought it would be advantageous to primary education?—I did.

3503. I would like to hear from you in what way that would be an advantage?—I did not mean to convey by my answer that I thought it would be an advantage to have these subjects generally introduced, but I think it would be of great advantage to have instruction in the elements of the classics engrafted on our system, so that in certain localities where the pupils have not an opportunity of getting that knowledge elsewhere, they would have an opportunity of getting it through our system.

3504. Would you have those subjects taught during the day, and in the same schools with the ordinary subjects required to be taught by the National schools?—That would be a matter of detail that would require consideration. I would be very sorry to have any subject introduced that would interefere at all with the efficiency of our National schools as English schools. Anything that would interfere with that I would set my face against.

3505. Would you not think it would be a disadvantage in the case of schools where there was but one principal teacher, to allow him to teach subjects, such as Latin, during the hours set apart for English instruction?—I don't think it would be for the advantage of the pupils that he should give any time to that subject, so as to interfere with the regular business of the school. He might have a class for Latin in the morning, and if he had the same pupils in the school during the ordinary business, perhaps he might permit them to occupy part of the time with Latin, and part of the time with the other branches of knowledge. I think such an arrangement could be carried out under an efficient teacher.

3506. Have you had any experience with regard to the schools which have been formed under the Department of Science and Art in Ireland?—I have had no personal experience of them.

3507. Do you think it would be an advantage to have that system engrafted on the National system?—It would certainly be a great advantage to the teachers to have something of that kind engrafted on the system, because the Science and Art Department pays about four or five times as much for the same amount of work as we pay.

3508. Of course you would apply the same remarks to the teaching of the physical sciences that you have to the classics, provided that they were taught at other times than during the usual hours, so as not to interfere with the ordinary business?—Certainly I would.

3509. Has any attempt, to your knowledge, been made to carry out a system like that, to enable the teachers, in fact, to take advantage of this parliamentary grant?—The teachers are taking advantage of it in very many cases.

3510. But, quite independent of any action of the Board of Education; as a voluntary act of their own, is it not so?—It is independent of any action on the part of the Board of Education. In several of our model schools they have applied to our Commissioners to get liberty to establish classes, and in some instances the classes were established without a direct application, in the first instance, to the Commissioners.

3511. Mr. *Waldron.*—That is under the Science and Art Department?—Under the Science and Art Department.

3512. Do you recollect where they were?—In Trim, classes were established during the time I was Head Inspector of the schools, without any reference to the Commissioners or myself.

3513. Has the result been successful?—It has been very successful, so far as the result can be estimated by the amount of money the teachers have been able to draw from that department.

3514. As to results?—I believe our teachers in the model schools were doing as much—perhaps not quite as much—in teaching the same branches of physical science under us; for which we were paying £10 a year; it was undoubtedly, the fact of that teaching, for which we paid not more than £10 a year, that enabled them to draw a much larger sum from the Science and Art Department for the instruction of those pupils.

3515. Have you trained them to be teachers of the Science and Art Department?—The training obtained under us has enabled many of our teachers to obtain first class certificates from the Science and Art Department in London.

3516. Professor *Sullivan.*—From your knowledge of the country do you think it possible to carry out the system of payments for the teaching of physical science entirely by the instrumentality of the National Board?—I am quite sure it would be much better done through the instrumentality of the National schools than any other way—I am not prepared to say whether it would not be done through some other instrumentality. That is not unusual with them.

3517. But chiefly?—Chiefly; they have introduced skilful provisions in so far as the payment of the teachers is concerned.

3518. Would you be in favour of having such a system grafted on the present organization?—I have been turning my attention somewhat of late to it. I think it can be done, but it should be done in such a way as not to interfere with the regular business of the schools. The temptations to neglect this business are very great, inasmuch as the payments made by the Science and Art Department are very high, and then a very considerable portion of the time of our teachers and pupils is devoted, in accordance with the regular system pursued in the schools, to the study of some of these subjects; and I am afraid they allow themselves to be carried away a little too much, and are disposed to give too much time to those branches which, however important, are far less important than reading, writing, and arithmetic.

3519. Is there not more danger at present where you have an independent body outside you affording the temptation?—What I have said is in reference to the temptation from outside.

3520. You think that temptation would be less if it was connected directly with the system of National education?—It would certainly be less, and the cost to the State would be much less than it is now.

3521. But still would you have that department under the Kensington management; would not the temptation be to transfer it to your Board?—Yes, and that was the reply I made already. No harm has been done by our several teachers in the model schools in the way of the physical sciences. The system that was introduced by Dr. Clarke——

3522. Mr. *Gibson.*—The system is capable of much extension, but it would take a longer time?—Certainly it would, and it would be done far more economically.

3523. Mr. *Waldron.*—Don't you think if that was done it would damage primary education. Do you think they would be as anxious to give the teaching to the poorer classes as to others?—I am quite sure if done judiciously it would not interfere. I believe it did not interfere in any case where such instruction was introduced under the direction of the Board as a part of the regular business of the model schools, though some persons were very jealous about the attention we were giving to science and art, that is, the branches that come under the head of physical science in the several model schools, yet I believe we did much good, and the result of such teaching has been that in every one of these places, where the Science and Art Department have now obtained a footing, they have found a class ready formed for every pupil who passes in the first grade. The teachers have no difficulty in passing a large proportion of the pupils whom they have prepared and carefully instructed; they get so high as five pounds.

3524. Professor *Sullivan.*—Your experience of the action of those classes is that it has not done any injury to the ordinary teaching, and has done good?—I am not perfectly satisfied in my own mind that within the last year there has not been injury done in some of the schools to the ordinary business, because in two of our model schools, where science classes were introduced, the reports for general efficiency last year were rather unsatisfactory, and I was inclined to trace it partly to that cause.

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3525. And it was with that view I asked you whether it should not be connected more or less with the Board—that the Board should have some control over it?—I am quite satisfied it should.

3526. Mr. *Gibson.*—Any objection to drawing could not extend to the general schools, but to a very small number of schools?—Well, in all our large towns every school with an average of a hundred pupils could in all probability, if the teachers were qualified, get up one of those classes.

3527. That number of schools is very small, comparatively?—Yes, comparatively.

3528. Professor *Sullivan.*—The system of payment by results could be made to include such subjects?—Quite so, and I believe that would be the proper way to include them, that all payment for such teaching in National schools should be made through the Commissioners of National Education.

[Adjourned.]

ELEVENTH DAY—DUBLIN, MONDAY, MAY 4, 1868.

PRESENT:

The Right Hon. the Earl of POWIS, *Chairman.*

The Right Hon. and Most Rev. The Lord Bishop of MEATH.
Sir ROBERT KANE, F.R.S.
WILLIAM BROOKE, Esq., M.C.
Rev. DAVID WILSON, D.D.

JAMES GIBSON, Esq.
SCOTT NASMYTH STOKES, Esq.
WILLIAM K. SULLIVAN, Esq., PH.D.
LAURENCE WALDRON, Esq.

GEORGE A. C. MAY, Esq., Q.C., } *Secretaries.*
D. B. DUNNE, Esq., }

WILLIAM ADAMS HUNTER, Esq. (further examined).

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3529. *The Chairman.*—Do you wish to make any observations upon some of the questions put to you on Saturday?—Yes, my lord. Your lordship asked me with reference to areas of districts, and the number of schools in each district, which I will be happy to furnish, so that it may come into my evidence.* There was another point I was asked about by a Royal Commissioner, whom I don't see present to-day, that I was anxious to give some explanation upon. I was asked with reference to Major O'Reilly's return, which I now hold in my hand. I had stated, as regards Roman Catholic pupils receiving religious instruction from Protestant teachers, that within the last six or seven years there had been very little of that going on. The Royal Commissioner asked me was I aware that Major O'Reilly's return contained thousands of these, and that so late as in 1864. Well, I was not aware of that. I could not then state that it was not the case, but I can now state that this return, although ordered by the House of Commons to be printed in 1864, has reference exclusively to 1862, so that my answer, which appeared at the time to be incorrect, when I said six or seven years, turns out to have been correct. That would be six years ago. I have also to remark that I have taken the trouble of calculating all the cases in this return, which embrace, however, only the province of Ulster, and in the province of Ulster there were 1,180 instances in which Roman Catholic pupils joined in reading the Authorized Version of the Scriptures under Protestant teachers. I may mention that there are two cases, one in the county Derry, where twenty-seven Roman Catholics in one school received this instruction under a Roman Catholic teacher; and the other case in the county Down, where fifty-three were found similarly instructed in one school, the teacher being a Roman Catholic, and the same teacher being obliged to serve notice, as he informs us in this return that he did, upon the parents of forty-eight Presbyterian children to say that they were receiving instruction from him in the reading of the Authorized Version of the Scriptures. There was another point upon which the same Royal Commissioner asked me and I was not prepared at the time to give him the names of the particular schools. He asked me whether it was usual for Protestant children to go to a school conducted by a Roman Catholic teacher, there being a school conducted by a Protestant in the same town, and I said it was usual, both for Protestants and Roman Catholics to go to schools conducted by teachers of a different faith, provided they thought they received a better education. Now, it so happens, that this return of Major O'Reilly furnishes statistics which I could not then supply, and statistics with reference to schools that I knew most intimately some years before this return was made—schools situate in towns where I was resident. One of these was at Cookstown. Now, I find from the return I have before me, that in a school which may be regarded as being in this town (it is in its immediate suburb—conducted by a Roman Catholic teacher, and under the management of the parish priest, there were in that year seven Established Church children, 155 Roman Catholics, and three Presbyterians, this school being exclusively under Roman Catholic management, and taught by Roman Catholics. There is another school in the same town of Cookstown, called the Loy National School. The religious denomination of the patron of this school is set down in this return as "Dissenter." He is a Protestant, but neither a Presbyterian nor of the Established Church. All other Protestants are included in this return under the general head "Dissenters." The teachers of that school—for there are two—are both entered as Dissenters. The pupils on the rolls for that year were classed thus: thirty-six Established Church, forty-eight Roman Catholic, fifty-one Presbyterians, and twenty-two of other denominations. That is one of the schools in which some Roman Catholic pupils joined in reading the Authorized Version of the Scriptures. We have a return here that while the Authorized Version of the Scriptures is specified on the time-table, as open to all pupils, and while forty-eight Roman Catholics were in attendance during that year, only four of these in that school joined in reading the Authorized Version of the Scriptures. There is another school in Cookstown—(the population of the village being 3,257 in 1861)—there is another school under Presbyterian management. The correspondent or manager is one of the Presbyterian clergymen. The teachers are all Presbyterians. In that school there were for that year thirty-six Established Church, ninety-nine Roman

* Mr. Hunter subsequently supplied this information as follows:—For the sake of comparison, I give the areas of these districts as they stood after the adjustment in 1855, when I was Inspector in Castlewellan.

	Area in Square Miles.	No. of Schools.		Area in Square Miles.	No. of Schools.
Castlewellan,	524	128	Monaghan,	501	136
Cookstown,	636	126	Ballymena,	381	105
Trim,	558	100			

Catholics, and 108 Presbyterians, and one belonging to some other denomination—a Dissenter. In that school the religious instruction is the Authorized Version of the Scriptures for Protestants, the Presbyterian Catechism for Presbyterian pupils; and, we have a remark, that Roman Catholic pupils do not partake of any religious instruction—that is, although there were ninety-nine in the school, none of them joined in reading the Authorized Version of the Scriptures. The Royal Commissioner asked me could I give cases. I simply give these cases as having been personally known to myself, taking the number from the return. One other case is that of Castlewellan. The male teacher of what is called the Castlewellan No. 1 school is a Roman Catholic—the school being under Roman Catholic management. He had thirteen pupils of the Established Church, ninety-three Roman Catholics, eleven Presbyterians, and one of another denomination —Protestant Dissenter. In the female school, which is under the same roof, there were eight Established Church pupils, sixty Roman Catholic, twelve Presbyterian—the teacher and manager being Roman Catholic. Within a few yards there is a school which was taken into connexion when I was living in Castlewellan. It is under Lord Annesley's management. It had been previously under the Church Education Society, and was almost exclusively attended, I presume, by Established Church children. We find that, in that case, the majority still continue of the Established Church. It has sixty-eight of the Established Church, one Roman Catholic, twenty-nine Presbyterian, and one of another denomination. There is one other matter, of very slight importance as I regard it. It had reference to an alleged error in the Epitome of Geography. Although unable to state at the time that there was no error in this book as regards a river of Ireland (of course I should be very familiar with the book, because I have very frequently examined upon it). I can now say I have since consulted my own edition of the book. It was the first I got when I was appointed Head Inspector. It is dated 1853, and I have been unable to discover an error with reference to any of the rivers of Ireland.

3530. The Rev. Dr. *Wilson.*—Many years ago, were you a Sub-Inspector?—No. I was a District Inspector once.

3531. You were a District Inspector in the North of Ireland?—Yes.

3532. Did the parents of Roman Catholic children in the North of Ireland regard the reading of the Bible, in the authorized version, as Protestant teaching?—I don't think at the beginning of the National system the parents of Roman Catholic children looked upon reading the Bible, in the authorized version, as Protestant teaching.

3533. Are you aware there are cases in which Roman Catholic parents have lately even put the authorized version of the Bible in their children's hands that they might join in the reading of the authorized version in the school? Have you heard of such cases?—I have heard of some cases in which they have signed a certificate to the effect that they wished their children to read the authorized version of the Scriptures.

3534. Are you aware that several years ago in the North of Ireland Roman Catholic parents made little distinction between the authorized version and their own?—I am aware that they permitted their children to remain during the reading of the authorized version when they had perfect liberty to remove them; and with reference to that perfect liberty that existed for the removal, I may remark that I have looked very carefully at this return in order to see whether the reading of the Scriptures ever came on at an intermediate time, or at such a time as Roman Catholics might be entrapped, as it were, into the reading of the Scriptures, and I have not been able to discover a single instance in which (whether for convenience or otherwise) the reading of the Scriptures was not fixed either for the first part of the business in the morning or the last part of the business before dismissal.

3535. In any of your districts in the North of Ireland, have you known committees almost exclusively Presbyterian, appointing Roman Catholic teachers where the children were almost exclusively Protestants, being Presbyterians?—I have known cases where the teachers chosen either by the manager or the committee —I am not sure which—were Roman Catholic, the management of the school being Protestant or Presbyterian, and the greater number of the children being Protestant or Presbyterian too.

3536. I wish to put a few questions regarding the inspection. How many District Inspectors have you? —We have sixty District Inspectors.

3537. Is the number complete?—We should have sixty. There are two vacancies at present, and I believe the Commissioners have already nominated candidates to compete for those vacancies.

3538. What is your opinion of the efficiency of the inspection by your officers?—I regard the inspection, generally speaking, as very efficient.

3539. Are their opportunities favourable for becoming acquainted with both the teachers and children of the schools in their respective districts?—Yes, the opportunities are very favourable, the Inspectors taking a limited area. There are sixty in Ireland, which gives each Inspector a limited area, and he is personally acquainted with all his teachers and with a great many of the pupils of the schools, as he visits the schools generally about four times a year. He is required by our rules to make three inspections in the year, and also to visit incidentally as often as he can; so that when I estimate four visits in the year, I am quite sure I am underestimating the amount of his visits to the schools. He very often visits some schools six or eight times a year.

3540. In addition to their other duties, have the District Inspectors much to do in the way of clerking? —The preparation of a report upon each school is pretty heavy. Of course they have to take notes, and they have to furnish statistics at the end of the year with reference to all their schools, so that they have a considerable amount of clerking.

3541. Are many of the letters which they write virtually reports more or less, and do they not involve time and trouble in the preparation?—Yes; some of the letters are very important, and require very considerable time. Special reports upon investigations may be regarded as taking the form of letters, and these frequently occupy a large amount of time.

3542. It appears that the Chiefs of Inspection receive from the Head Inspectors confidential reports in reference to the District Inspectors. Is this considered as a necessary and desirable course?—I believe that it was considered desirable at the time that it was introduced; but, so far as I am aware, very little use has been made of these confidential reports, perhaps because there has been nothing reported unfavourable of any District Inspector.

3543. But this method gives the Head Inspectors a privilege which they would rather not enjoy?—Well, I am not aware whether they might not desire to be relieved of such a responsibility, but I think it is an important matter that they should be required to furnish such reports.

3544. Would the Chiefs of Inspection consider it necessary if there was anything unfavourable to have a copy of the report sent to the District Inspector affected thereby?—I think it is very likely they would, and ask for his explanation.

3545. Is the location of these District Inspectors entirely in the hands of the Board—their distribution throughout the country, and removal from time to time? —It is entirely in the hands of the Board; the location of the Inspectors is a matter to which I myself have given very considerable attention. I was called upon, in the year 1853, to make a new arrangement of school districts, which I then did; and I have been recently modifying the arrangement as it existed last year, so that it is slightly different, at present, from what it was last year.

3546. That is, I presume, as affecting your division of the country?—The whole of Ireland.

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3547. Is the religious denomination observed in the promotion of the Inspectors?—I believe it is.

3548. Do you conceive that that may operate injuriously to senior and superior officers in this way—that you may have a junior and inferior officer in the first class, while there may be a senior and more deserving officer in the second?—It is possible it may operate in that way, but not very likely, if we have the same number in the lower classes.

3549. Has your own attention ever been turned to any alteration in this matter—any modification of the present plan?—I have not thought much of a modification. I presume as long as it is considered necessary to have an equal number of Roman Catholic Inspectors and Protestant Inspectors in the service, and in the same ranks of the service, that it would be difficult to modify or alter the existing arrangement.

3550. Do you think it would be an advisable arrangement to have a minimum salary and a maximum, all to enter at the former, and rise to the latter by equal increments on their conduct having proved satisfactory?—I would prefer the classification.

3551. The present mode?—The present mode—for this reason. It has frequently happened that an Inspector against whom no charge could be made for inefficiency, has not been so efficient as to render it desirable to promote him to a higher class. In that way efficient Inspectors have got promotion before others who were less efficient.

3552. Practically, then, I presume you did not find the religious element a difficulty in the matter of promotion?—No.

3553. Would you regard it as a sound principle that a Presbyterian, because he is a Presbyterian, or an Episcopalian, because he is an Episcopalian, should be promoted to the first class, unless he is senior and superior to a Roman Catholic?—Well, if we restrict Protestants or Presbyterians of the first class to a certain number, and restrict the number of the other class in like manner, it may so happen that a junior, either of one or other may get promotion in advance, in consequence of the number being restricted.

3554. Are you in the habit of having from time to time, the Head Inspector a Protestant in the city of Dublin?—I have been myself employed as Head Inspector in the city of Dublin. There is a Protestant Head Inspector now for the city of Dublin.

3555. Dublin being part of his district?—Dublin being part of his district.

3556. Do the Inspectors ever appeal, or have they the power of appeal from the judgment of the Head Inspector or Chief of Inspecton?—They have the power of appeal of course, but it is very seldom necessary to exercise that power of appeal.

3557. What are the principal duties of the Chiefs of Inspection?—Our duties are very numerous. First of all we have to deal with all the reports that come up from the several District and Head Inspectors; we have to deal with all the letters received from the same officers, and all letters from the managers of schools bearing particularly upon the management of the schools pass through our hands or are noted by us.

3558. Are your duties fairly divided?—I believe they are.

3559. How is it that your colleague does less work than you?—I don't think I could admit that he does less work.

3560. Can you explain this statement which was made to the Commissioners: "It so happens from the variety of my occupations, that I have always to do less work than my colleague." Are your duties similar?—Our duties are similar, and they are supposed to be equally divided, but in the absence of either of us, the other would take up the duties of the person absent. I would not like to admit that I am doing more work than my colleague. I am always ready and anxious to do whatever work may have to be done, and during the time my colleague was under examination here, I endeavoured to keep up the business of the office. During that time I had more than usual work in the office.

3561. It appears that the Chiefs of Inspection owe their existence to an arrear of business that had accumulated. Are there any arrears of work now in your department?—Nothing of any consequence.

3562. Would you say the work is kept up perfectly from week to week?—Almost perfectly. There may be some work lying over occasionally when there is a press of business.

3563. With regard to the classification of teachers I wish to put a few questions. How many grades are there at present?—We have first of all the probationers or unclassed teachers, then we have two divisions of third class, two divisions of second class, and three divisions of first class.

3564. Do you consider those grades necessary?—With our present system of payment I think they are necessary, but under a different system they might not be necessary.

3565. What is the change you would suggest? Are you prepared to suggest any change?—Perhaps I have not thought over the matter sufficiently to enable me to enter into a full explanation of a scheme for altering the mode of payment, but I believe a scheme that would embrace literary qualification and classification of teachers in accordance with that, might very properly be engrafted upon a scheme that would introduce and consolidate the manner of payment by results, such as we have now in operation.

3566. Have you seen the plan in reference to payments by results submitted to us by your colleague in office?—I have not.

3567. Were you consulted on the subject?—I was not.

3568. Will you give your attention to the subject for this Commission, and give us the result?—I will. I was told by my colleague that his plan would be submitted to me by the Royal Commission.

3569. Do the Professors classify the teachers who come up for training?—They do.

3570. Do you regard that as a desirable thing?—It is perfectly desirable that they should give a certificate as to competency, and that this certificate should be a graded one, specifying the position that the teacher is fit for.

3571. Would the classification not be more uniform if left to the Inspectors?—I believe it would be better if, instead of classifying, the Professors simply gave a certificate of competency stating the rank the teacher was fit for according to his literary attainments, and that the Inspector afterward should take that and the state of his school together into consideration, and classify him upon both. I may remark, however, with reference to this, that the Professors, in classifying, always have a regard to the class the teacher occupied before he came up for training, provided he was a classed teacher, and in that way they have before them the opinion of the Inspectors with reference to his worth as a teacher.

3572. Is an untrained person appointed as a teacher, and favourably reported on by the Inspector, obliged to remain two years in the third class?—Not necessarily.

3573. Then an untrained man or a probationer may be placed in either division of his class by the Inspector?—He may, and he will get salary in that class from the date of his appointment provided he obtains that class at the first examination to which he has been summoned.

3574. What is your opinion as to the rescinding of the rule, page 56, number 14, in the report for 1865, that "no teacher shall be raised to any division of first class, unless he has been trained at the Normal School of the Commissioners"?—My opinion as to the result of that rule is, that it will prevent some teachers from attending at the training establishment who would otherwise wish to attend. Very many teachers would be prevented by that.

3575. Have you turned your attention to Lord Stanley's letter on the subject embodying as a principle, "the training of teachers as soon as the Board can be in a position to give it." Is that principle embodied in Lord Stanley's letter?—It is.

3576. Do you think it necessary to have your teachers trained?—I think it is perfectly necessary

that our teachers should have training of some kind, but the circumstances of the country now are very different from what they were at the date of Lord Stanley's letter, and we have means of training to a certain extent in every first-class National school in the country. I look upon our whole system of monitors and pupil teachers as part and parcel of the system of training, the top stone of which probably would be the Central Training Establishment in Marlborough-street; but at the date of Lord Stanley's letter there could not be said to be any system of training in the country.

3577. Is this a rule of the Commissioners—"You will please give notice that if a teacher cannot attend" —that is the training—"a satisfactory cause must be assigned. If the reason given be not perfectly satisfactory, the Commissioners will consider whether he may not be excluded from the benefit of classification." Is that a rule?—Yes, I believe that rule still exists.

3578. Was it ever acted upon?—I am not aware that it was ever acted upon. I don't know of any instance, because I presume they always had what they conceived to be a satisfactory reason—one reason being, "the manager won't permit me to attend."

3579. To whom is the summons for training addressed, to the manager or the teacher?—To the manager.

3580. Do some teachers present themselves for training at the risk of losing their schools?—They do.

3581. Do you think many more would do so if they got a summons to attend?—I think not, because they have the means of knowing through the Inspector whose duty it is to recommend them, and whose duty it is to communicate with them with reference to their attendance for training.

3582. With regard to the examination of teachers by the Inspectors, it has been said the examinations are the same for males only once a year, and for females at another time of the year. Is that answer complete and correct according to your experience?—The mode in which the examination of male teachers is conducted is this:—They are all examined in Easter week on the same set of printed questions, all over Ireland, by the local Inspectors. The oral examination, which is necessary to complete the examination of the teacher, and which is necessary before a teacher can be classified, is held subsequently by the Head and District Inspectors conjointly, and at such a period of the year as will suit the convenience of the Head Inspector, who has to hold such examination in the district. The examination of the female teachers is conducted somewhat differently, they are not assembled in the same week. They are called at such time as suits the convenience of the Head Inspector when he visits the district, and their written and oral examinations take place at the same time. They have different sets of questions for the female teachers, inasmuch as it would be unsafe to use the same set of questions—I mean the written questions—it would be unsafe to use the same set of written questions in Dublin in one week, the next week in Trim, and the next week in Mullingar. Different sets of questions for the female teachers are necessary in consequence of the examinations not being held all over Ireland on the same day.

3583. I understand if there is no answer on the written paper at the examination, that a man is not eligible for the oral examination?—If he answers nothing at the written examination, certainly not.

3584. Is that rule rigidly carried out?—I am sure the Head Inspectors carry out that rule; I am quite sure if any paper comes up to the office (because the papers of the male teachers pass through the office), if any paper comes up to the office showing that one of the male teachers has answered no question, we would have that teacher dismissed immediately. The probability is he would be recommended for dismissal by the District Inspector.

3585. Do the written papers of the female teachers come up to the office?—Not always. They are called for sometimes.

3586. Is the oral examinations of the female teachers held on the day following the written examination?—Yes.

3587. Have the Inspectors time to see there is no blank in the papers?—They have not the time, and it is not necessary, because the female teacher being on the spot, she would, as a matter of course, be asked to submit to the oral examination which is held the next day. It is a different thing as regards the male teachers, because they are summoned to the oral examination from the different schools of the country upon the result of their written examinations.

3588. Is there not an advantage enjoyed by the male teachers over the female teachers by having such an interval of time to prepare for the oral examination?—No doubt that is an advantage, but the female teacher has a corresponding advantage in not being called to the written examination so early in the year.

3589. In reference to payments, is a first-class teacher depressed in salary unless he has an average attendance of thirty-five?—Thirty-five is the rule of the Commissioners for first-class teachers, but if he has once enjoyed first-class salary, it is not reduced except the average number in attendance at the school falls so low as thirty.

3590. Is this a quarterly or a yearly average?—It is in the first instance a quarterly average, but if the mean of the three best quarters before that we are considering, amounts to the necessary average, the teacher always gets the benefit of that, and his salary will not be stopped, although the number of pupils may fall in one quarter below thirty.

3591. What is your opinion as to the present mode of payment of teachers' salaries?—It is attended with considerable difficulty and delay, and I believe an improved mode might be devised, according to which salaries would be paid through the Inspectors by bank checks, the Inspector taking the teachers' receipt at the time of paying the money.

3592. Would that be a matter of easy accomplishment?—I believe it would be a matter of easy accomplishment.

3593. Would it involve any practical difficulty?—I believe not.

3594. Would there be any practical difficulty in the payment by the Inspectors—would it involve extra trouble to the Inspectors?—Very little extra trouble. I believe that, in three days, by selecting three different points, sometimes four, sometimes, perhaps, two points, would be sufficient; but, by selecting two, three, or four different points of his district for that payment, I believe the matter could be accomplished within that number of days—two, three, or four days; and those points should be points of easy access to the teachers; and I believe it would be more convenient to the teachers in many instances to attend at a particular place, on a particular day, than it is for them now, when they have to go very often to a considerable distance to the post office, and, perhaps, not get the amount of the post office order when they present it. That sometimes happens, I know.

3595. I understand that formerly the salaries were paid to the managers?—The salaries were paid at one time by means of bank post-bills, drawn in favour of the managers, and, consequently, the payments were made to the managers.

3596. I am anxious to have your view with regard to retiring pensions?—I have given some attention to that subject. I referred to it in one of my annual reports some years ago.

3597. Is there any allowance or grant given to aged teachers at present?—There is a sum paid to every teacher on being permitted to retire from the service on certificate he is unfit for longer discharging the duty of teacher.

3598. And that he has been a well-deserving man?—That is generally supposed to enter into the calculation; but merit is not invariably a necessity.

3599. Then, is there no general rule under which each teacher may regard himself as placed, and so entitled to the pension or allowance at the end of his service?—There is no general rule, except that, being

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unfit for further service, he must have been ten years in the service of the Board. No retiring allowance is paid for any service under ten years.

3600. Have you formed any opinion in reference to this matter generally?—I am perfectly clear that it would save money and produce a most excellent result amongst the teachers generally if, instead of such a payment, a system of pension was introduced. The moral effect on the teachers would be, I believe, much better, and would tend to make our system more popular amongst teachers in this respect than it is at present. One objection to our present system of payments, in an economic point of view, which will be easily understood, is this, that when a teacher becomes suddenly ill, a medical certificate is sent up that he is unfit for the discharge of his duty and a retiring allowance is claimed. Probably that teacher is at the point of death. By a system of pensions, money would be saved in such a case; whereas, by our present system, we, perhaps, pay £200 to a man who won't live more than twelve months.

3601. Then you prefer a system of pensions?—Yes. That is the opinion I believe of all the Inspectors who have turned their attention to the matter.

3602. It has been stated that a first-class teacher with an average attendance of 35 pupils, may have from the Board a salary of £65, that is including good service salary. Are there not cases in which two schools with efficient masters are not so well treated?—Not with equally efficient masters.

3603. Are we to understand that in country districts you prefer two schools with a moderate attendance to a large school with an increased staff of teachers?—I do.

3604. Is there any distinction between vested and non-vested schools in regard to their mixed character?—No distinction on account of their being vested or non-vested; but I believe it so happens we have a larger number of vested schools in proportion to the existing schools, in the South and West of Ireland, where a mixed attendance is impossible, and that in all probability the number of vested schools exhibiting the mixed attendance may be less than the number of non-vested schools—less in proportion.

3605. Then your opinion is, that it is not because they are non-vested that this proportion exists?—Certainly not.

3606. What is your opinion as to the knowledge or ignorance of the public whether a school is vested or non-vested?—I believe the people generally know nothing at all as to the difference between vested and non-vested schools.

3607. Would you regard that as a proof that the fact of the schools being non-vested will not account for the greater proportion as to their mixed character? Certainly.

3608. Do you concur in the opinion that Protestant pupils are not so prone to attend schools that are under Roman Catholic management and are taught by Roman Catholic teachers, as Roman Catholics to go to schools under Protestant management, and taught by Protestant teachers?—I don't think it is so much the religious question that enters into the computation as the circumstance of the teacher being well qualified. I believe, however, that there is a greater tendency amongst Roman Catholics to go to schools under Protestant teachers than there is amongst Protestants to go to schools under Roman Catholic teachers, but not altogether in consequence of the religious question.

3609. Can you say when the distinction between vested and non-vested schools came into operation?—Very early in the history of the Board.

3610. Long previous to 1840?—Yes; the principle is referred to in the reports before 1840.

3611. Are you aware that previous to that time, and at the very introduction of the system, Roman Catholics, Episcopalians, and Presbyterians had school-houses of their own, and built independently of State aid?—I am perfectly aware that there were a great many school-houses through Ireland—and especially in the North of Ireland, with which I was acquainted before the introduction of the National system.

3612. Would you regard this as the origin of the non-vested schools?—Yes.

3613. Would you look at page 3, volume I. of the Reports, paragraph 3, read it and say whether it would not appear that Lord Stanley contemplated that the Board should build or possess the school-houses that would be required, and in which all parties should have equal rights and privileges?—This is the passage I presume you refer to—"It is the intention of the Government that the Board should exercise a complete control over the various schools which may be erected under its auspices, or which having been already established, may prefer to place themselves under its management, and submit to the regulations. Subject to these applications for aid will be desirable from persons of all denominations."

3614. Having read that do you believe Lord Stanley contemplated that the Board should build or possess the school-houses that would be required, and in which all parties should have equal rights and privileges?—It would appear to me he did contemplate that. He refers first of all to those that had to be erected, and then to those that having been already established may place themselves under the management of the Board.

3615. Look at pages 21 and 22 in reference to the statement prepared by the Commissioners in the second year. Do you find that the Commissioners themselves, acting on Lord Stanley's letter, had in view the building of a large number of houses for primary schools?—Yes. I see that in page 21 they state that they consider that 5,000 National schools should be established. They provide the estimate in their second year's work for the building of 500 of these schools; in the next year for 1,000.

3616. Next year?—1,000.

3617. Next year?—1,000; the 7th year, 250; the 8th year, 150; the 9th year, 100.

3618. Did the Commissioners soon find that there was a large number of schools on private property that might be received and brought into connexion?—I am sure they did.

3619. Will you read in Volume I. the first, second, and third resolutions of the Synod of Ulster?—Page 8. I presume four propositions submitted first.

"Resolved—

"Firstly—That the ministers and people of this Church, without the necessary concurrence of the ministers or members of any other Church, shall enjoy the right of applying to the Board of Education for aid to schools, by a statement of the constitution and regulations of the schools, accompanied with an engagement to adhere to them; but in this proposition recognising the right of the Board to consider the regulations, and to decide accordingly.

"Secondly—That it shall be the right of all parents to require of patrons and managers of schools, to set apart for reading the Holy Scripture a convenient and sufficient portion of the stated school hours, and to direct the master, or some other, whom the parents may appoint and provide, to superintend the reading.

"Thirdly—That all children whose parents and guardians shall so direct, shall daily read the Holy Scriptures during the period appointed, but that no compulsion whatever be employed to induce others to read, or remain during the reading.

3620. When were these resolutions passed?—They are contained in the Report of 1833.

3621. Do these resolutions go upon the principle of a distinction as to the rule then to be applied to the two classes of schools?—It would appear to me there is a certain distinction recognised there.

3622. Does the third resolution proceed upon the principle of the parents' right of saying when and by whom the religious instruction should be given?—Yes; the third resolution recognises the parents' right.

3623. On the same page, and in the letter from the Education Office, July, 1833, do not the Commissioners say that "these propositions do not contain anything inconsistent with the principle of the system of education committed to their charge"?—They do; extract from the Board's minute is given, dated August

26, 1833, in which they state that these propositions do not contain anything inconsistent with the system of education committed to their charge, and they give the letter in a note, which is dated the 25th of July, 1833, which explains the previous views of the Commissioners on the substance of these propositions.

3624. Does not that letter of the Commissioners further state—"Such children only as are directed by their parents to attend shall then be allowed to continue in the school, and that the *others do then retire*"?—Yes, these words are in the letter.

3625. Then do you concur in the opinion that in 1840 there was no distinction whatever in the rules applied to the one class or to the other?—I am not aware of the distinction. At this time I was not in connexion with the Board, and so far as I have been able to read the rules of the Board, and to interpret them myself, I have never been able to see wherein any important difference existed in the rules after 1840 and the rules to which you now refer. There were some minor differences undoubtedly.

3626. It has been said that probationers if found on the expiration of the first year unfit for the third class, must remove from the service of the Board. Have you known any such kept for two years or even longer?—I have.

3627. Though the Head and District Inspectors had represented their unfitness?—Yes.

3628. Of your principal teachers how many are probationers?—Out of 6,095 principal teachers in the service on the 31st December last, 562 were probationers, or not classed.

3629. Do those probationers often fail at their first examination?—Sometimes they fail.

3630. Do they fail more than once?—Very seldom, because the rule is generally applied.

3631. Are there any schools in which the rule as to paid monitors is not observed?—An average attendance of thirty-five entitles the teachers to a senior monitor.

3632. Are there schools in which there are paid monitors where the average attendance is less than thirty-five?—Yes; the Inspector making out a special case, and giving a special reason why an appointment should be made, such reason would be always considered, and, if relied on as satisfactory, an appointment might be made in consideration of the circumstances.

3633. Can you furnish a list of such schools with the names of the managers and their religious denomination?—It would require much trouble to furnish such a list.

3634. Can you answer the question, what proportion to numbers should teachers bear to the pupils in the ordinary National schools?—Am I to include monitors in the word teachers?

3635. Take one principal teacher?—One principal teacher should manage a school with an average of thirty-five.

3636. Could he not manage a school with an average of fifty?—Not without the service of an efficient monitor.

3637. Are not more than half the teachers third class, and probationers and untrained?—More than half.

3638. Do you think such have the necessary skill and ability to manage a school with an average attendance of fifty?—A third class teacher may manage a school with an average of fifty efficiently, but if lower than the first division of third class I would not consider him well qualified for the office of principal teacher in such a school.

3639. Can you say how the 143 monitors of the first class are distributed?—I happen to have the return of the number of first class monitors on the 1st of March, 1868, and can tell you how these are distributed.

3640. Can you give the distribution as to schools of the 143 first-class monitors referred to in the Report of 1866, page 22?—I cannot give you such a return now.

3641. Has the amount paid for monitorial teaching in convent schools been increased or diminished as compared with the average attendance during the last five or six years?—It has been very considerably increased.

3642. Is there a large proportion of the monitorial staff to be found in such schools?—There is of the female monitors a large proportion found in convent schools.

3643. Is this with the object of supplementing the teaching staff, or in order to train persons so appointed to become teachers?—The principal object the Commissioners have in view, I presume, is to train young persons to become teachers.

3644. Which is more expensive, to train the paid monitors in the convent schools or in the model schools?—It will depend very much on what you start from in calculating the expense. If we begin by calculating the expense of the building of the model schools and the preliminary expenses, of course the training in such a school would be a great deal more.

3645. You can state if you please from a house being built in every case?—And the teacher appointed?

3646. Yes; which is more expensive to train—a paid monitor in a convent school, or a paid monitor in a model school?—I must still know what elements I am to take into account. Am I to take into account the payment to the teacher directly for conducting the school, or is it simply a payment to the teacher for the training of that particular monitor?

3647. Have you made any calculation which sort of training in your opinion is likely to be more effective to make good teachers?—It depends entirely on the character of the school in which this individual is trained. I believe the model school system is the best for bringing forward teachers for the mixed system of education; very excellent teachers are produced, however, in some of the convent schools, but that is where these are well conducted. I don't think a convent school, simply because it is a convent school, is for that reason better qualified for producing a good teacher than another, but we have some very well conducted convent schools. In one, in the city of Dublin that I know intimately, the young people employed are very well trained indeed for the office of teacher.

3648. May I ask is a model school better calculated to produce on the whole more efficient teachers?—I think so.

3649. What is your opinion as to the greater regularity of the attendance of children at convent schools than at ordinary schools?—I am not perfectly satisfied whether the attendance is less regular than at convent schools; but I know that the ladies who superintend the convent schools have a certain influence in bringing children out, and I know in some of the convent schools there is bread distributed.

3650. May I ask you if you have gone into any calculation on this subject?—I have not.

3651. Are there many children attending convent schools under four years of age?—Yes, a considerable number.

3652. Down to two and a half?—To two and a half.

3653. Do many attend above eighteen years of age?—No; I think not—not many. There are some, but not many.

3654. What is your opinion of the monitors in convent schools being superior to the monitors in ordinary schools. Do you think they are superior?—In some schools they are, and in some they are not. It depends altogether on the character of the convent schools. I have visited some convent schools where the monitors certainly were not superior to those in the ordinary schools. I have visited, on the other hand, others, where the monitors were superior to the average of monitors in ordinary schools.

3655. Are they superior to those in model schools of the same standing?—I think not.

3656. Or of your own Central Institution?—I don't know much of it, and I would rather not speak of it.

3657. Are the Inspectors anxious to retain the services of monitors in convent schools beyond the specified four years, owing to the fact that they are a superior class?—The Inspectors sometimes apply to have such monitors retained, such applications being

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made at the request of the conductors of such schools.

3658. Is it not owing to an opinion the Inspectors have of their superiority as a class?—The Inspector will always prefer to have a monitor of the fifth year in charge of a class to having a monitor of the first year, and such a monitor is, of course, far more efficient as a teacher, but in continuing the services of a monitor beyond the fourth year we are losing the training of one individual teacher, so that our wish is to have them sent out to schools after the fourth year's service.

3659. You don't encourage their continuing?—Certainly not.

3660. Do you continue to pay gratuities when monitors have been kept beyond the fourth year?—The Board had been in the habit of paying such gratuities, but recently they have been discontinued.

3661. Mr. *Stokes.*—In nominating candidates for the Inspectorships now vacant, do you know whether religious profession has been regarded by the Board or not? It has. A certain number of Roman Catholic candidates have been nominated for the Roman Catholic vacancy, and a certain number of Established Church candidates have been nominated for the Established Church vacancy, and no Presbyterian is nominated.

3662. I thought I heard a witness say that system had been abandoned. It is, however, still maintained?—It is still maintained. I may explain that there was a Protestant vacancy lately at the Board, and there was some doubt as to whether it was the turn for a Presbyterian or for an Established Church candidate, and I understand the doubt was solved by sending them all in, and if a Presbyterian were to get the appointment it must be an Established Church vacancy the next time. There were two competitions for Inspectors conducted upon that principle, candidates from the Presbyterian and Established Church going in. But the present vacancy is clearly a vacancy for an Established Church candidate.

3663. In the districts with which you were personally acquainted, did you often find Presbyterian children attending schools the managers of which professed another religion?—Very often.

3664. In such cases can you say what separate religious instruction was afforded to the Presbyterian children?—Sometimes a manager who is not a Presbyterian would, in a Presbyterian district, appoint a Presbyterian teacher, and in the case of a Protestant teacher of a different denomination being appointed the Presbyterians would, as a matter of course, receive religious instruction in the Authorized Version of the Scriptures under that Protestant teacher, and generally speaking would be instructed in the Westminster Catechism on Saturday under the same teacher.

3665. What separate religious instruction is afforded to the Presbyterian pupil-teachers, in the model schools?—None except what may be given by the clergyman of his own faith, who has liberty to attend for that purpose, and who has always access to him.

3666. Is it the case that the Board enforce no rule on the subject?—They enforce no rule on the subject.

3667. What separate religious instruction is afforded to the Presbyterian teachers trained in the model school in Dublin?—That is a question I am not fully prepared to answer.

3668. Did I understand you to say that schools with a moderate attendance are conducted more efficiently than very large schools?—As a general rule I think so.

3669. Are there not many poor families in Ireland the heads of which prefer to send their children to convent schools?—Certainly, if they have convent schools near them. I think poor families of the Roman Catholic persuasion will generally prefer convent schools if they have them within a reasonable distance.

3670. Suppose a town containing hundreds of these children and one convent, do you not think it would be better to let the nuns teach them in separate schools rather than draw them into one spot?—I do.

3671. Is not the operation of the Board's rule No. 4, to overcrowd convent schools?—I believe it is.

3672. In any system of education do you not regard the moral conduct and character of the teacher as a leading consideration?—I do.

3673. In reference to the supervision of the conduct and character of the teacher, is it not essential to obtain some local management?—Perfectly essential.

3674. Would it not be most invidious and highly undesirable to make the Inspector judge of the morals and faith of all the teachers in his district?—I don't think it would be right to intrust him with the judgment of the morals and faith except when a flagrant case of breach of morals occurred, which he is now bound to report; I believe the local manager is the proper judge in these matters, and I believe our teachers are very efficiently looked after in that way.

3675. Do you attach great value to the supervision of the manager?—Great value indeed.

3676. Would not the suppression of local management be fatal to the creation of local interest in the schools?—It would be highly detrimental to suppress local management.

3677. Would not such suppression throw the entire education of the people into the hands of the executive government?—It would necessarily.

3678. Suppose an efficient local management to be obtainable, would not the manager be better able than an Inspector to look after, not only the character of the teacher, but his punctuality in the school and his regularity in registering attendance and keeping accounts?—The manager is always supposed to look after these matters, and the Inspector to assist in looking after them, and I believe both are required, in order to have these matters efficiently attended to.

3679. Would not active local management also promote economy in the schools?—Certainly.

3680. In newly admitting a school to aid from the Board what preliminary conditions are required to be fulfilled in respect of the premises?—They require to have a convenient house provided, we would like to have suitable play-grounds, with suitable out-offices; but it is not found possible to insist on this in every case, and sometimes the Board is compelled either to give aid to schools that are somewhat deficient in accommodation, or to refuse aid to the locality altogether.

3681. Which alternative does the Board choose in such a case?—If the house was decidedly bad they would refuse aid in the hope that it would be improved. We have often found that to be the only way to get a house improved—by refusing aid. If we granted aid to every bad or indifferent house, on the plea that a better could not be provided, we would have far more bad houses than there are.

3682. How is the fulfilment of the conditions ascertained?—From the Inspector's report.

3683. If a school is once admitted to aid held in low, ill-ventilated, ill-lighted, ill-drained premises, with mud or stone floor, without a privy or play-ground, how is the remedy of such defects insisted on?—By writing to the manager, and if he should refuse finally to remedy the defects, we suspend the grant or withdraw it altogether.

3684. Do you agree with me in thinking that before a school is admitted to aid, the Inspector should be required to visit it, and to report the premises free from serious objection?—The Inspector is always required to visit and report on the state of the premises before we receive the school into connexion; but sometimes we are obliged to receive schools that are not perfectly satisfactory in every respect rather than refuse aid altogether.

3685. How does it happen that the District Inspectors report so many schools to be in that condition?—Because unfortunately they find them in that condition, and it is not thought right by the Board to suspend the salary. In a great many cases they keep them on the roll in the hope of an improvement.

3686. The *Chairman.*—Do you think if the system of either partial or total payments by results were introduced, it would improve the average attendance of children?—I think it would probably tend to improve the average attendance, for this reason, the teachers would exert themselves more to secure regular attendance than they do now.

3687. Do you think it would improve the quality of the instruction?—I think it would.

3688. What is the advantage of having a class of Head Inspectors intermediate between you and the District Inspectors?—One important duty of the Head Inspector is to visit the schools, and see how the District Inspector discharges his duty. Another important duty is to assist in the examination and classification of the teachers, and these are duties that could not at all be discharged by the Chiefs of Inspection.

3689. Do you visit schools during a portion of the year?—Yes.

3690. What number of schools do you visit in a half-year?—I have been only about twelve months in the office of Chief of Inspection, and I have here a list of the number of schools which I visited in a tour of inspection last year, commencing on the 19th July, and ending on the 19th of August. In the course of that tour, which was performed in the counties of Kilkenny, Waterford, Wexford, Cork, Kerry, Clare, Limerick, I visited 101 schools, and three model schools, one of which was not in operation when I visited it, that is Waterford. I visited the Cork and Limerick schools, both of which were in operation.

3691. The Lord Bishop of *Meath.*—In one month?—In one month.

3692. The *Chairman.*—Were there any cases in which on that visit the opinion you formed of the schools was much inferior to that expressed in the reports of the District Inspector?—There was no occasion in the course of that visit in which I had to find fault with the character of the schools as represented by the District Inspectors.

3693. Do you state that substantially in all cases the opinion you formed was the same as that expressed in the District Inspector's report?—Subtantially it was.

3694. Who examines the teachers' papers in order to settle the result of the examination?—It is the duty of the District Inspector in the first instance to examine them. They are then sent to the Head Inspector, who checks the marks he has given, and it is the duty of the two gentlemen to arrange as to the classification of the teacher by the result of the entire answering.

3695. Do they arrange by personal consultation?—By personal consultation.

3696. You spoke of some probationers being retained in special cases contrary to the rule of the Board, for more than one year. In any of these cases were they retained unduly?—Well, there was always some reason assigned for retaining them. Sometimes the manager will write up a letter and say, if you dismiss this teacher I cannot get another equally good, and I believe managers occasionally make appeals to some of the Commissioners personally, and the matter is thus brought before the Board; but there is always some reason assigned.

3697. Are these reasons generally legitimate?—I believe they are considered legitimate at the time the matter comes under consideration. The great difficulty is in getting other teachers equally well qualified.

3698. Have cases occurred in which it has appeared to you that the retention of those probationers was purely matter of favouritism on the part of the managers?—I have no doubt that there may be such cases. I have no doubt sometimes when managers make appeals of that kind, it is to a great extent as a matter of favouritism that the appeal is made, but such cases are very few indeed.

3699. In speaking of that, would you say it was from excessive good-nature or from deliberate indifference to keeping an unqualified person?—Well, I think it very seldom arises from deliberate indifference, I think it arises generally from good-nature, and from, as I said before, the difficulties that may arise in getting a person better qualified, they themselves giving little, perhaps no salary in addition to what is paid by the Board.

3700. Rev. Dr. *Wilson.*—Have you reason to believe it has ever occurred owing to positive opposiveness on the part of the manager to the rule of the Board?—I have not.

3701. Mr. *Gibson.*—Are not probationers generally to be found in schools in the poorest districts?—Yes.

3702. And, therefore, there is the smallest payment of course?—Always the smallest payment.

3703. And, therefore, the difficulty in getting persons of a higher class to take schools in such districts?—Clearly.

3704. Therefore the poverty of the district has as much to do with the forbearance of the Board as perhaps the favouritism of the manager?—No doubt the remedy would be in the hands of the manager to try and get the teacher better paid, and thus get a better class of teacher.

3705. In a poor district that might be difficult?—Yes, often impossible.

3706. Sir *Robert Kane.*—In one of your answers to Mr. Wilson, you referred to Major O'Reilly's return about 1,100 cases of Roman Catholic children attending religious instruction of other denominations. I think I understood from you rightly, that these were 1,100 cases of individual children?—Yes, of individual children.

3707. And not 1,100 schools?—No, 1,100 cases of individual children.

3708. And there might be thirty or forty of these cases with one school?—I mentioned in one instance rather an extraordinary case, that thirty-three of these children were in one school, the teacher himself being a Roman Catholic, but the instruction being in the Authorized Version of the Scriptures. There is another school where there were no fewer than twenty-seven under a Roman Catholic teacher also.

3709. And reading the Authorized Version of the Bible?—Yes, with the Protestant children.

3710. Can you assign a reason why a Roman Catholic teacher would elect to teach, or Roman Catholic children elect to learn the Authorized Version of the Scriptures in a school of that sort in preference to the Douay Version?—I know of no reason why they would elect, except that the manager had made it the rule of the school that the Authorized Version should be read, and had supplied the school with these books. I have known in my own experience as an Inspector the Douay Version of the Scriptures to be regularly read in a Roman Catholic school, under a Roman Catholic manager, by a Roman Catholic teacher; but all these cases had reference to the reading of the Authorized Version. I know no reason why that should be, except the rule of the school.

3711. In such case would not the teacher have the power, in giving religious instruction to Roman Catholic children, he himself being a Roman Catholic, to substitute the Douay Version sanctioned by his Church?—That, as a matter of course, would depend upon the manager; but I feel satisfied managers would, as a general rule, permit that. In several instances in this return I see it stated that Roman Catholics may use the Douay Version.

3712. Would not the attention of your Board be called by your Inspector to such an anomalous proceeding as that under a system of education where it is understood there is no interference with the religious belief of the children, that a Roman Catholic master in teaching Roman Catholic children would make use of the Authorized Protestant Version of the Bible—would it not be the duty of the Inspector to call the attention of the Board to such an anomaly?—No; it would not be his duty, because that would not be considered a violation of the rule in the event of the parent having given authority to the teacher to give instruction in this version of the Scriptures.

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3713. With regard to the system of confidential reports made by your Inspectors with regard to the conduct and efficiency of masters—did you state that these reports were of such a nature that they would not be submitted to the higher authority, or brought under their notice?—The confidential reports from the Head Inspectors have reference to the conduct of Inspectors under their charge, not of masters; that is, a yearly report they are required to give of Inspectors under their charge. It is merely confidential in this sense, that it does not pass through the hands of all the clerks in the office, in the way another report would; but, as a matter of course it would be submitted to the authorities if necessary.

3714. Merely confidential in the sense of being transmitted directly to the Chiefs of Inspection, without passing through the routine of the office staff of clerks?—Exactly.

3715. But such a report would not be acted upon without communicating with the party concerned, and getting explanations?—Certainly not.

3716. You mentioned the division maintained as to the religious denomination of the Inspectors—a certain proportion of Catholics, and a certain proportion of Protestants. But, in the employment of those Inspectors throughout the country, is there any distinction made, either territorial or otherwise, as to the religion of the Inspector employed for a certain district, or for a certain class of schools?—None; we have Protestant Inspectors in the south and west of Ireland, and have Roman Catholic Inspectors in the north of Ireland.

3717. Have you found that that system of indiscriminate inspection, without reference to the religious denomination of the Inspectors, that it works satisfactorily?—I think it works very satisfactorily.

3718. Have you ever had any reclamations against it on the part of managers of schools?—I believe there have been objections, but I think any reclamations of that kind have been rather of a private character than in the nature of an official letter to the Secretaries. I mean that a manager might apply to a Commissioner of his own religious denomination, but I think we have not had more than one or two instances of anything of that sort of an official character.

3719. Have you ever found that in the actual work of inspection the religious individuality of the Inspector was an obstacle to the proper performance of his duties?—No, I think not; I don't know of any instance where I could say that his religion interfered with the discharge of his duties.

3720. In the case of convent schools—does it happen that convent schools are inspected by gentlemen who are not Roman Catholics?—Oh yes, constantly.

3721. Has any inconvenience been found to result?—I have never heard of any inconvenience. I remember hearing of one Inspector some years ago, who is referred to in a parliamentary return in the case of the Youghal convent, who was not very popular there; but I think, with that exception, I have never heard any objection made to any Inspector on the ground of his religion.

3722. Do you think it a good or a bad arrangement for an Inspector to be placed in a district with which he is connected himself?—We have instances in which Inspectors are placed in districts with which they are connected, and we have never found any inconvenience to arise. As a general rule, we prefer not to have them so placed.

3723. There is more independence?—More independence. But, as a general rule, we have never found any inconvenience to arise from having them in districts with which they may have been originally connected.

3724. Mr. *Gibson.*—Is it not a rule of the Commissioners that an Inspector cannot remain longer than a certain period, generally speaking, in the same district?—That is a rule, but, like all other rules, it is not invariably followed. There are exceptions.

3725. The principle is followed?—Yes; the principle is to remove them about every five years.

3726. With reference to those confidential communications coming from the Head Inspectors, will not the party whose conduct is animadverted upon in them be made aware of them at the time?—He knows that such a communication is to be forwarded, but we would not make him aware of the contents of it except there was something upon which it would be necessary to take action, otherwise the document would cease to be confidential. There are a number of queries in this report, which the Head Inspector is required to answer, and his answer is regarded as confidential.

3727. Has the party to whom the answers relate an opportunity of meeting them in any way?—He has, certainly, if anything detrimental to his character is stated.

3728. Would an Inspector who was working zealously and efficiently in his district have a confidential report sent respecting him?—The Head Inspector would report to us confidentially that he was working honestly and efficiently.

3729. Then it is not always a secret report, injuriously affecting character?—The reason we call it a confidential report is that the Head Inspector has an opportunity, without his being called to question by his subordinate, of stating if he is failing to discharge his duty in any particular. These reports are sent up every year with reference to each District Inspector, and they are generally of a satisfactory nature.

3730. The District Inspector is subject to have a private report made by the Head Inspector as to the mode in which he discharges his duty, of which report he is not at all aware?—Yes.

3731. Sir *Robert Kane.*—These reports are sent as part of the regular business of the Head Inspector?—Yes.

3732. They are prepared according to a given form?—Yes, a regular printed form.

3733. The Inspector knows there is to be annually, or from time to time, these reports made as to his fulfilment of his duties?—He does.

3734. If there be anything unfavourable to him contained in the report, he may be sure it will be referred to him?—No doubt.

3735. The word "confidential" refers simply to this, that in place of going through the office, where it would be copied by the clerks and read by subordinates, it goes direct to the Chiefs of Inspection, and if all is right it is put by, but if there is anything unfavourable there is inquiry?—Quite so; that is the meaning of it.

3736. Rev. Dr. *Wilson.*—The report though involving nothing very serious, may still affect the position of the District Inspector?—It may affect his position. One thing, for instance, might come out in the report, that the Inspector was not popular in the locality, that he was not acting as a gentleman ought to act. One of the queries has reference to that. That is not a thing we would call him to account for, but we might take an early opportunity of removing him to another district.

3737. May not an impression be made at head quarters injurious to an Inspector, which an explanation might remove?—No doubt it may, just as an oral statement made by a Head Inspector of a District Inspector might have an injurious effect.

3738. Do you not consider that the position, and it may be the subsequent promotion of the District Inspector are largely in the hands of the Head Inspector in that way?—Well, I think not largely; I don't think that the promotion of a District Inspector was ever interfered with by any confidential report of that character.

3739. Mr. *Stokes.*—Am I right in regarding your system as a system of checks, from the Chief of Inspection down to the schoolmaster?—We have a great many checks in our system, but I am not quite clear as to the meaning of the question.

3740. Is it the duty of the Chief of Inspection to overlook the Head Inspectors—the duty of the Head Inspectors to overlook the District Inspectors, and the duty of the District Inspectors to overlook the schoolmasters?—The Chiefs of Inspection overlook all below them. The District Inspectors report di-

rectly to the office—not through the Head Inspectors. The Head Inspectors' reports come directly.

3741. Does not the opportunity which you give of promotion from one class to another tend to knit the whole office into a combination against the Board?—I think not against the Board.

3742. Does it not tend to disturb and overthrow the system of checks in the establishment?—How do you mean?

3743. The schoolmaster who has been promoted from the office of schoolmaster to that of District Inspector would he not be less likely to report against a schoolmaster?—I think not. As a matter of fact I sometimes find that a schoolmaster who has been promoted to be District Inspector is rather more severe than a gentleman who has been appointed without being so promoted.

3744. Do you not think as a rule, he would maintain his old *esprit de corps*?—I rather think he would not be more favourable to the schoolmaster.

James Claridge, Esq., sworn and examined.

3745. Sir *Robert Kane.*—You hold the office of Accountant to the National Board of Education?—I do.

3746. You have had charge in that capacity of the whole of their financial business?—Yes.

3747. And the receipt of the funds, their classification and arrangement, and the making of the payments?—Latterly a portion of that duty has devolved upon Mr. Kelly, who is called the Financial Secretary; but down to about 1855,—I can refer to the exact date,—I had the entire management of everything. Since then all the financial arrangements have been given to him.

3748. Since how long have you held office?—Since the 1st of April, 1835.

3749. Had you been previously in any similar office?—I was brought over here by Lord Wellesley, in 1834, and put on the Commission of Public Instruction, that is,—you recollect, the Religious Census of Ireland—and I was there from September, 1834, up to the time when I was brought to this Board by Mr. Blake.

3750. Will you have the kindness to describe the general nature of your arrangements of account and book-keeping in the National Board? Suppose now that you got a remittance on account of the grant voted by Parliament, what are your general arrangements for making it available for the objects of the Commission?—I dare say, Sir Robert, you know enough of the extent of our business to be aware that it would take a considerable time to answer a question like that off hand. On several occasions, for other Commissions of inquiry, I have drawn up papers briefly explaining the whole of the thing from beginning to end; and on a recent occasion, I think six or seven years ago, I drew up a paper to enable the Secretaries to answer a letter from the Committee of the Privy Council on Education in England, when they were asking precisely the same questions, and I have that paper here. If you will allow me to show it to you, you may see whether it will answer your purpose or not. (Witness was allowed to retire for papers, with which he returned.) This is only my rough draught, but I can of course give you a fair copy of it. I have here the second paper, drawn up in September, 1866, and giving similar information to Messrs. Vine and Mills, who came over on a special mission to inquire into the accounts of all the public offices. These gentlemen are now associated with Mr. Foster as Commissioners of Public Accounts, for regulating all the accounts of the public offices on a new system. Next, this is the paper which I prepared to enable the Secretaries of the National Board to answer the queries of the Committee of the Privy Council on Education in England, so far back as 1861.

3751. The *Chairman.*—Have you any objection to put either of these in?—Not at all. They will require some little alteration to adapt them to the present time. Would you like to look them over first?

3752. Sir *Robert Kane.*—Would you propose to put both in evidence, as showing the general financial arrangements of the Board of Education, or which of the two would you select as being the more succinct and more satisfactory at the same time?—I have no objection to put in both, but if you like, I could condense the two into one.

3753. *Chairman.*—Which is the more satisfactory course—to put in these two papers as they stand, or to furnish a memorandum containing them?—Perhaps if you will allow me to read the preambles of both, you can afterwards say which you like best. This is from the paper of 1861:—

"Having been directed to draw up a statement to enable the Commissioners to reply to a letter from the Secretary to the Committee of the Privy Council on Education, in which he requests that 'the Secretaries will move the Commissioners of National Education in Ireland to cause my Lords to be furnished with as full information (including specimens of books of account and the like) as can be conveniently supplied relative to the process of auditing the annual expenditure from the Parliamentary grants which are intrusted to the Commissioners for distribution.'"

The questions of Mr. Vine and Mr. Mills to me were as follows:—

"Please give—

"1. A short history of the vote (its progress and increase, &c.), and particulars of its nature.

"2. Particulars as to the preparation of the estimates; the revision which they undergo in the first place by the Commissioners, or afterwards by the Treasury, or whether, practically, a large part of the estimate being for salaries, &c., is subject to little change in amount, except that resulting from variation in the numbers of school teachers estimated to come under payment.

"3. Mode of conducting the expenditure (for which purpose arrange the expenditure in classes, to which the same description and mode of payment applies).

"I. Final payments for supplies, &c., &c.

"II. Imprests to be accounted for.

"State also the services rendered by other departments (as the Board of Works or Stationery Office), and whether or not provided for in the estimates of those departments.

"4. Particulars of the books, &c., kept in the office for recording the expenditure, &c. (with the heads under which recorded). Also the accounts which imprest accountants and farm superintendents are required to keep.

"5. Particulars of receipts of all kinds, whether apparent in the estimates or not, giving approximate amounts.

"6. Particulars of stores and stores accounts.

"Names of officers who give security.

"List of officers who hold imprests."

3754. Sir *Robert Kane.*—As these documents were both prepared for a special purpose, and addressed to special parties, would it not be better and more consonant to the objects of this Commission if you prepared a new memorandum based upon those materials you have already there before you, and sent it in as soon as convenient, to be placed in evidence before the Commission?—Would you be kind enough to give me, in a general way, what it is that you want—whether you want what Messrs. Mills and Vine asked for, applying it to the present time, or——

3755. It strikes me that the paper which you have read contains a summary of heads that would precisely suit the objects in relation to which we are seeking information—that is, the general divisions into which your department falls, the different heads of service that come under it, and the general manner in which your business is conducted. That, I think, is fully and sufficiently given in that memorandum for the Treasury Commissioners, which you have read.

3756. The *Chairman.*—Does the first report relate to the question of the bookkeeping in the office, and the second to——?—They both refer to the committees and the books.

May 4, 1868.

James Claridge, esq.

3757. Which refers most to the way in which you work the office, as between you and the schoolmasters and the managers?—Would you allow me to read one paragraph?

"The principal item of expenditure is the payment of salaries, gratuities, and premiums to the teachers, assistants, monitors, and workmistresses of National schools, amounting, in the year ended 31st December last (1860), to £167,902 13*s.* 3*d.*

"The following is a short summary of the routine gone through from the first recommendation of a grant, to the transmission of a voucher for its payment to the Audit office:—

"The Sub-Committee recommend salary to a teacher according to his or her classification (see scale attached) from a certain date. After this is confirmed by the Board, the original application, with the Board's order endorsed thereon, is sent to the Registry and Salary office. The business of this office is performed by twelve senior and four junior clerks, with the Head officer superintending. There are two sets of books—first, the Registry Books, in which all information respecting National schools is recorded from day to day, from orders of Board, Inspectors' reports, letters, &c.; second, the Salary Books, in which all information is recorded from day to day respecting the teachers, from quarterly returns, Inspectors' reports, letters from managers, classification sheets (from which promotions, depressions, &c., are entered), and orders of Board.

"The first set may be considered school registers; the second, personal accounts with teachers.

"Shortly before the termination of each quarter, query-sheets are sent to the managers of National schools for replies, previous to our payment of the teachers' salaries. A receipt for the amount due to each teacher is sent at the same time for the signature of the manager and teacher. These query-sheets and forms of receipt are prepared chiefly by the junior clerks; but the computation of the amount due in each case, and the entry of the amount in the receipt form, are made by one of the senior clerks and checked by another.

"When these papers are returned by the managers, duly certified, the calculations resulting from the replies are carefully examined, checked and entered in the Salary Books, requisition or pay-sheets are then prepared for the General Post Office; envelopes for the money-orders are written out and directed, the number of each sheet is entered in the Salary Book opposite each name included in said sheet, and envelopes are arranged in corresponding order.

"These sheets are then sent to the Accountant's office with the teachers' receipts, each voucher is compared with the sheet on which its amount is to be drawn, by two clerks, who also check the poundage and add up the sum total. An abstract is then made of a number of sheets not exceeding twenty-four at a time—we have since increased that very considerably—which abstract is checked by the bookkeeper, and is then entered in the Cash Payment Book. After this, a write-off in favour of the General Post Office is drawn out for the sum total of the abstract, which is initialed by the bookkeeper. The sheets are then sent to the Accountant, who compares the amount of each with the abstract, and checks the latter. He then signs the write-off and an order to the bank to pay the same. He also deducts the amount from the balance in the bank, as recorded in his private book. He then takes these sheets to the Resident Commissioner, who compares the amount of each with the abstract (putting his initials at the foot of every sheet), and then signs the abstract and the write-off, all of which are then sent to the Post Office."

3758. Is that 1861 or 1866?—That is in 1861. I first describe how the financial business of the Board is conducted by the different committees. "The financial business of the Board is managed by committees consisting of the Resident Commissioner"——

3759. Master *Brooke.*—I presume all this is applicable to the present state of things?—It is, with some alterations—some modifications since then; but generally speaking it is the state of things now.

3760. Sir *Robert Kane.*—What is the amount of the staff in your special department of the office?—There are a bookkeeper and seven clerks in the bookkeepers' office. There is a pay-clerk; and one clerk whose business is almost exclusively confined to registering the orders for books in my own office, the cash office, so called.

3761. Do all the orders for payments, after passing through your department and having your signature, go before the Resident Commissioner for his supervision?—Always.

3762. So that no money is paid on account of the Board without the formal cognizance of the Commissioners?—No; and I think that further on in this paper I shall have a very satisfactory explanation of that to give you.

3763. The *Chairman.*—Will you explain the expression, "checking poundage," in the paragraph that you read?—On every Post Office order there is 3*d.* or 6*d.* for poundage which goes to the profit of the Post Office; and it is generally the most troublesome part of the matter. We have more frequently mistakes with regard to this poundage than with regard to the money that we pay to the teachers.

3764. Sir *Robert Kane.*—Is that 3*d.* paid to the Post Office for the order?—Yes; it remunerates the Post Office for their trouble.

3765. It is not 3*d.* in the pound?—No; it is 3*d.* for anything under £2, and 6*d.* for anything between £2 and £5. It amounts to about £1,400 or £1,500 a year.

3766. The *Chairman.*—What is the exact form of the write-off as between you and the Post Office? Is it a cheque drawn on the bank, and saying pay, as between it and the bearer?—The write-off is—"Please to write off to the account of the Post Office so much;" so that no money passes through our hands. My object is to have as little money as I possibly can passing through my own hands or those of anybody else. I always try to avoid that.

3767. You endeavour to pay as much as possible by cheques?—By cheques, and by writes-off, and by post-bills, which can only be fraudulently cashed by forgery.

3768. With respect to the proportion of your expenditure, which is paid in coin at the office, have you a treasurer or cashier?—I am the cashier, although accountant has been my official title since I went there; but for many years past I have acted more as cashier than as accountant, because since one of the Secretaries, Mr. Kelly, who is called the Financial Secretary, has been placed at the head of this department, the business of accountant has been done partly by him, partly by me, and partly by the Chiefs of Inspection as we sit in committee.

3769. Mr. *Gibson.*—Would you state distinctly what is the duty of the Finance Secretary as distinguished from your duty as accountant?—It is very hard to answer. I used, up to that period, to carry everything through the Finance Committee myself. Now, a great many of the papers that used to come to me go to him—for instance, requisitions for different things from the country, all the contracts for coals, contracts for provisions, and things of that kind; I never see them until they come up-stairs.

3770. The *Chairman.*—In a mercantile office, are not the duties of the cashier and the accountant separate?—I am not able to say; I think they are.

3771. Ought not the cashier and the accountant to be checks upon one another?—The bookkeeper and the accountant in our establishment are considered as checks upon one another.

3772. Mr. *Gibson.*—Had you ever a cashier as distinct and separate?—No; I have been the cashier from the beginning.

3773. The *Chairman.*—Then all the actual payments of money made in the office have been made by your hands?—Or by the pay-clerk's. They are made by me, but sometimes through the pay-clerk. For instance, if I have a cheque for, say £200, to distribute in various sums, I hand him the £200, and he accounts to me; and as there is never anything more than a small sum left in his hands at night, if he has, say £100, it is his duty——

3774. How often do you, as cashier, balance accounts with the other departments of the office?—Daily with the bookkeeper. It is the bookkeeper's business every day to take up the pay-clerks' vouchers. I see that he has receipts. The bookkeeper ascertains afterwards that they are all correctly filled up and signed, and everything of that sort.

3775. Is the bookkeeper an officer independent of

you, or a subordinate officer in your department?—He is considered a subordinate officer in my department.

3776. Is he under your control and direction?—He is supposed to be. I interfere with him very little, for he is very well able for his business, and is a good officer.

3777. Sir *Robert Kane.*—To what department of the Government do you ultimately account?—To the Audit Office once a month.

3778. Have you frequent references back from the Audit Office with regard to difficulties or inaccuracies in the accounts?—We have, but they are generally things of a very trifling description. When I say "trifling," I mean matters of form. Perhaps it may not be unimportant to state here that after Mr. Mills and Mr. Vine made a report upon their visit to the Board of Works—and though it is more than a year and a half ago they have not yet reported upon our establishment—incidentally they stated with regard to the accounts of the Education Office:—

"The account books of the majority of the departments which we visited were well kept, those especially of the Office of Works. And the National Education Office left nothing to be desired in this respect."

3779. Mr. *Gibson.*—Is not the pay clerk in your office similar to what the cashier is, generally speaking, in other offices?—I think he is.

3780. The *Chairman.*—Is the accountant an ordinary clerk, or the head of a department?—He is the head of a department.

3781. Is the bookkeeper?—No, it is a distinct office; but he is considered a subordinate officer to me.

3782. Sir *Robert Kane.*—I presume that Mr. Kelly was made specially Financial Secretary by some order or regulation of the Board?—Yes; a special order of the Board was made on the subject, which I can get for you.

3783. Did it contain any definition of the precise line of his duties?—A very precise definition.

3784. And of the subjects of finance which were to come under his cognizance?—Yes, very precisely.

3785. And has the wording of that minute been adhered to since?—I suppose it has.

3786. Can you furnish the Commission with a copy of it?—Allow me to take a note.

3787. You mentioned that if you get a cheque for, say £200, to defray small expenditure, you handed the amount to the pay clerk, who proceeded with the actual payment of those sums. Now, in what manner does the pay clerk return you a statement of that expenditure, and the vouchers for it?—I am watching the thing all day. I see most of them paid myself. We sit in the same office, I, as it were here, and he there.

3788. Does he furnish to you at the end of the afternoon any statement of the precise proportions of that £200 with the vouchers annexed to it?—He takes the receipts as they come in, and they can be shown to me if I ask for them; but at all events, it is the duty of the bookkeeper at once to take them up.

3789. Then they go to the bookkeeper?—They go to the bookkeeper, and he gives credit for so much.

3790. Then practically the pay clerk balances his cash with you every day?—Yes. Then there is the book of petty cash, which we generally balance about once a week; trifling things to the amount of £20, or £30, or £40.

3791. The *Chairman.*—Does the pay clerk balance his accounts with the bookkeeper, or does he bring the accounts to you and do you balance them with the bookkeeper?—No, he balances them with the bookkeeper.

3792. With regard to the position of the pay clerk and bookkeeper, is one of a superior class to the other?—The bookkeeper is the superior officer. He ranks as a first-class clerk.

3793. Is the pay clerk a substantive officer, or merely your assistant as cashier?—He is my assistant as cashier.

3794. And you are cashier and accountant?—Cashier and accountant, although accountant is my title, I have been both from the beginning. I always have an imprest in my hands to make advances of money for special services; and when the accounts are passed I am recouped that sum, so as always to have sufficient money in my hands.

3795. Are the remittances on account of grant lodged by the Treasurer to your credit with the Paymaster-General in the Bank of Ireland?—The practice has been changed lately. It used to be this—Whenever we wanted money on account of a vote we used to write to the Irish Government asking them to apply to the Paymaster in England to give us the money; and in about a fortnight's time it was done, and we got notice from the Paymaster of the Castle here to say that it was lodged. But now we apply directly to the Paymaster-General in Dublin, and we get the money in three or four days.

3796. Sir *Robert Kane.*—How does it come—do you get an imprest which you yourself lodge, or do you get a letter informing you that the amount has been lodged?—We get a letter informing us that the amount has been lodged.

3797. In the Bank of Ireland?—In the Bank of Ireland to our credit.

3798. Is there any other account than that one general one of the National Board of Education in Ireland?—That is the only one.

3799. There is no separate account for yourself personally?—I keep one for my own security. The Commissioners give me an imprest of £700, and for many years I have had a private account there for my own personal security; but in one sense the Commissioners have nothing whatever to do with it, for I could keep the money wherever I pleased—in Ball's Bank or any other bank.

3800. The *Chairman.*—Who signs the cheques on behalf of the Board?—Cheques are drawn in the bookkeeper's office and initialed by him as being correctly entered in the books. They are then brought for my signature, and are afterwards signed by Mr. Macdonnell, the Resident Commissioner.

3801. Does every cheque require the signatures of Mr. Macdonnell and also of yourself?—Every one.

3802. Is a registry of cheques kept?—Yes, very carefully.

3803. Is that register of cheques initialed by Mr. Macdonnell and yourself as having signed the cheques?—No.

3804. Does the register of cheques contain any memorandum of the persons by whom the cheque is signed?—They are all signed alike.

3805. In the occasional absence either of yourself or Mr. Macdonnell, can any cheques be drawn?—In my absence the bookkeeper, who is also assistant accountant, signs cheques. In Mr. Macdonnell's absence we ask one of the other Commissioners; for instance, Mr. Gibson signs cheques occasionally.

3806. In railway companies it is usual for the registry of cheques to contain a column in which the directors who sign the cheques put their initials; is there any corresponding practice in your office?—No, not analogous to that.

3807. Sir *Robert Kane.*—The Bank of Ireland returns the cheques?—Yes, and we send them to the Audit Office.

3808. Are these cheques preserved?—Always; and checked every day.

3809. So that if at any time a question arises upon a back payment, the actual cheque through which the payment took place can be referred to?—At once; and the voucher is not considered complete unless the cheque is attached. They all go on to the Audit Office.

3810. Do you send the cheques themselves?—The actual cheques on the bank, the orders for payment, and the receipts of the parties, all go to London.

3811. That floating sum of £700 is placed in your own hands for the purpose of meeting small occasional

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expenditure, and of advancing money from time to time where it is necessary?—It is chiefly that. Some of our officers require money in advance; and in other cases it is more convenient for me to give small imprests than to be drawing on the Commissioners on account of them. For instance, we pay at Christmas the annual premiums and rewards to the pupils in the model schools; and instead of drawing £20 or £30 from the Commissioners, I advance the amount and am recouped when the accounts are all passed and squared. If you would like to see the books and vouchers I could show you them all in a series, so that you would understand the system of bookkeeping better.

3812. Mr. *Gibson.*—Just tell the Commissioners in what way you make the payments of their salaries to the teachers. Supposing the first quarter's salary of a teacher to be due, just tell the course that you take to remit to him the money that he is entitled to at the end of such quarter. And tell also, what changes have been made in the mode of payment from time to time?—I will read from my paper of 1866.

3813. There has been no change since?—No. (Witness read):—

"Salaries to the teachers of ordinary National schools are paid quarterly, by Post Office orders, drawn in favour of the teachers, and remitted through the managers. Query sheets are in the first instance sent to the managers, with a receipt for the amount supposed to be due to each teacher. When these documents are returned to the office, they undergo an examination which will be explained by one of the Secretaries in whose department the office for this duty is placed."

It was Mr. Kelly, I think, one of the Secretaries, who explained all these details, upstairs in the long office. It is a tedious process.

"The amounts due to the several teachers are put on sheets, in the order of counties, and are sent with the receipts to the bookkeeper's office for check as to the correctness of the amount copied from said receipts; but the bookkeeper has no check on the correctness of the amount claimed for each teacher. The sheets are then added up by the bookkeeper's assistants, and an abstract of not more than 24 sheets, including about 1,000 payments, per day, is prepared with a write off for P.O. orders, which is laid before the accountant, who checks the abstract, signs it and the write off, and then obtains the signature of the Resident Commissioner. The sheets and write off are sent to the Post Office in the afternoon of each day. The clerks in that office prepare the money orders (on a form printed exclusively for the Education Commissioners) at extra hours in the evening, and they are ready for transmission at the Education Office on the following morning.

"Envelopes directed to the managers are prepared in the Secretary's office (salary department), with the Roll No. of the National school and the amount of the money order written on the lap. The clerks in the cash office and bookkeepers' office compare the money orders with the receipts and check the notings on the lap of the envelopes, and then enclose the money orders and forward them by post.

"In the meantime the pay lists are returned from the Post Office, and sent to the Secretary's office (salary department) for entry in the books of that office. When this is done the pay lists are returned to the bookkeeper for transmission to the Audit Office."

3814. On what day after the 1st of May will a teacher in the ordinary course receive payment of the quarter's salary then due to him?—Perhaps you mean after the 31st of March?

3815. After the date at which it is due by the Board?—Three or four days.

3816. How do you guard against any failure of payments or mistake in payments; do you register your letters?—Not those. They scarcely ever miss in the ordinary course of post. They do sometimes, but the exceptions are rare.

3817. Do you send to the manager or to the teacher by the address of the nearest post town to the school?—We send to the manager; but the Post Office order is drawn in favour of the teacher, so that there can be no misappropriation of the money.

3818. The *Chairman.*—Did I understand you to say that the payment to the teacher was settled in the course of three or four days after the end of the quarter?—No, my lord, but I understood Mr. Gibson to ask me when we began to pay.

3819. Mr. *Gibson.*—No, no. I wanted to know how soon does he actually receive it?—In the first three weeks we pay the great bulk of them. I will tell you about the number. Of the teachers' salaries that were due in December, we paid 242 sheets from the 4th to the 15th January,—about 9,196 payments.

3820. It is not the amount I want to know. I want to know, if I were a National teacher and my salary had fallen due, how soon afterwards in the ordinary course, I would have the cash in my pocket?—I should say as a general rule, within three months from the last payment.

3821. Three months?—From the last payment.

3822. But I am speaking of a day. I want to know, supposing I am a National teacher, and that the end of my quarter has come, in what time afterwards shall I have the money that I am entitled to receive?—I am not able to say in every individual case.

3823. I don't want every individual case. That would take up an immense time. I want to know, as a general average the time at which I might expect fairly and reasonably to have the money in my pocket?—If you were in a part of the country where payments usually reached you on the 15th of April, you would get your next payment on the 15th of July; and it is no hardship to a man, when he gets his payment quarterly whether it is paid on the 1st or the 15th, except in the first instance.

3824. Then I understand you to say that I should receive the money within the first fortnight after it is due?—Well, within the first three weeks, I should say, provided there was no irregularity, and provided your manager was there to attend to you.

3825. The *Chairman.*—Is the Lady-day payment of the teachers finished now?—The bulk are paid, but not all.

3826. Are any teachers still unpaid as to whose amounts there is no dispute?—I should say very few.

3827. You say that the payments follow each other at a similar quarterly interval; do you take particular districts of the country first in these quarterly payments?—I am not quite sure about the rule. I rather think that they are taken as they come; but that branch of the business is entirely under the Secretary's management. I don't know. We merely take the sheets as they come. We don't look at these details or put any check on that part of the sheets.

3828. Are the sheets furnished to you from the Secretary's office?—From the salary department of the Secretary's office.

3829. Mr. *Stokes.*—Does the manager make a return of the average attendance every quarter before payment is made to the teacher of his school?—Yes; there is a very elaborate quarterly account filled up.

3830. And if the manager delays his return the payment of the teacher may be delayed?—It might; and sometimes there is a correspondence going on, or there is some complaint, and all these doubtful cases lie over.

3831. Do you send separate Post Office orders?—Separate in each case.

3832. For teachers, assistants, and monitors?—For teachers, monitors, and all others, so that each man gets his own money.

3833. How many Post Office orders do you draw in the quarter for these payments?—I should say about 13,000 or 14,000.

3834. And the number of schools that you pay is about 6,000, is it not?—I think so. I think about 53,000 Post Office orders are drawn in the course of the year.

3835. Would it very much simplify the work of the department if the amount due to each school were sent in one sum to the manager of the school?—We used to do that. Formerly, supposing there were three or four teachers in a school, we used to draw one bank post-bill in favour of the manager, and let him pay them; but at that time the teachers' salaries were very low, and it was no uncommon thing for a manager to advance money out of his own pocket, especially if he were a

clergyman or other benevolent person, to the teachers, to enable them to go on. Therefore the manager in many cases had a lien on the salary; but in other cases it was found to work not so well, and to give to persons who were not so generous an opportunity of withholding the teachers' money, and of keeping him as it were in their power. After a great deal of consideration it was thought better to let each man have an order (or P. O. Order) for the money, drawn in his own name; but to keep up the authority of the managers we remitted the orders to them.

3836. In case the manager was absent from home how would the teacher get his salary?—He must wait till the manager returned.

3837. In case of the absence of a manager from home, how does the master obtain his salary?—I am afraid he must wait.

3838. Did the change you speak of increase the labour in the office?—It increased the labour.

3839. What is the largest sum you pay to any one individual?—Some of the larger schools—some of the convent schools, we pay large sums to.

3840. Mr. *Gibson.*—In the convent schools do you pay to one person?—Yes, some one person—the manager or one of the principal persons in the convent.

3841. The *Chairman.*—Is that done by cheque or post-office order?—We can pay any amount by post-office order, on paying a proportionate poundage.

3842. Mr. *Stokes.*—Do you pay the monitors in convent schools in a different manner from the monitors in ordinary schools in your department? A post-office order goes to the monitors singly in the ordinary schools, do you follow the same plan with reference to monitors in convent schools?—No. In the convent schools we pay all in one sum, and send it to the superioress.

3843. In the case of convent schools there is a capitation grant, which depends on the average attendance?—Yes.

3844. Mr. *Gibson.*—Besides that do you include in the same remittance the payment for monitors, senior and junior?—I believe they all go in one bulk sum; but the fact is, that so far as I am personally concerned I only know there is a certain amount to be remitted. I am not familiar with the details of how it is made up.

3845. Mr. *Stokes.*—You must know to whom you send the money, whether to the monitor or to the superioress of the convent?—I believe in all cases we send it to the superioress.

3846. Can you state the reason for the difference in the practice as regards convent schools from the practice with regard to other schools?—I believe the convent schools are considered exceptional. I believe the individuals in a convent have no private property.

3847. As far as regards the nuns that is true, but not as regards the monitors?—I cannot state the reason.

3848. Mr. *Gibson.*—Are you prepared at present, without reference to the office, to state what is the usual mode of payment of monitors in convent schools, whether it is all remitted to the superioress, or whether there is a separate remittance to each monitor, and a remittance to the superioress only for the capitation grant?—I am not able to say. I will inquire and furnish you with the information.

3849. Mr. *Stokes.*—Is there any difference shown in your books between convent schools and other schools?—Yes. We can tell the exact sum paid to each class of schools.

3850. What is the reason of that complication of bookkeeping?—We are so often called upon to furnish returns, involving a variety of details, that we are obliged to keep accounts we should not otherwise do in order to meet that.

3851. Could you give, from the books of your department alone and without reference to any other department in the office, the particulars with regard to convent schools?—We should be obliged to procure some information from another department.

3852. Of course there must be some departments in the office in which the distinction between convent schools and ordinary schools is preserved, but is it so in the finance department also?—No.

3853. Mr. *Gibson.*—I should have thought that in your books you entered a convent school as you would any other school, and charged that school with all the payments you made under the orders of the salary department. You have no separate book, as it were, in which you enter convent schools?—No.

3854. You enter them as you do ordinary schools in your books?—Yes, and every payment goes under one of fifteen heads. They are kept under fifteen heads in our books.

3855. And the payments to monitors in convent schools are included in "head No. 6," together with those to monitors in ordinary schools?—I think so. I think the monitors all go under that head.

3856. Mr. *Stokes.*—Do you make your payments to pupil teachers in model schools by post-office order payable to each individual teacher?—We usually pay them through the Inspector: for instance, suppose £100 is going down to a model school for payment of the salaries, we have a credit opened for the Inspector in the local bank and let him draw upon it.

3857. What is the amount placed to the credit, of the Inspector?—It may be £50, £60, or £100 something of that kind; no very large sum.

3858. Does the Inspector keep any particular book for your department?—No; we send down pay-sheets, which he sends back signed, and which are our vouchers.

3859. Does the amount sent down stand to the credit of a single Inspector in the bank?—Yes.

3860. Have you ever lost money through failure of a bank, or the change of an Inspector?—We lost money in one instance through an Inspector, but to a very small amount. In another instance we lost money through the failure of the Tipperary Bank, out of which however, we recovered some dividends. I think the whole loss was only £7 or £8.

3861. The *Chairman.*—Do you mean that the amount you specify is the total amount of bad debts made by the National Board?—I don't think we have made £20 of bad debts in thirty years, from all sources. We lost £7 10*s.* 9*d.*, by the Tipperary Bank; we lost £1 10*s.* 5*d.*, through a teacher we had at Glasnevin; I had some difficulty in getting the audit office to allow that, but I informed them I had made him dispose of a gold watch, and some other matters, in order to recoup us the amount lost. We lost £6 12*s.* 9*d.* through the Inspector, to whom I have already referred. I suppose I need not mention his name.

3862. Professor *Sullivan.*—When an account is sent to the Board for payment, describe the process through which it goes?—Do you mean ordinary payments?

3863. In the case of accounts for printing—miscellaneous printing and book printing—who certifies the accounts?—Are you speaking of the accounts for printing National school books?

3864. No; I take first the miscellaneous printing, such as forms, as distinguished from the books. Who certifies for the forms?—I believe the Stationery Office have that in their own hands.

3865. Altogether?—I believe so.

3866. Are you not quite sure?—I think all the forms for office use are charged by the Stationery Office. We have no control. They have a separate system of bookkeeping of their own.

3867. Then you make no payments whatever for forms?—Yes, we pay the Stationery Office once a quarter.

3868. That is, you pay an entire bulk sum?—Yes.

3869. With regard to printing the school-books, how is that managed?—There we have a check. They are printed by Mr. Thom and Mr. Falconer. There is in the first instance an order issued by the Board for so many books to be printed. There is then the storekeeper's certificate of so many books received. Then there is the contract price, and a certificate that the books supplied are of the regulation size and quality. Then, having examined the account and found it correct, I sign an order for payment, which is countersigned by Mr. Macdonnell, and the amount is then paid.

3870. Who certifies as to the cost of "corrections"

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of the books?—I am not able to say; I think the Secretaries.

3871. The contracts are made after the book is fully corrected?—Yes.

3872. What check have the Commissioners upon the cost of the book previous to that?—I don't know. I have nothing to do with that.

3873. You keep duplicates of the ordinary vouchers which are sent in for payment?—Yes.

3874. Then you have a duplicate of all the payments made to Mr. Thom for the new edition of the books?—Yes. We are preparing that for you. We shall be able to give it you, I dare say, in a day or two.

3875. The vouchers themselves?—We can give you either the vouchers themselves or an abstract of them.

3876. The vouchers themselves I want to see?—We will give you an abstract supported by vouchers.

3877. I don't much mind the abstract. I want to know who sees to the expenses for the corrections? I am anxious to see the whole cost from the first of the new editions of the books, including the Agricultural Class Book?—I shall be able to give you that.

3878. You say the Secretary vouches for the corrections in all cases?—I think so.

3879. In the case of wood engravings or other illustrations, who vouches for them?—Do you mean for the receipt of them or the price?

3880. Who vouches that they are value for the money paid?—The Secretaries.

3881. Has it ever occurred that Mr. Thom has vouched for any of them?—It is possible. I could not say.

3882. If he were to vouch for them, would you give an order for payment? Would you pay an account in which the only voucher for the money expended was Mr. Thom's voucher?—I have an indistinct recollection that there was something of the kind in which Mr. Thom was paid. Probably there were some particular circumstances which led us to do it. As a general rule I should say no.

3883. The *Chairman.*—For what class of payments do you accept the vouchers of any person who is not an officer of the Board?—I should say, as a general rule, we would not accept it at all. As I mentioned to Professor Sullivan, there may be some particular circumstance which led to its being done in that one case. If you wish it, I will have the matter inquired into.

3884. Professor *Sullivan.*—State the circumstances under which Mr. Thom certified for woodcuts to one of your books; and if there be any other case of the same kind?—I shall supply this information, if possible.*

3885. The *Chairman.*—In whose name is the account kept to which the Paymaster-General makes remittances on account of the grant?—In the name of the Commissioners of National Education, Ireland.

3886. Are those remittances made weekly or monthly?—Just when the case arises, whenever we want money. My practice is to watch the Bank account. I have a private book of my own, in which I keep adding and deducting every day as lodgments are made or cheques go out, and when I find our bank account getting low I ask the Finance Committee to allow me to apply for £15,000 or £20,000, as the case may be. It is now the wish of the Commissioners and of the Treasury that we should have as little balance lying in the bank as possible and we are accordingly allowed to apply for smaller sums at a time than formerly. I asked the other day for £5,000—we never applied for so small a sum before.

3887. Who signs the requisition for money?—The requisition is signed by me in the first instance, and then by Mr. Macdonnell.

3888. And it is then transmitted by post to London?—No, it does not go to London now. It goes to the Paymaster-General here, Mr. Godfrey.

3889. Does he send you a cheque or order, or does he merely direct the amount to be transferred from his account to your credit in the Bank of Ireland?—That is what he does. No money passes through our hands at all.

3890. Is the absence or inattention of managers a common cause of delay in paying schoolmasters' salaries?—It is one cause, but not the only one; correspondence going on, something in an Inspector's report, or some irregularity, is a frequent cause also.

3891. Supposing a manager to be ill several months, or to have gone abroad or to England, is there any means by which you through the Inspector can cause the manager's absence to be supplied, and the teacher paid?—I am afraid I must refer your lordship to the Secretaries or Chief of Inspection. I don't know how they act in those cases. All I deal with is the actual fact; when money is ordered I pay it. I am not aware of those preliminary arrangements.

3892. Do you ever pay a teacher's salary in which the Inspector's or some other person's certificate is substituted for that of the manager on account of the manager's inability or absence?—We have frequently done that, and in some cases we have dispensed with the managers' signatures altogether under particular circumstances.

3893. In those cases by whom has the account been signed instead of the manager?—That I am not able to say.

3894. When you dispense with the manager's signature, on whose authority is that done?—The Secretaries, representing of course the Commissioners.

3895. Then in that case would the Secretary's signature, saying that the manager's signature was to be dispensed with, appear on the voucher?—It would appear on the face of the receipt, and would satisfy the Audit Office.

3896. In the case of any person signing in substitution for the manager would not the person's signature appear equally on the receipt?—Yes, it would, but I am not able to say whether those cases have or have not occurred.

3897. Would not those cases of payment, under exceptional signatures, or without certain signatures, be brought specially under your notice by the clerks in your department?—If the Salary Office are satisfied we should not ask any questions. If they are satisfied in the Salary Department we issue the order for payment.

3898. Whose signature is it you look to as the authority to enable you to pay without further question?—The signature of the salary clerks. Perhaps it may not be out of place to mention that I went to London in March last, your lordship having been good enough to say you would not require my presence here. It was to have an interview with the Commissioners on Public Accounts, with reference to many of the subjects you are now examining me upon, and I was asked by some of the authorities at the Audit Office whether they could not have a more distinct authority to pay the teachers. I said it would be very inconvenient for the head of a department to sign every one of these receipts, and I prefered giving them a general certificate either at the foot of each sheet, or at the foot of each series of sheets, which should be signed by one of the Secretaries, and there would be an authority at once for all the payments you have alluded to. I may observe, that the whole question of teachers' salaries is at present in a state of transition, because the two gentlemen already referred to—Mr. Vine and Mr. Mills—though they visited us in August, 1866, have not yet reported on our office. I pressed Mr. Mills very much to send in his report at once, because I understand he proposes a considerable change with regard to the frequency and mode of payment of teachers' salaries. He promised to let me have it while I was in London, but he was not able to do so owing to a press of business. If you will allow me I will write to Mr. Mills, and beg him to state for the information of the Commissioners what his plan is, in order to see whether it falls in with their views.

3899. What was the frequency of payment Mr. Mills contemplated?—The possibility of doing it once a month, and in addition to that, paying in a particular way. I am not quite sure whether his plan is yet perfected, but so far as I understood it, it was to be

* See answer to question 3977.

done in a way something like the mode adopted in paying the Constabulary pensions—by a negociable receipt, which can be cashed through the Post Office or local tradesmen. Whether the paymaster's orders would circulate in the same way for our teachers I am not prepared to say.

3900. Mr. *Gibson.*—Are you aware that the teachers are very anxious for more frequent payments?—Yes.

3901. They are anxious to have their salaries paid in the same way as other payments in the office—I believe you are paid in the office monthly?—Yes.

3902. The teachers are anxious that they, also, should get their payments monthly. I presume the arrangement you now speak of was taken into consideration by Mr. Mills in order to carry out the views of the Commissioners, they being anxious, so far as they could, to pay the teachers monthly?—Yes.

3903. Mr. *Stokes.*—Do you get from the Post Office a return of the post office orders which have been cashed or not?—No, they are all presumed to be cashed unless we hear to the contrary.

3904. Would you hear to the contrary in the case of an order not being cashed?—Yes, in every case.

3905. Have you had any complaints of post office orders being signed with the right name, but not by the right hand?—Yes.

3906. Is there any remedy for that?—We complain to the Post Office, and there is a careful inquiry made as to any irregularity of that sort.

3907. Would the Board issue a duplicate payment in that case?—Yes.

3908. Then the country would have to pay twice over?—No; but I mean to say that, pending inquiry, we have sometimes advanced the money.

3909. Have you recovered the original sum?—Yes.

3910. Does it ever happen to you that at the end of the year money has been returned to you by the Post Office on account of orders not having been cashed by the recipients?—I do not recollect any instance of the kind.

3911. Can you say such a case has not occurred?—I think not.

3912. If such a case were to occur would the Post Office report it to you and return the money?—Yes.

3913. We have it in evidence that the Post Office will allow your department only to apply for a certain number of post office orders in one day; does that limit delay you in despatching the quarterly payments to schoolmasters?—To a certain extent. During the time of the late Accountant-General of the Post Office he told me he could not issue more than twenty-four sheets a day, for this reason, that his clerks worked extra hours, and that if they exceeded a certain number of extra hours in the evening they would be unfitted for their regular work next day. Now, however, under the new Accountant-General they give us as many as forty sheets a day. How they manage it I don't know.

3914. Could your office still further expedite the quarterly payments of teachers' salaries, if that limit of forty sheets at the Post Office was exceeded?—We could, by suspending some of our other business.

3915. Mr. *Waldron.*—How many sheets altogether do you require?—350 in round numbers altogether.

3916. Has there ever been any communication between you and the Post Office as to a further acceleration of quarterly payments?—Do you mean within the last quarter?

3917. Since the limit of forty sheets per day was established?—I rather think, but I am not sure—that Dr. Newell made some communication to them the other day. I have not made any communication since.

3918. Considering that the payments to the teachers are quarterly, would it be a considerable convenience to them if any acceleration could be effected?—No doubt it would.

3919. The *Chairman.*—In the case where there is a teacher, an assistant-teacher, and two monitors in a school, would four post office orders be sent to them?—Yes.

3920. Would they be enclosed in one cover to the manager?—In one cover to the manager.

3921. Do you send orders equally to the monitors when they are under age?—I believe we do. I am not quite sure about that.

3922. Mr. *Gibson.*—Where a signature has to be substituted for payment of the teacher, owing to the absence of the manager, I presume there is considerable correspondence previously on the part of the teacher complaining of the delay, so that, in fact, there is a special order sent to you that you are to regard the signature of the substitute as equal to that of the manager?—Yes.

3923. Then it is the subject of considerable correspondence?—Yes, but that correspondence does not come to me. I never see it.

3924. Then the receipt comes up with the signature of the substitute to the Secretaries' office, and is then sent to you?—Yes, that is the way it comes.

3925. Mr. *Stokes.*—What vouchers do you pass to the Audit Office?—If you mention any instance I will tell you. Do you mean in the case of a payment to a tradesman, for instance?

3926. No; I am speaking only of payments to the schools.—We send sheets to the Audit Office containing the abstracts and the receipts for each payment.

3927. What is the receipt?—A stamped receipt in these words, "Received from the Commissioners of National Education (Ireland) the sum of £—— for one quarter's salary (or so much of a quarter) ending such a date." That is signed by the person receiving the money.

3928. It is signed before the money is paid?—Yes, that is done to expedite the business, and in any cases where the receipt comes up for a wrong amount we send down a new receipt for the proper sum, and get it signed.

3929. Are you sure the money is always received?—Yes. Would it be out of place to make an observation with regard to salaries generally? There is always a difficulty in proportion as we expedite the business here of satisfying the Audit Office, because if we in any way dispense with the proper authority for paying a certain amount, we may get into trouble with the Audit Office. For instance, it has been proposed that, supposing a man is entitled to £20 a year, we might pay him one-twelfth of that at the end of each month without waiting for the manager's signature provided there was nothing against him, but I was met by the Audit Office with this objection—Supposing you pay the man £5, and you find out afterwards he was only entitled to £2, who is to recoup the Government the £3? Of course I could not say anything to that.

3930. Would not that involve keeping 6,000 or 7,000 accounts—one with each individual teacher?—No, we could have the same checks as are had in the present books—salary books, which are practically accounts with the teachers.

3931. Mr. *Gibson.*—Would not that involve increased labour and an increased staff?—We should increase the staff, of course.

3932. In what way does the Inspector settle accounts with you?—We open a credit to the Inspector in the local Bank for the total amount due to the model school, whether teachers, assistant-teachers, or monitors. We forward to the Inspector pay-sheets to be signed by the teachers when receiving the money. These are stamped and sent back to us as our vouchers.

3933. How often do you balance accounts with the Inspectors?—The accounts balance at once—as we remit only the correct amount. We never leave money in their hands.

3934. Who receives the school-fees?—The Inspectors, who remit the amount to us once a month. Formerly they used to pay the schoolmasters the proportion of fees coming to them, and remit us the balance. Now the entire amount of the fees is sent up to us in the first instance.

3935. Do you remit the salaries of the Inspectors in the same way as the salaries of the teachers?—We pay

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them by a Bank post bill. We cut in two, and first send half the bill, and on getting the receipt signed we send the other half.

3936. How many documents require to be signed before a teacher gets his quarter's salary?—Do you mean in the office?

3937. Yes, in the office?—I do not know what processes the Query Sheet goes through before the pay-sheet comes down to us, but we have only to deal with one other document, the teacher's receipt, countersigned by the manager.

3938. As far as you are concerned, is there only one document required to be signed by the teacher?—Only one.

[Adjourned.]

TWELFTH DAY—DUBLIN, TUESDAY, MAY 5, 1868.

PRESENT:

The Right Hon. The Earl of POWIS, *Chairman.*

The Right Hon. The Earl of DUNRAVEN, K.P.
The Right Hon. and Most Rev. The Lord Bishop of MEATH.
The Right Hon. Lord CLONBROCK.
The Right Hon. Mr. Justice MORRIS.
Sir ROBERT KANE, F.R.S.
WILLIAM BROOKE, Esq., M.C.
Rev. DAVID WILSON, D.D.
Rev. BENJAMIN MORGAN COWIE, B.D.
JAMES ARTHUR DEASE, Esq.
JAMES GIBSON, Esq.
SCOTT NASMYTH STOKES, Esq.
WILLIAM K. SULLIVAN, Esq., PH.D.
LAURENCE WALDRON, Esq.

GEORGE A. C. MAY, Esq., Q.C., D. B. DUNNE, Esq., } *Secretaries.*

May 5, 1868.

JAMES CLARIDGE, Esq., further examined.

James Claridge, esq.

3939. The *Chairman.*—Will you put in either of the two papers you mentioned to us on a former day, or do you prefer to put in a fresh memorandum touching the points to which they refer?—I should prefer to put in a fresh memorandum. I consider it more respectful to the Commissioners to do so.*

3940. Rev. Mr. *Cowie.*—It has been proposed, we hear, to pay monthly instead of quarterly; do you see any objection to that?—The objection would be as to the details. I am afraid if we had to get a certificate from managers, which we require in paying quarterly, and the same formal receipt that we take now to satisfy the Audit office, there would be considerable difficulty. I think that difficulty might be met, but I am not prepared to say how at present.

3941. Do you think it would satisfy the Audit Office if the quarter's salaries were paid in advance to the manager for him to dispense monthly?—I don't think it would; I had some conversation in London on that subject, and I am afraid they would not like that plan.

3942. How many clerks do you employ now?—On the whole?

3943. In the financial part of the business?—In my department I have a pay clerk and a second clerk; and in the bookkeeper's office there is a bookkeeper and seven clerks.

3944. And does all the financial business of the Board pass through these two offices?—Yes.

3945. If the system were extended throughout the country, so as to include all the schools that are now being carried on by different societies and religious bodies, would your present staff be sufficient?—I should say no.

3946. Would it require any considerable enlargement?—Not knowing the number of schools that would be brought in, I am not able to say.

3947. But you have a great number of schools in every county in Ireland?—All over Ireland—a very large number.

3948. Has it ever been proposed that Head Inspectors should dispose of lump sums?—It has.

3949. That has been considered?—Yes, often.

3950. And has not been found satisfactory?—I understand you to mean the payment of the teachers' salaries.

3951. Yes?—It would not answer, for various reasons. In the first place, the schools are very wide apart, and we should require security in every case if we placed large sums of money in our officers' hands. At present no person holds any large sum of money except myself, and I give security.

3952. Do you consider that the system which you now adopt of checks and counter checks is quite sufficient?—I think it is as complete as can be, and we are confirmed in that opinion by the evidence of every commission of inquiry, especially the last. I handed in a paper yesterday containing an extract from a report of Mr. Mills and Mr. Vine, who were sent over by the Treasury, and they said the accounts of the Education Board left nothing to be desired.

3953. Do you pay all your outgoings by Post Office orders?—No.

3954. Do you pay them by Treasury warrants?—No; our mode of payment is in town by cheque, in the country by post-bills sent in halves, in England and Scotland by English bills at 7 or 10 days, and all the National schools by Post Office orders drawn in favour of the person who is to get the money.

3955. How do you pay the Inspectors' salaries?—By post-bills sent in halves, the second half not being sent until the receipt of the first is acknowledged.

3956. Mr. *Gibson.*—If the payments were made monthly instead of quarterly, would not the amount in the hands of the Inspectors for the purpose be much less than for the quarterly payments?—Yes; but it was considered a great boon when they were paid quarterly.

3957. Your objection I understood to the system of monthly payments, was because of the large advances that should be made to the Inspectors; would not the advances for monthly payments be about one-third of the amount required for quarterly payments?—Yes; but the principle is the same.

3958. Rev. Dr. *Wilson.*—May I ask have you had Commissions of Inquiry heretofore into the management of your office?—We had several.

3959. And with what object in view?—To inquire into the system of keeping and checking the accounts, and who had the control over the public money.

3960. Did they enter minutely into an examination?—Most minutely.

3961. May I ask you on how many occasions have you had such Commissions?—I will tell you. The first was Mr. Dean Wilson who was the accountant at the Castle for the Treasury business, and who was brought to us by the Right Hon. T. F. Kennedy, who was at that time one of the Commissioners, and who wished to see that our accounts were made out in the way they

* The Memorandum subsequently supplied by Mr. Claridge will be found at page 176.

ought to be. Mr. Wilson gave a very flattering account of the way the accounts were kept at that time—that is in 1838. Mr. Bromley, afterwards Sir Richard Bromley, came over in 1849 with a view of checking the whole system of accounts, and his report is dated February, 1850. After that I entered into a long correspondence with him on the subject which brought the accounts to pretty much the same state they are in now, and subsequently a first-rate bookkeeper was appointed—Mr. Goodliffe, now Accountant-General for India. The next Commission of Inquiry was held by Lord Monck, Mr. Stephenson, and the late Mr. Seaton of the Treasury. They inquired very minutely and reported on the whole system of accounts, and suggested considerable alterations in certain portions of our business, some of which were not carried out.

3962. May I ask you what were the principal of these alterations?—That there should be only one Secretary, one Chief of Inspection, and one Chief of Accounts. At present we have five principal officers.

3963. And the necessary staff under each?—Yes, in the shape of Assistant Secretary, or Chief Clerk, Assistant Inspector, and of course Assistant Accountant in case of illness or absence.

3964. Was there any recommendation to the Commissioners of National education?—They reported on it to the Treasury.

3965. Was that report sent to the Commissioners in Marlborough-street?—It was.

3966. Was it considered by them?—It was.

3967. Was there any decision come to on it?—There was a decision come to; but they did not carry a great many of their recommendations into effect. They made an alteration in the duties of several of the officers, my own for instance for one.

3968. Can you say whether they did not approve of the principle of having one chief?—It appeared they did not approve of the principle. It was proposed also by these gentlemen, by Lord Monck and the other Commissioners, that the salaries should be paid monthly.

3969. Had you any Commission subsequent to that occasion?—We had. In September, 1866, we had two Commissioners from the Treasury. Mr. Vine and Mr. Mills came over and examined all our accounts, as well as the accounts of all the other public offices most minutely. They have not reported on us specially, but they have alluded to us in their report on the Board of Works, which I have already referred to, saying that our accounts left nothing to be desired for accuracy and the way the books were kept; and with reference to that subject, I take the liberty of handing in a paper I was asked for yesterday respecting the duties of Mr. Kelly consequent on that change.

"Extract from Minutes of the Board of National Education, dated 6th July, 1855.

"The Secretary reads the following Memorandum, drawn up by the Resident Commissioner, explanatory of his views with regard to a division of the duties of the Secretaries, rendered necessary by the arrangement recently adopted for the management of the Inspection Department, by which Mr. Kelly has been relieved of a large portion of the duties hitherto performed by him."

Memorandum

(Begins with arrangements for transaction of agricultural, building, inspection, and application business, and continues as follows)—

"3. The Finance Committee will be composed in the same way as the two others, and will meet on Wednesday, at one o'clock, after the conclusion of the inspectional business, Mr. Kelly to act as Secretary, and to keep the record. Mr. Claridge will be in attendance, and also Mr. M'Creedy, in case he has any questions to lay before the Committee with respect to payments connected with the Inspection Department.

"4. One of Mr. Kelly's chief duties in future will be to examine every item of expenditure, weekly, brought before the Board for payment, to see that it has been properly authorized, but chiefly to see whether there being a proper authority for the cost incurred, the thing be such as ought in future to be done, and if so whether it may not in future be done more economically."

(Then follow arrangements relating to the discipline of the office.)

"Ordered, that the arrangement proposed by the Resident Commissioner be adopted."

3970. Are you the proper officer from whom to inquire as to the entire cost of the last revision of the books?—I am. It is in preparation.

3971. It is not yet furnished?—Not yet furnished; but I have some information which Mr. Sullivan asked me for yesterday, and which I am prepared to give regarding accounts of Mr. Thom.

3972. Will you furnish in that account a statement of the extra pay to parties so employed?—Yes.

3973. That is, irrespective of their regular salaries?—Yes.

3974. Salaries paid to their substitutes while so engaged; cost and names of books of reference purchased for their use, and cost of printing of proof?—Name and cost of reference books to assist in revision.

3975. To assist in revision, and cost of printing of proof?—Yes.

3976. The *Chairman.*—Is there any statement you wish to make?—Yesterday I was asked by the Commissioners the largest amount that the Post Office would pay in the shape of Post Office orders. For the Privy Council and for us, any amount, but for the public in general only £10. I was also asked, and I wish to correct a mistake I made with regard to those sheets—in fact I am not in the habit of looking into the details, but merely to the gross amounts. I said that the salaries to monitors in convent schools were paid in lump sums. That is wrong. The capitation grant is paid to the manager or superioress, and the monitors are paid separately by Post Office orders, drawn in favour of themselves. I have here the sheets in which they are stated.

3977. The payments to monitors in convent schools is carried out in exactly the same way as in ordinary schools?—Precisely so. With reference to a question Mr. Sullivan asked me about Mr. Thom's accounts. I was asked would I pay an account that was certified by a person not in our office. I said, as a general rule, no. I was asked has it come to your knowledge that a person outside your office certified an account, and that you paid it. I said I had an indistinct recollection of something of the kind, but I would inquire about it. It was in reference to this account of Mr. Thom, and I can mention in a very few words what his certificate amounted to. We ordered engravings to be made for the book on agriculture, and they were engraved by Mr. Charles Grey, the artist, at a charge of £82 4*s*. Across the account was written by Mr. M'Creedy, the late Secretary—"These drawings were ordered for illustration of the Board's forthcoming Agricultural Manual, and are to be paid for as in the case of those previously ordered for the Board. I know nothing as to the prices, nor can I say what is the proper market rate for such things. Mr. Baldwin was the party placed in communication with Mr. Grey. I must admit that the engravings I have seen are finely executed." Mr. Baldwin did certify the account to this extent—"Mr. Grey has executed the above wood-cuts. T. Baldwin." Mr. M'Creedy had certified as to the Board's order, and therefore it only remained to know about the price. Mr. Thom had been in the habit of getting engravings for his own publications, for which he has paid certain rates, and we thought him the best person to whom to apply as a judge of the value of these things, and accordingly we sent this account over to him to certify, and he certified to this effect—"I certify that the charges in the above account are fair and reasonable." Here are two other accounts of Mr. Thom's certified. I have the Board's order for them.

May 5, 1868. James Claridge, esq.

MEMORANDUM for the ROYAL COMMISSIONERS on PRIMARY EDUCATION, giving a short HISTORY of the FINANCIAL DEPARTMENT of the NATIONAL BOARD of EDUCATION, from its commencement in 1831 to the present time.

[In order to avoid repetition as much as possible, I have referred in a few cases to my evidence, giving the numbers of the questions put to me by the Royal Commissioners.]

I.—COMMISSIONERS and OFFICERS of the BOARD who have had the management of this DEPARTMENT, PARLIAMENTARY and OFFICIAL INQUIRIES, changes from time to time, and its present arrangement.

From the formation of the Board in December, 1831, to April, 1835, Mr. Thomas F. Kelly, afterwards Judge of the Admiralty Court, was Secretary and Accountant to the Board.

In April, 1835, I was appointed Accountant, and this department was separated from that of the Secretary. The Rev. J. Carlile, then Resident Commissioner, opened a set of account-books by double entry, which were kept in his own office by a clerk, and a subsidiary set of books were kept by me. I acted also as cashier.

In the year 1837, a Parliamentary inquiry was made into the working of the National system of Education, but with no special reference to the Financial Department. During the absence of Mr. Kelly in London, I acted as secretary for a period of five months.

In 1838 an investigation was made into the accounts by Mr. Wilson, Accomptant to the office of the Paymaster of Civil Services, at the request of the Right Honorable T. F. Kennedy, one of the Commissioners of National Education. Mr. Wilson's report is dated 28th October, 1838.

He recommended that the set of books kept by the Rev. J. Carlile should be transferred to me, and that the entire management of the Financial Department should be placed in my hands, which was afterwards done. He approved of the general system of book-keeping, but objected to its being partly under the control of the Resident Commissioner, whilst I was the officer who had (at that time) to swear to the correctness of accounts over which I had no control.

Little change was made in this arrangement up to the year 1848.

Having experienced much difficulty in the management of my office from various causes, I made a report thereon in May, 1848, and at my request an application was made to the Treasury for some one to be sent over to assist me in adapting the complicated accounts of the Commissioners to the new requirements of the Audit Office, and accordingly Mr. Bromley was sent to Dublin for the purpose, in March, 1849; but he did not make his report until February, 1850. During this interval I entered into a lengthened correspondence with him, on the subject of keeping the accounts.

One of Mr. Bromley's first recommendations in March, 1849, was that an experienced book-keeper should be appointed at once. Mr. Goodliffe was appointed to this office in November, 1850, and he made a report on the books of account, and the general financial arrangements of the Board.

A Special Committee of the Board was appointed in January, 1851, to take Mr. Goodliffe's report into consideration and they approved generally of the suggestions made by him.

The accounts of the Commissioners, which had been rendered to the Audit Office annually from 1833, to 31st March, 1849, were rendered monthly from the latter date to 31st March, 1851, when the new system of accounts came into operation.

A pay clerk was appointed in April, 1851, to assist me in making disbursements.

Down to this period the Finance Committee had consisted of the Resident Commissioner, and one or more other Commissioners, attended by myself, and I recorded their proceedings; but on the 21st November, 1851, an order was made that one of the secretaries should be present at the meetings of this committee.

In 1854 an inquiry was made by a Special Committee of the House of Lords into the working of the National system, but their lordships did not enter into the question of the management of the Financial Department.

In July, 1855, the Board made an order which transferred a great part of the duty heretofore performed by me as accountant to one of the Secretaries. The particulars of this order will be found in my evidence. See question 3,768, and following. A copy of the Board's minute follows my reply to question 3969. From this period I have chiefly acted as cashier.

A Commission was appointed by the Treasury in October, 1855, to inquire into the establishment of the Commissioners with a view to improve the arrangements under which the expenditure is conducted. The Commissioners, Lord Monck, Mr. Stephenson, and the late Mr. Seaton, made a report in February, 1856, their chief recommendations being that there should in future be only one Secretary, one Chief of Inspection, and one Accountant, who should also be a Board officer, instead of having five principal officers. That the salaries of the teachers should be paid monthly according to a plan which they laid down, and that the salaries of the official establishment should be improved according to a new scale.

Very few of the recommendations of these Commissioners were carried into effect.

In September, 1866, Messrs. Vine and Mills were sent by the Treasury to examine into our accounts, as well as those of all the Offices receiving grants of public money. These gentlemen have reported very favourably on our book-keeping and system of accounts. They have also a plan for the payment of teachers' salaries.

Mr. Vine is now associated with Mr. Foster, of the Treasury, as Commissioners of Public Accounts. The arrangements they are making with respect to our estimates and accounts being of a technical nature, it is not necessary to explain them in this paper.

II. A SHORT HISTORY OF THE VOTE, ITS PROGRESS AND INCREASE.

The first Parliamentary vote was in the year 1831, amount £30,000, but no issue of money was made by the Treasury before the year 1832-3. In that year £37,500 was voted. On the 1st April, 1835, there was an apparent balance in the Treasury to credit of the Commissioners of National Education of £31,671 6*s.* 1*d.*

In 1838 the vote was £50,000, and continued at the same rate up to 1845, when it was increased to £72,000. In 1848 it rose to £100,000, and has been increased at the rate of about £15,000 or £20,000 a year up to the current year, 1868-9, for which it amounts to £360,194.

The total amount voted up to 31st March, 1868, is £5,523,444. In addition to this sum £506,776 has been received for sale of books, farm produce, school fees, &c., making a grand total of £6,030,220.

The loss from defalcation has been very trifling. See my replies to questions 3,860–1.

III.—PREPARATION OF THE ESTIMATES.

The establishment of the system of National education having been a great experiment, the Commissioners considered themselves at liberty to expend the

amount of the vote without confining themselves strictly to the sums set down in the estimate for specific services; but for the last 17 years, care has been taken to keep the expenditure under heads of service as near as possible to the items of estimate for the same service.

This has been especially the case within the last eight or nine years. And the following explanation will show how carefully the estimates are framed, the chief portion being based on the actual payments of the preceding year.

A rough draft is first blocked out by the Book-keeper and revised by the Accountant. It then goes to a committee, consisting of the Resident Commissioner, the two Secretaries, the two Chiefs of Inspection, the Accountant and the Book-keeper. The Agricultural Superintendent attends during the discussion of the items belonging to his department.

This committee is usually occupied from a week to ten days in examining carefully into every detail of expenditure, and considering what changes should be made during the ensuing year, consequent on the expansion of the system. Their report is then laid before the Board, and the estimate when finally approved by the Commissioners is forwarded to the Chief Secretary for Ireland.

The principal part of the estimate being for salaries, &c., to National schools, is subject to little change in amount, except that resulting from variation in the number of teachers; but £7,000 a year is added annually for salaries to be increased and for new schools to come into operation during the year.

The following mode of calculation of the salaries for principal and assistant teachers has been adopted for several years:—

Year 1867–68.

Salaries.	Principals	and	Assistants.	
June quarter, paid in three months, ended 30th September, 1866,	£38,233	.	£7,781	
Paid from 1st October to 12th November, ...	37,335	.	7,508	
Unpaid—say	2,000	.	400	
	£77,568		£15,689	Total. £93,257
		Double this,	.	. 2
				£186,514
Add for probable increase in December quarter, 1866, (consequent on the classification of the teachers), to be paid in three months, to 31st March, 1867,				1,000
				£187,514

Add for 1867–68, . . £7,000.

IV.—Finance Committee.

The finance committee meet once a week and recommend the payment of claims submitted by the Accountant, and signed by him as correct. The bank pass-book is laid before this committee with a statement showing the agreement between it and the cash book, and a list of all drafts outstanding. Requisitions for supplies, estimates for same, contracts, and all financial business which is not managed by the other committees is referred to this.

V.—Receipt and Expenditure.

The following is an outline of the system of check on every branch of receipt and expenditure.

1*st. Receipts.*

In addition to the regular books of my office I keep a daily record of the amount paid into and drawn from the Bank of Ireland; and when the balance is reduced to what I think will only suffice for a week or ten days expenditure, I submit to the Resident Commissioner a requisition to the Paymaster-General for a transfer of £5,000, on account of the vote, to the credit of the Commissioners in the Bank of Ireland.

The mode of applying for a transfer of money from the Treasury prior to the 1st April last, is described in my reply to question 3,795.

About £14,500 a-year is received for books and apparatus sold to National schools. No order for books, &c., is executed unless accompanied by a remittance. This is usually a Post Office order, or letter of credit in favour of the Secretaries. Some payments are made in cash. I shall not stop here to notice the various processes of sorting, marking, comparing, and calling over these documents go through before the money is lodged in the Bank. It will suffice for the present to say that each requisition is sent to the Inspection Department in order to ascertain that the Manager is entitled to purchase the books he asks for at reduced rates, and that the system of check and counter check, as well as the precautions taken to prevent misappropriation of the money, appear to me to be as complete as it is possible to make them. The Accountant signs every money order and letter of credit himself. Cash paid for books is handed to the pay clerk (who gives security), and is retained by him until lodged in the Bank. Lodgments are made once a week, and a receipt for the amount of each lodgment is handed to the Accountant.

The amount received for produce sold at the Model Farm, Glasnevin, is paid into the Accountant's office monthly by the Superintendent. The amount of sales in the other model farms is also remitted monthly by the agriculturists in a letter of credit or Post Office order in favour of Secretaries.

The amount of fees received from pupils in the Central Model Schools is paid weekly into the Accountant's office. The amount of fees in the District Model Schools is remitted monthly by the Inspectors.

Dividends on stock, arising from donations to the Commissioners by Lord Morpeth (the late Earl of Carlisle), the late Right Hon. A. R. Blake, and other gentlemen, are transferred to the account of the Commissioners by the Bank half-yearly.

Incidental receipts are dealt with in the same manner, but the amount during the year is small.

A detailed account of all receipts and expenditure is furnished monthly to the Audit Office, accompanied by vouchers and authorities. This account is examined and signed by the Resident Commissioner.

2nd. *Mode of conducting the Expenditure.*

The largest item of expenditure is for teachers' salaries, which have been paid quarterly, since the 1st July, 1850. They are paid by Post Office orders, drawn separately in favour of each teacher, assistant, or monitor, but remitted through the Manager.

The claims for the amount of salary due to each teacher are prepared in the Secretary's office, Salary Department, as described in my evidence—question 3,757; and the last paragraph in the reply to that question states the process gone through in the Accountant's Department. Further details are given in my reply to question 3,812, and it is not thought necessary to repeat them here.

With respect to the time of payment after a teacher's salary becomes due, see my replies to question 3,814 and following.

The number of pay-sheets averages nearly 350 in each quarter, each sheet containing about thirty-eight separate payments.

For the quarter ended 31st March last, payments were made as follows:—

May 5, 1868.

James Claridge, esq.

From 1st to 25th April.

307 sheets = 11,666 payments.

Amount, £51,996 4*s.* 1*d.*

From that date to 18th May.

29 sheets = 1,100 payments.

Amount, £4,556 11*s.* 7*d.*

The remainder will be paid between this and the 30th June.

In making so large an issue within a short period mistakes are unavoidable, but they are mostly clerical errors, about equally divided between the Post Office and our own office.

I do not recollect a single instance of an improper use being made of any one of these money orders prior to its being sent away from this office, since the present mode of paying teachers' salaries came into operation.

All payments of salaries to inspectors, tradesmen in the country, &c., are paid by bank post bills if the amount is £5 and upwards; one half post bill is sent in the first instance and the second half when the first is acknowledged. Sums under £5 are paid by post office order, drawn in favour of the person entitled to the amount.

Payments to English and Scotch houses of business are made by letters of credit, one half being sent at a time, as in the case of bank post bills.

Contractors and tradesmen in Dublin who have accounts at the Bank of Ireland, or other bank in town, are paid by a "write off" from the account of the Commissioners to credit of the respective parties. The accounts due to Her Majesty's Stationery Office are paid by a "write off" to the account of the Paymaster-General, in the Bank of England. In all these cases no money passes (or can pass) through the hands of any officer of the Board.

Payments of retiring gratuities to teachers are paid by post bills, drawn in favour of said teachers, and remitted in whole notes, in registered letters, to the Inspector of the district.

Payments of the monthly salaries and quarterly fees to teachers in the model schools in the country are made by "credits" to the Inspectors in charge of said schools, in all cases where there is a bank agency—that is, the amount lodged by the Accountant in the Bank of Ireland for this service, is credited to the Inspector in a local bank, no money passing through the hands of the clerks. In towns where there is no bank these payments are made by bank post bills.

With respect to cash drafts on the Bank of Ireland payable to bearer, all those of a certain importance, say £20 and upwards, are drawn in favour of the person to whom the money is due. Smaller accounts are grouped in one cheque, which is cashed by the pay clerk, and the several amounts paid over the counter.

All drafts not disposed of during the day are handed to the Accountant in the evening, as well as cash beyond the small sums usually left with the pay clerk. One large cash payment is made monthly, namely, the salaries to the officers of the establishment, the normal and training departments, the central model schools, &c. This amounts, in round numbers to about £2,000.

The routine of payment is as follows:—I cash the drafts myself at the Bank, assisted by the pay clerk (who gets silver, makes lodgments, &c., which saves much time), and then I give him as much as may be required for payment during the day. The balance remaining over is handed to me in the evening, excepting silver and other small sums.

VI. Claims for Payment.

The routine of passing all claims, except salaries, is as follows:—Every claim is registered, and has a register number attached to it. It is then, if uncertified already, sent for a certificate of its correctness to the Inspector, Storekeeper, or other officer, as the case may be. It then passes into the hands of the examiners, the details of whose duties I do not stop to particularize. When found correct, both as regards the previous sanction of the Board, and arithmetically, it is sent to the Accountant, who after due examination to see that all forms are complied with, signs the order to pay, and presents it at the next Finance Committee. It is there countersigned by one of the Secretaries, and by the Resident Commissioner.

In cases where an account for goods exceeds the accepted estimate for same, the Committee sanction such excess if approved, or refer the case to the proper officer for further inquiry. The report of this Committee is laid before the Board at their next meeting. The claims are then re-sorted under more detailed heads of service, and with a view to facility of payment, whether in town, country, or abroad, and drafts payable to bearer, or writes off on the bank for bank post bills, bills of exchange or post office orders are prepared accordingly. All these are carefully examined by the Accountant, and after he has signed the several cheques, he takes them to the Resident Commissioner, who compares the amount of the claims with the abstract and drafts, and countersigns the latter. The Accountant detaches the drafts from the claims, and hands the latter to the pay-clerk in order that he may prepare the requisite dockets for the Bank and Post Office, as well as send notices to persons who are to call at the office for payment.

From the year 1835 to the latter part of the year 1856 all drafts on the Bank of Ireland were signed by the Accountant, by one of the Secretaries, and by two Commissioners, but on the 10th October, 1856, the following order was made:—

"B. O. 10th October, 1856.

"The Secretary brings under the notice of the Commissioners the following passage in the report of the committee appointed by the Treasury to inquire into the official establishment of the Board with reference to the Accountant's Department:—'We are only inclined to recommend further that the signature of one Commissioner to drafts (instead of two as at present) be deemed sufficient; and that in the absence of the Resident Commissioner some other Commissioner should undertake the duty, a notification to that effect being made to the Bank of Ireland; that before the draft be submitted for the signature of the Commissioner, it bear the countersignature of the Accountant, and that before it be submitted for the countersignature of the Accountant it bear the initials of the Book-keeper, to show that every proper form has been observed. By this means the signature of a second Commissioner, which is often very difficult to be obtained, and is in point of fact a mere matter of form, will no longer be necessary, and the signature of the Secretary, who should have nothing to do with the Accountant's branch might be dispensed with.' Ordered that the foregoing recommendations be approved and carried into effect."

The Accountant hands to the pay clerk from day to day the writes off and drafts that are required. Any of these that are not disposed of during the day are given back to the Accountant before the office closes. The amount of drafts cashed by the pay-clerk for payment of parties calling at the office is retained by him until finally disposed of, but if the amount left on hand be considerable (say £40 or £50, or upwards) it is handed back to the Accountant at the close of the day.

The pay-clerk debits himself with every draft handed to him by the Accountant, and it is his duty to send to the Book-keeper daily his "Drafts Delivery Book," in which these entries are made, together with the vouchers for all payments which have been completed. The Book-keeper gives him credit for these payments, and ascertains the state in which the unsettled claims remain. A list of all outstanding drafts is laid before the Finance Committee, with the bank-book, every week. The vouchers when completed are made up in proper shape for the Audit Office, and forwarded monthly with a Dr. and Cr. account of all receipts and expenses within that period. This account after being examined and signed by the Accountant is laid before the Resident Commissioner, who also examines and signs it.

It will be seen from the foregoing statement that the Resident Commissioner exercises a constant supervision of the accounts of the Board; that there is a weekly inspection of the Bank accounts, the outstanding drafts, &c., and a monthly audit of all receipts and

payments; besides which, there is a constant reference to the annual estimates, and the amount available under particular heads of service, whenever requisitions for the supply of stores, or estimates for other expenditure are laid before the Finance Committee.

VII. Book-keeping.

With respect to the book-keeping, I have only to say that it is carried on according to a system laid down by the Treasury, and in strict accordance with the requirements of the Audit Office. Auxiliary books have been prepared by the Accountant and by the Book-keeper, adapted to the peculiar requirements of the office, but all framed on the principle of being easily amalgamated with the regular double entry books.

I do not think it necessary to describe these books in detail.

VIII. Imprests.

I have an imprest for the purposes described in my reply to question 3,811.

The six Head Inspectors have each a standing imprest of £50 for paying the travelling expenses of teachers attending their examinations in order to be classified.

Each District Inspector in charge of a model school has an imprest for paying incidental expenses connected with it. This is in most cases £10, but in five schools the amount is from £20 to £25, and in two schools, Belfast and Cork, the imprest is £50.

The superintendent of the Model Farm at Glasnevin holds an imprest of £100; the Agricultural Inspector, £30. Agriculturists in charge of model farms have each from £5 to £40. The Superintendents of the training establishments have each from £10 to £50.

May 5, 1868. James Claridge, esq.

IX. Book and Apparatus Department.

The book stores were placed in the charge of the late Mr. Cross, Secretary, in January, 1839, having been previously under the sole management of the Storekeeper.

My first connexion with it was in January, 1840, when I had not only to check the accounts but to be present whilst books were received into and delivered out of the wholesale store. I was in fact Chief Storekeeper.

In 1850 the care of the wholesale store, as well as of the retail department, was given to the late Storekeeper, and my duty from that period was to count the stock at the end of each month, and to have the accounts thereof kept in the Book-keeper's office.

In 1856 this department was placed under the control of the Secretaries, and has so continued to the present time.

As I do not wish to extend the length of this paper, I shall not enter into details as to the mode of keeping and checking the stock, or the general system of accounts, especially as I have reason to think that the Audit Office will shortly reorganize this department.

James Claridge.

May 28, 1868.

Frederick O'Carroll, Esq., sworn and examined.

Frederick O'Carroll, esq.

3978. The *Chairman.*—How long, Mr. O'Carroll, have you been an Inspector under the National Board?—Thirty years last February.

3979. What is your present district?—The South Dublin district.

3980. What districts had you been in previously?—I was six years in the North Dublin district; before that I was for five or six years, I think, in the Drogheda district, county of Louth; before that in the Athy district for some three or four years; and for nearly three years in the Waterford district; and I was previously in districts in Connaught—in Roscommon and Boyle, and part of Sligo—in Boyle and Sligo about three or four years, and in Roscommon afterwards two years or so. I was in Galway also for a year, and in different parts of the country.

3981. Were you in the service of the National Board before you became Inspector?—No; never.

3982. Were the different districts that you have been in districts of a good deal of diversity of character, as to the comfort and the employment of the population?—Yes; the populations of the districts I was in, in Connaught, were chiefly rural, except in the towns of Boyle and Sligo.

3983. How many miles from Dublin does your present district extend?—My present district extends, I think, about seven miles from Dublin, up the mountains.

3984. Are your schools principally town schools?—Town schools chiefly at present. Indeed they are nearly half and half—half in the suburbs and the other half in the city. The attendance, of course, is much larger in the city schools than in the suburban schools.

3985. Are there many schools with attendances exceeding a hundred in your district?—There are, in the city. There is Baggot-street convent school. The average attendance there is, I suppose, about 750. I think it was that last year. And there are other schools; the Warrenmount convent school, for instance, at which the average attendance is, I think, two or three hundred. And there is the Golden-bridge convent school. The attendance there is about the same, between two and three hundred.

3986. What is the general size of your rural schools?—The rural schools vary very much. The convents are the largest—have far the greatest attendance. Some of the rural schools have an average attendance of 30, and 40, and 60, and 80; and up to 100.

3987. For the rural schools what do you consider the most efficient size?—Well, I should say about 50. The attendance would greatly depend, of course, upon the size of the house and the population of the neighbourhood.

3988. As a general rule, are the schools whose attendance is near upon the minimum figure of the Board, 30—efficient?—I think they are fairly efficient. That, of course, greatly depends upon the teacher of the school.

3989. Does so small a number as thirty admit of a sufficient classification among the children?—Yes, I think it does.

3990. What do you consider the number that an average teacher can teach single handed?—I think he could teach thirty single handed very fairly.

3991. Are there any schools in your district that are kept by probationers?—Very few; I do not exactly recollect the number now.

3992. Are those probationers persons who are likely shortly to pass their examination?—They are. They must attend. They are summoned to the Easter examination always. Any probationer that is in the district must attend.

3993. Has it occurred to you in the last three years to have often to report to the Board that from special circumstances probationers should be allowed to continue in their schools who had not succeeded in getting into third class?—Well, it has occurred in some cases, but those were assistant probationers; they were only assistants in schools.

3994. I am speaking of principal teachers?—I am not aware of any at present that were principal teachers. Indeed I am not aware that there is in the

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district at present any National school under a probationer. There are assistant probationers. There were three in at the late examination of the males.

3995. Are there any very poor places in your district?—Oh, yes; there are a great many schools where the people are very poor, in the Liberties of Dublin. There is a great deal of poverty there, and in James's-street, terrible poverty in that neighbourhood, great poverty, too, about John-street, where there are very large schools. Those are places where the people are very poor. And in the neighbourhood of Townsend-street a great deal of poverty, and wretchedness, and misery.

3996. Are there any very poor country places in your district?—Well no, I do not know that there are so many very poor country places at present in the district. Stillorgan and Booterstown are not very poor; Milltown and Dundrum, Rathgar and Rathfarnham—no; they are not so very poor there; nor in Rathmines. The great poverty, I think, is in the city.

3997. Setting aside the metropolis as an exceptional place, in your rural schools, when you visit them, do you pay much attention to the number of children that receives gratuitous teaching?—No, indeed, not much.

3998. Are they a numerous class in the country, outside the city, that make no school payments?—I think they are.

3999. Is it part of your duty to inquire whether any of those children are of ability to make some payment for their education?—Not immediately. It is not necessary for the report we have to fill.

4000. That is not a point which you consider requires much investigation on your part?—No; we leave that to the managers generally. The managers can admit as many free as they like. In some places the managers take the fees and they give so much to the teachers. In other places they lay out the fees upon the schools.

4001. Are there many schools in your district where the teachers get a larger salary than the Board allows, either from endowment or from local subscriptions?—I think not. Not larger than what they have from the Board.

4002. Are there many schools in your district, outside of the metropolis, in which the school pence form an important addition to the teacher's income?—I cannot say, indeed. I do not recollect any, particularly where they form a large item. The largest schools, even in the suburbs, are convent schools; and there most of the children are admitted free.

4003. Are there many of the masters in your district that are in the lower grades—in the third class?—No; not a great many. Very few, I think. They are rather highly classed in the district—about three or four first of first—three, I think, first of first—and a good many second—and there are a good many more first-class teachers of the lowest division.

4004. Do the teachers in your district come from other places to your schools, or have they been principally appointed in the first instance to schools within your district?—I think they generally come from other schools to it; but I have not been very long in this district—about two years.

4005. Can you say what number of principal teachers in those two years you have examined for their class, upon their first being appointed to a school?—I am not aware of any. I think that those who got schools had previously been assistants in other schools.

4006. How many probationers have you examined in the last twelve months for classification?—I think three male teachers were examined, and perhaps about three female teachers. I cannot exactly say now; of course, I could make out if I had my papers. I should say about one-fourth of the children in this district attend convent schools, where there are no classed teachers.

4007. Has it often happened to you in examining teachers for their first classification, to place them higher than the third class?—No; very rarely higher than the third class.

4008. Does it often happen to you to examine third-class teachers who desire to obtain a higher classification, candidates for promotion?—Oh, yes; they apply, and then if their schools entitle them to be promoted, they are allowed to attend the examination.

4009. Do a large proportion of those who offer themselves for such examinations for promotion succeed?—They do, most of them. They get some promotion. But I remember last year three or four applied, but got no promotion.

4010. Having been in districts in several different counties in Ireland, have you remarked much difference in the proportion of attendance as compared with the numbers on the rolls of the schools?—No, I think not. The average number in attendance is something more than half the average on the rolls.

4011. Do you find much difference in your present district in the town schools and the country schools?—Well, I think as to the town schools here in Dublin the houses are very bad, a great many of them, and all crowded, and it is impossible to have discipline or order in them.

4012. Do you find that a larger proportion of children attend in town schools than in country schools?—I don't think there is much difference. In a well conducted school, and where the teachers pay particular attention, the average attendance is much better and higher than where the teachers are more negligent, and do not pay that strict attention to the attendance of the scholars.

4013. Do you think that the teacher has a great deal to do with a good or bad average attendance?—I think he has a great deal to do with it; but of course something will depend on the locality. If it is in a thinly populated neighbourhood there can't be a large attendance; but I think in the city, and in the suburbs of the city, a great deal depends on the teacher to have a large attendance, and an early attendance too; but the poverty of the people makes it often very irregular.

4014. Is the poverty of the district one great cause of the irregular attendance?—I think it is. As soon as the children are able to do anything, they are immediately kept away by their parents from the schools, and sent to any business at all, no matter how trifling.

4015. Does that arise from the poor parents not setting much value on the education of their children?—No. I think it chiefly arises from the actual poverty of the parents.

4016. Are the small occupiers of land, say of from two to five acres, apt to keep their children away to help in the labour of their garden or farm?—Oh, yes; at the particular period of the year, when there is a high price for labour—of course they keep them away at the time of sowing and at harvest time.

4017. Does it often occur that children are kept from school in order to earn money wages from other people than their own family?—Oh, to be sure. They are kept at once if they can earn anything from anybody. That is as a general rule.

4018. Then do you consider that the various causes of irregular attendance are distributed pretty evenly in the districts in which you have acted as Inspector?—I think they are.

4019. Were there any special causes in any one of the districts which you have been in, which were not found in others?—I am not aware of any.

4020. Have you ever been in a district in which there was much lace-making?—No.

4021. Sir *Robert Kane*.—Mr. O'Carroll, you are attached to the South Dublin District?—Yes.

4022. In that district you have very large convent schools?—Yes, very large.

4023. What convent schools are there?—There is Baggot-street school, which is the largest. It is under the Sisters of Mercy, and is far the largest in the district. And there is the Warrenmount school, in the Liberty—a large school; and the Golden Bridge school, at Richmond or Inchicore—a large school too, with an

average attendance of two or three hundred. And there is the Booterstown convent school; and another at Tranquilla, near Rathgar, Upper Rathmines, attended by about sixty; and the Loretto convent school at Rathfarnham, attended by about 120 or 130—I do not exactly recollect the average, but it is large. And there is one at Roundtown, near Rathfarnham, with a somewhat larger attendance still—under the Presentation Nuns. Three of them are under the Sisters of Mercy, and one under the Presentation Nuns. There are eight altogether at present, eight convent schools, with large attendances. In fact, the children attending constitute a quarter of all the school-going children of the district.

4024. Do there exist in your district any other female schools conducted by lay teachers?—Yes; there are female schools conducted by lay teachers, and there is a species of school conducted by lay teachers where the nuns generally attend too, but the lay teachers are recognised and classed by the Board. There is such a one at the Loretto in The Green, and there is a large attendance, above 100. There are two of them indeed, an infant school and a seniors, each with an attendance of above 100. And there is another at Harold's-cross of the same description, the nuns attending the school all day, and recognised, classed teachers in it too. That is not a convent school, though a nun attends there all day, and it adjoins the convent.

4025. It is not classed as a convent school?—No.

4026. But is under the supervision of the nuns?—Of a nun.

4027. Of the nuns of a convent in the neighbourhood?—Yes; of a convent. Harold's-cross school is just attached to the convent of the Poor Clares at Harold's-cross, and there is always a nun there or two nuns; and at the Loretto convent there is a nun generally in the school; but she is not a recognised teacher.

4028. But who is the manager of the Loretto school?—The prioress or superioress of the convent.

4029. Then why is that school not counted as a convent school if the manager is the superioress of the convent?—Because the teachers are not paid, as in the regular convent schools, according to the attendance of the children. That is, the teacher is classed, and paid according to her class.

4030. Then are we to understand that the convent schools which are under the Board are those schools in which the nuns are themselves the teachers, and in which they are paid by a capitation grant according to the number of the children, and not by any classification of teachers?—Yes; there are eight of those in this district at present. There were nine last year, but the district has been changed.

4031. And then, in addition to that class, there is another class of schools which are administered by nuns, and in which the nuns are the managers?—Yes.

4032. The superioress is the manager who corresponds with the Board, and in whom the appointment of the teachers is vested?—In the Loretto that is the case; but that is not the case in the Poor Clares, for Dr. Meagher, the parish priest, is the manager there.

4033. Then, in that case, the nuns are merely visitors?—Visitors, inspecting the school, and seeing that everything is in good order, and attending to the children and overlooking the teachers.

4034. But the teacher is a lay person who has been examined and classified by the Board, and is paid according to the classification?—Exactly so.

4035. From your experience as an Inspector, which of those two species of schools in connexion with religious orders do you consider presents the greatest advantages?—Well, I should prefer the schools where the nuns actually teach themselves, or those that have the capitation grants; provided the nuns have been trained, like the Sisters of Mercy, and understand the system. Those are the best. And there are other convent schools where the nuns have not been trained, and, of course, they are far inferior to the schools of the Sisters of Mercy and the Presentation, whose order is teaching the poor.

4036. They are the best where the religious ladies who take part in the teaching of the schools have been themselves trained?—Yes, exactly. I understand it is their order to teach the poor.

4037. In those schools, such as the last you have mentioned, is it not usual with your Board to arrange to provide a superior order of monitors, who practically become the teachers in those schools?—Yes, there are a great many of them in Baggot-street; and then there are five or six first-class monitors—that is, lately—have passed their four years, and who are preparing to be teachers.

4038. Has any inconvenience been felt in the arrangements of the Board from the circumstance of those monitors being kept there beyond their ordinary time of probation, for the purpose of supplying practically the position of the real teachers in those schools?—Well, I should think not. When they find a girl a very useful monitor, they do not wish to part with her, and they like to keep her on for a length of time.

4039. Does she still continue paid as a monitor?—Still paid as a monitor. Four years is the time, and they apply for another year, and they generally get it. If there is a good monitor who has got a gratuity at the principal examination, or deserves a gratuity, they will probably continue her a fifth year. However, latterly they are making some arrangement not to give a gratuity after the fourth year.

4040. At all after the fifth year?—At all after the fourth year. They won't give them a gratuity any longer, because they think them sufficiently instructed.

4041. Has that recommendation come into operation?—It has just come into operation, I think, for half a year or so, as well as I recollect now—perhaps a little longer.

4042. Are you a Roman Catholic, Mr. O'Carroll?—I am.

4043. You inspect schools also in which there is a large proportion of Protestant children?—I do, some; but they are very rare in this district. I think that there are only 300 such children. The average attendance of all the schools of this district, taken together, is 6,500. Well, of that number I dare say there is an average attendance of between two and three hundred Protestants, and no more; there are some schools almost exclusively Protestant. In the Irishtown Male and Female Schools the children are almost exclusively Protestants.

4044. But still they are National schools?—Under the National Board.

4045. And subject to your inspection?—Yes; then in the Ringsend school, not far from Irishtown, there is a mixture of both. Some of them are Protestants, but the great majority of them are Catholics.

4046. When you have inspected schools like this at Irishtown, in which the great majority of the pupils are Protestants, has any exception ever been taken to your inspection on account of your being a Roman Catholic?—No, not the least; I have seen the rector there, Dr. Wall. Not the least; they seem very glad to get inspection.

4047. In your experience as an Inspector there and in other parts of the country you are not aware of any inconvenience having arisen from the circumstance of an Inspector of one religion visiting schools in which the pupils were mainly of a different religion, or in which they were mixed?—No; not the least.

4048. And you are not aware of any representation being made of the advisability of the religion of the Inspector being determined according to the nature of the schools he was to inspect?—Well, I do not know; some of the clergymen have talked upon that subject and seemed to wish that for convent schools there should be Catholic Inspectors; but I am not aware that it has gone beyond that.

4049. You are not aware, from your personal experience, of any circumstance that would determine your opinion one way or another upon that subject?—I think that the nuns themselves would rather have Catholic Inspectors than Protestant Inspectors.

4050. Is that a matter of religious sympathy or

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sentiment, or is it based upon any unpleasantness or any inconvenience?—I think not; just natural religious sympathy.

4051. You mentioned that in some of the religious orders the religious ladies were more specially prepared for the functions of teaching than in others?—Yes.

4052. Can you mention, from your recollection, which are the orders precisely in which there is what we may term a professional training for the position of schoolmistress, and those in which no such professional trainings take place?—Well, I think the Sisters of Mercy; first they are trained, that is, they have a novitiate, and they are taught there for a length of time, and practised in teaching; and also the Presentation Order, but not to the same extent perhaps as in the order of the Sisters of Mercy; those two orders are the chief orders. There are also the Sisters of Charity—I must not forget them—but there are very few of the Sisters of Charity's schools in connexion with the Board. But there is one very large school, the largest school in Dublin, conducted by the Sisters of Charity. It is on the north side, not in my district; it is at King's Inns-street; it was in my district heretofore when I was at the north side.

4053. Do you include the Sisters of Charity in those congregations that have professional trainings?—I say those three orders are pre-eminent for teaching the poor—the Sisters of Mercy, the Sisters of Charity, and the Presentation Order.

4054. The other various orders that have schools are not professionally trained?—They are not as far as I know; but the bishop wishes them to have schools for the poor—for example, the Loretto Order, that is more for the education of young ladies.

4055. They have a school?—Yes, boarding schools, a very large one at Rathfarnham and another large one in the Green. There is also a school at Warrenmount, and they are a contemplative order; however the bishop wishes all to have schools where the poor can go; but they are not at all as successful teachers as those that I have mentioned.

4056. Do the girls that have been trained in the convent schools frequently become schoolmistresses afterwards?—Very frequently. They chiefly supply the schools at present, because there is a prohibition by the bishop against the training institute, and of course we have to go to the convent schools for our teachers, and we get them from those that have been monitors in those orders of mercy or of charity.

4057. And in what manner do you verify their capacity as teachers?—Why, they are examined and classed. Every year the monitors must undergo an examination. If she passes the examination she gets a gratuity varying from £1 to £3, according to her year of service; and then if they are first-class monitors they have much higher pay. They get £15 one year and £17 the next. They undergo every year an examination that is pretty severe; they must attend the examinations of teachers to get classed, and then they are fit to take a school.

4058. Then pupils who have been trained in the convent schools for the future functions of teachers, before being admitted as teachers, pass through similar examinations, and are subjected to similar tests to those they would pass through and be subjected to if they had been trained in the training establishment in Marlborough-street?—Yes.

4059. There is no distinction made?—No.

4060. Then to a certain extent the convent schools are supplemental model schools in fact?—Yes. They are now. Clergymen, if they want teachers for their schools, go to the convent school, and they select there some of the most distinguished and best monitors.

4061. In your South Dublin district are there any schools kept by monks—by male religious bodies?—No; there are none. There are Christian Brothers' schools—very large schools; but there are none of them connected, in this district, with the Board.

4062. Your district embraces Inchicore, I suppose?—It does.

4063. Those schools at Inchicore are not under the Board?—The model school in Inchicore is under the Board.

4064. Are there not schools kept in Inchicore by the Oblates?—Yes, by the Oblates. They are not connected with the Board. They have a very large schoolhouse there indeed.

4065. There are schools at Clondalkin, are there not, kept by monks?—Clondalkin is not at present in in my district, but that school is connected with the Board, and that is the only monastery school that was in my district last year; but at present it is attached to the Kildare district.

4066. Were you connected with the district last year at the time when it was within the district?—I was.

4067. Then you are acquainted with the circumstances of that school?—Yes.

4068. Of what religious body are the gentlemen connected with it?—I don't exactly recollect now. I think they are Josephians. They are monks.

4069. Do they themselves teach?—Yes; two or three of them teach; and they have got a lay teacher; the lay teacher is a classed teacher, and is the recognised principal teacher.

4070. Is he a teacher that the Board recognises?—Yes; the others are assistants.

4071. Then the brethren act as assistants?—Yes, some of them.

4072. Under the direction, so far as teaching is concerned, of the lay teacher?—Yes. I do not know. The lay teachers used to live there, but they have been changed two or three times. In the short time it was in my district they were changed, and they were not pleased, because they thought they had not sufficient influence, I think, as head teachers. The prior of the convent is manager.

4073. It was he who used to correspond with the Board?—Yes.

4074. And appointed the teacher?—Yes; appointed and selected the teacher; and the teacher lodged there.

4075. And the other members of the order acted in assisting the teacher?—In assisting the teacher, some of them did; they have a very large boarding school for boys, which is their chief object; and only two or three of the brethren attended to the poor school. The average attendance in that school is from 100 to 120 I think.

4076. How many of the teachers were paid by the Board?—The Board paid two teachers—one assisted only; he was a probationer—a head teacher and a probationer.

4077. Was that probationer a member of the religious order?—He was, and wore the habit of the order.

4078. Had he been subjected to the same examination or verification of capacity that any other probationer would be?—I am not aware that he was. He was never examined by me, but I found him in the school. It was not my business to examine him. He would not attend an examination because he said it was against their rule to attend any public examination; but he was most anxious to have a private examination where he might be classed. But he did not make any regular application to the Board on the subject, and he never was classed.

4079. You have not yourself had experience of any other male schools superintended by members of religious orders?—No; there are very few of them connected with the Board.

4080. Connected with the Board?—Very few of them in Ireland connected with the Board. I am not aware of any in any of the districts I have been in.

4081. Master *Brooke*.—Mr. O'Carroll, in your report for the year 1865 you speak very much and feelingly about the mischiefs that might arise from the resolution of the Roman Catholic bishops not to receive any teachers who have been trained. I observe you say, at pages 303 and 304, that the consequence would be that "teachers of a lower class and humbler attainments

will be adopted." You say, "This prohibition against the training institution deprives the Roman Catholic primary schools and Roman Catholic managers of qualified teachers; and if it is true that as are the teachers so are the schools, what will be the state of the Roman Catholic primary education in a few short years? Where are we to get a supply of teachers?" &c. You then suggest towards the end, I observe, that "this decision of the Roman Catholic bishops surely cannot continue," and you recommend the wisdom of conciliation to remove the impediment. May I ask what is your present impression upon the effect of that?—My present impression is that it is not likely to be removed. I think that the bishops are more determined not to allow teachers to go there.

4082. What I understand from you, then, as to the result of it—do you still hold the impression that it has an injurious effect?—Well, I think it is a very injurious thing to have no source from which we can supply persons qualified to educate the people. Some of that objection has been removed since I wrote, for teachers now can obtain the first class without being trained in the institute in Marlborough-street; so that a part of that objection has been removed.

4083. You object in this way:—you say that the Roman Catholic teachers have no stimulus. "It deprives the Roman Catholic teachers?"—It did deprive them. They could not get first class. But that has been removed.

4084. But the fact of putting a man into the first class who has not been trained, that will not take away the objection of having incompetent teachers, for he may not be worthy of it?—No, no; that is a great want. We have not a proper place for training Catholic teachers. Still, this opposition of the bishops to the Training Institution in Marlborough-street continues, and is likely to continue. We can get female teachers for the Catholic schools from the convents, but we cannot get male teachers.

4085. You think it lowers the tone of education?—I do. I think there should be an institute which would satisfy the bishops in some way or other.

4086. In your report for 1866, soon after you had been appointed to the southern district, you say that when an Inspector visits any of the ordinary National schools, he will probably see a few children in groups, chatting and laughing, and perhaps the teacher is not there, and probably some of the assistants and monitors are absent. The fact is that the children of this district do not assemble till about eleven o'clock, and the school is over about half-past two, and then you speak of the difficulty of learning, the time being so short. You say, "Surely this state of things calls for a change. The teachers are too much at their desks. They appear to have no motive for action." Now, do you find any change for the better since you wrote that?—Well, I think there is some little change for the better, for the Board took action on it, and they wrote to the managers of those schools, and they fined in some cases the monitors and the teachers. But the children are late and irregular in attendance, and I think a great cause of that also is the poverty of the locality where they reside; their parents will not permit them, and the children are not anxious themselves to go to the schools in time. There is another cause, too, I think. If the teachers were paid by the results of the school, it would have the good effect of making them look after those children, visit their parents, and induce them to send their children. I think it would lessen the evil considerably.

4087. How is it that you say the poverty of the parents would interfere with the early attendance of the children?—Oh, yes, they might not get their breakfast till ten o'clock or so, or they would want to send them on a message, or any excuse of that description.

4088. I think you have told us that the rural parts of your district are not very poor?—Well, I think some of them are not very poor. I was chiefly referring, I think, in that report to the city schools, though I have found them late also in some of the rural schools.

4089. There is a great deal of national indifference to time, is there not?—Oh, great want of punctuality.

4090. You say, "This might be changed." "There is a great attendance in our National schools; but how many of our pupils are unable to read words of one syllable! How many are unable to name five letters of alphabet! How many leave our schools unable to read or write!" Now, that is a very important observation, coming from a gentleman of your great experience. I think you said an experience of thirty years?—Yes.

4091. Do those observations of yours apply merely to the South Dublin district?—Well, when I wrote them I was only applying them to the South Dublin district. Six thousand five hundred was the average attendance, and more than half that number were in the First Book, and of them 1,600 were in the alphabet.

4092. You say here, "There is a great attendance in our National schools." Now, does that observation apply at all to Waterford and to Athy and to the other places which you have mentioned where you have been—did you apply that generally?—Well, I was thinking then of my present district; but as for that, there was a time when there were enormous attendances, and then came the terrible years which cut off the attendances, and the children fled from the schools. That was the time of the famine, and the years that followed it, which thinned the classes wonderfully and kept them down, while the emigration of the people thinned these rural schools particularly.

4093. But it is true that, as far as your personal experience goes, a great many children leave the schools unable to read or write?—Well, I imply it, but I cannot give a distinct answer, or any approximation to the numbers that do so. I should examine the books of the school with some accuracy to find that out.

4094. The books will hardly tell us?—Yes, the books will hardly tell us, for they might have gone to another school and learned there. I only state the fact that there were 1,600 of them in the alphabet in this district, and that more than half of the 6,500 were in words of one syllable, or in the First Book.

4095. You say that the infant schools are Babels of confusion, that the din is intolerable, to hear a class is an impossibility. They have in their primers an ambitious programme, but the teachers scarcely ever call their attention to it, the children are not aware of its existence. Now is that state of things amended?—Why, it is amended in part, for now there is no programme in the books. They have left the programme out. That referred to that year.

4096. You say, "Examine them and you will not get an answer to the most elementary question. They have no ideas of those subjects." Is that remedied?—Well that refers to the infant schools;—I was talking of teaching grammar and geography to those who are only learning the First Book, which was a complete failure.

4097. You then say that gratuities are given to teachers, but you say that Inspectors are sometimes led astray, and confer those rewards upon teachers who have given very few of their extra hours to the instruction of their pupils. If so, those premiums are only the wages of deception, and not the encouragement of merit. Now are there many of those teachers of that class?—I think there are twelve or thirteen in this district that have that pay. I do not know whether they are to get it or not; they put in their claim for teaching in the after hours. But as the Inspectors do not go about visiting during the extra hours, we do not know if they have classes at that time, and when we come to examine their fourth class, we do not find any great excellence in it; any to entitle the pupils to rank as monitors.

4098. Now, these teachers are those on whose returns, as to the attendance of children, you are obliged to rely?—Yes.

4099. You have no check really upon the returns?—Except by comparing their books—their register and their report-book and their roll-book—and seeing that those books all correspond, and seeing that they are

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kept up to the day; and then, of course, we have a strong probability of their correctness. And we have also the check that the average attendance of the school is so much in the books, and that when we come to visit the school at a particular time there is an attendance to warrant such an average.

4100. But you cannot entirely trust a man that you have found unfaithful in one particular?—We can only suspect them of being unfaithful. We have seldom direct proof.

4101. You say in your Report for 1866 that you have been but a short time in the district, and then you go on to say:—

"The irregularity of the children's attendance at school is very great. At ten o'clock, when business should begin, let a stranger enter any of the ordinary National schools and he will *probably* see a few children in groups chatting and laughing; or some sweeping the floor or dusting the room, or, if in winter, preparing the fire. Perhaps the teacher is not there, and probably some of the assistants and monitors are absent; but the fact is, the children of this district do not assemble until about eleven—the full attendance is between eleven and twelve o'clock; then the school is over at half-past two. Now, in that short space of time, when we consider that the school days in the year are, on an average, only 210, and that few attend above three or four days in the week, with frequently long intervals of absence, how little must be the proficiency they can attain. The teachers see their pupils enter at any time, and seldom or ever inquire why they are late, or demand a written excuse; but they let them drop unquestioned into their class when the best of part of the day is over. Surely this state of things calls for a change; the teachers are too much at their desks—they appear to have no motive for action. But how is the change to be effected?"

Things are better now. There was action taken by the Commissioners upon the reports of those schools. There was no Inspector in this district in the year 1865, and before that for some time. The Inspector was not well, and was not able to attend. There are three schools in James's-street—male, female, and infant. They had a sort of school near Mr. Guinness's, which he wanted for his brewery, and the manager took a temporary house till he could build a better one. But it was totally unfit for a school. It was almost open to the winds of heaven. The patrons are building now a large school, on which they are laying out a great sum of money; it is to be a Christian Brothers' school. I think they are to lay out about £2,500 on it. They have also a site for infant and girls' schools, but they have not as yet commenced them. There is a very badly-located school in Lower Exchange-street; however, the manager has latey, within this year, commenced building three fine schools—male, female, and infant, which will cost a large sum of money.

4102. Why are these schools in such a ruinous condition?—I suppose the managers had not the money. It is sometimes very difficult to get it. It depends upon the locality. When the James's-street manager got the money, he intended, I believe, to build National schools. I think the Cardinal wished him to build schools for the Christian Brothers instead.

4103. You say there are some schools really and substantially superintended by nuns, but not ranked as convent schools, and you mentioned two?—Yes, Harold's-cross and St. Clair's.

4104. Do you know of any others in Ireland so circumstanced?—I am sure there are others, but I do not know them. There is another school in Ranelagh, but there the nun only visits during the hours of religious instruction.

4105. She attends merely for spiritual instruction?—Yes, that is all.

4106. When you tell me there are twenty-four monitors in the Baggot-street convent school, and yet that that school is conducted by Sisters of Mercy who are perfectly trained and well skilled in the science of education, do you not think it is a great waste of educational power to give twenty-four assistants to those who want no assistance, but are eminently qualified to teach themselves?—They would not have a sufficient number of Sisters to perform the duties without assistance. The Sisters have many other duties; they have to attend hospitals, to visit the poor, and many other calls upon them, so that they could not afford the necessary time.

4107. How many Sisters devote themselves entirely to the work of education?—They vary. Perhaps there may be, on the average, about twenty nuns teaching in the different rooms. There are six or seven rooms. Then the Sisters are changed sometimes every three months, or perhaps two months, and others take their turn to attend the school. The average attendance of children in that school is about 750.

4108. If there are twenty nuns to teach 750 children, that would not be more than thirty or forty to each?—I am not sure that there are so many as twenty. At all events they do not remain in the school the whole day. They only remain part of the day. I may mention that the monitors in the convent schools are, as a rule, far superior to the monitors in other schools. They are the best readers, writers, and arithmeticians; and their knowledge of geography and grammar is far superior to that of the monitors of any other schools in the district.

4109. In fact, those twenty-four monitors are fit to be schoolmistresses?—They are preparing to be mistresses.

4110. Then here you have twenty-four first-class mistresses, and twenty educated nuns to teach 750 children?—I cannot exactly say the number of the nuns.

4111. Well, say sixteen sisters attend, in addition to the twenty-four monitors, that would make forty teachers for 750 children; is not that a very large proportion?—I should observe that the monitors receive a good deal of instruction themselves, and some of the nuns are employed teaching them a great part of the day. They have an hour before and after school, and some part of the school-time, to receive instruction; they are, in fact, both teachers and pupils.

4112. In fact, it is a great training institution for female teachers?—It is.

4113. And I suppose it is very much used for that purpose by the Board?—There are a good many teachers who came from it. I remember at my inspection last year one-sixth of all the answers I got, that I could report as proficiency answers, were from that school alone.

4114. Then, if female teachers, trained by the Board in Marlborough-street, at the public expense, are rejected by the clergy, and if the teachers are taken from the Baggot-street school, is not the Government system—the system of the Board—so far, completely neutralized in favour of the convent system?—Yes.

4115. You mentioned the Ringsend school?—Yes.

4116. Do you know anything of the needlework of the female children in that school?—I think the needlework is very good, and well attended to. I think Mrs. Vernon pays particular attention to that department, and distributes premiums for it to the children.

4117. How do you judge of the needlework; of course it is one of the subjects of your inspection?—It is; we look at the work the children do.

4118. You don't profess to be a judge of needlework?—No, I do not; but the teacher shows me some of the work done by the children. At the last inspection she showed me a good deal, as well as I recollect.

4119. Is any premium given by the Board for needlework?—Latterly the Board set a high value on it, and pay much more attention to the matter than heretofore. They give high marks now for needlework. The teachers are now obliged, when they are examined, to bring materials with them, and to work in the presence of the Inspector; also to show the sort of needlework they have done at home, and bring it with them to the examination. Their superiority in that branch greatly influences the result of their examination.

4120. Are you obliged to be the judge of the needlework?—No; we are allowed to get a person to assist us in judging of it. If it is a model school we get the female teacher of the school to judge; and in Baggot-street I got a nun from a different convent to help me in judging.

4121. I have heard it complained that, inasmuch as superiority in needlework was not counted in the rewards given to the teacher, the teachers were under a temptation to take the girls away from needlework and keep them at books, because proficiency at books was rewarded, but proficiency at needlework was but little regarded. Is that complaint at all well-founded, in your opinion?—It may have been heretofore, but not latterly. There is much more attention paid to needlework now than there was formerly.

4122. Is it your opinion that to teach girls needlework is a matter of importance?—Of very great importance; it is by that they must earn their bread in many cases; and it should, in my opinion, rank next to reading and writing.

4123. Rev. Dr. *Wilson.*—Is the depression of a master in the power or hands of the District Inspector in any case?—Not without the authority of the office. He could not depress anyone without applying to the office.

4124. You have not that power in your own hands?—No.

4125. Do you as District Inspector keep a book?—Do you mean a note-book?

4126. Not an ordinary note-book—a book for the district?—Yes.

4127. Is it part of your duty to show that book to the Head Inspector?—Yes, if he requires it, and they generally do, once a year, require to see the books. I believe they always require it.

4128. Suppose an untrained man obtains a situation as teacher, and that you favourably report him on your first visit to the school, is he obliged to remain two years in the third class before he is promoted?—No; that will depend on his examination. The Head Inspector along with the District Inspector examines him; but it is very rarely that a master does not remain two years before he is promoted. They often get "first of third," that is the lowest class; but they very seldom indeed get second class if summoned as probationers.

4129. Can you as District Inspector promote at all?—No, not without the consent of the Head Inspector.

4130. Of the Head Inspector?—Yes, the Head Inspector with the District Inspector.

4131. In reference to a question put by Master Brooke, may I ask have the ladies of the convent frequently stated to you that they would prefer Roman Catholic Inspectors?—No, not at all.

4132. Are you aware they have often expressed themselves equally pleased with Protestant Inspectors?—Yes, I have heard them, in my former district, say they were quite satisfied with the Protestant Inspectors who visited their school.

4133. What is your opinion as to the action of the Commissioners in rescinding the rule to which Master Brooke referred?—Is it to enable teachers to get first class?

4134. Yes?—Well, I think it was necessary to do something or we would have been in a terrible way. I think the change was very useful, because the bishops seemed determined and resolved not to allow the teachers to go to the training institution.

4135. Did you not also say in reply to a question that you preferred trained to untrained teachers?—Yes, I would prefer a trained teacher.

4136. You attribute, in your last report, the irregularity of the attendance of children and their negligence at school to poverty?—I think so.

4137. Do you attach much importance to that element?—I do, a great deal. I think it is, in a great measure, the cause of the irregular attendance.

4138. Has the free education of the children, so far as school fees are concerned, any considerable influence in producing this result? In your opinion would there be a more regular attendance and more attention when at school if the children paid school fees?—I dare say there would.

4139. You mentioned in your report a large number of children who were in the alphabet?—Yes.

4140. What was the age of these children—up to what age were they in the alphabet?—Well, about half the children of the district are under eight years of age.

4141. And up to what age might you have children in the alphabet?—They might be up to any age in the alphabet. You may see girls of nine and even ten years of age who never got any schooling, and of course they are learning the alphabet.

4142. What is the length of time during which such children may have been attending school with this result?—That depends upon the regularity or irregularity of their attendance. Some of them may stay away four or five months, and forget all that they have learned. Of course when they come back they have to begin again.

4143. Are there any cases of children seven years of age who have been attending school six months, and still learning the alphabet?—I think not.

4144. I wish to know, as a matter of fact, are there?—I am not aware.

4145. In the quotation from your report given by Master Brooke, I think the language was "How many." That is rather an indefinite expression. You are not able to specify the number unable to read and write, and how many in the alphabet?—About 1,600, I think, were in the alphabet; half of the children were in the First Book, and about 1,600 in the alphabet. That is for last year.

4146. How many infant schools are there in your district?—There are 11 or 12 infant schools.

4147. Under whose management?—Under different management, clergymen chiefly. There is the John-street Infant School, the James's-street Infant School, the Leeson-lane Infant School, and the Townsend-street Infant School, and so on. I don't exactly recollect them all now.

4148. Are those schools under lay managers?—No, clergymen.

4149. Who are the teachers in these infant schools? Have they been trained by the Board?—The teachers?

4150. Yes?—No, not the teacher in Leeson-lane. The teacher in John-street Infant School has been trained by the Board. The teachers of the other three schools I have mentioned have not, I think, been trained by the Board.

4151. Have they been trained at all?—They were trained as monitors; they were monitors in the schools, and then they were appointed teachers, as well as I recollect now.

4152. In which of the schools were they monitresses?—I think the teacher of James's-street Infant School was monitress in a convent school. The teacher of Leeson-lane Infant School was monitress in a convent school. The teacher of the Townsend-street Infant School was a monitress, but not in a convent school; she was monitress in St. Andrew's National School.

4153. Are the rules of the Board observed in convent schools?—They are.

4154. Have you easy access to these schools?—Very easy.

4155. Has the public as easy access to them as to other schools?—They have, if they rap at the door.

4156. Have you ever heard statements to the effect that the doors were closed, and considerable delay before being admitted?—I have, and I have often experienced delay myself. I have had to knock repeatedly at the door in order to get in.

4157. In reference to your reply to Master Brooke of 40 teachers to 700 children, do you mean that 700 is the average attendance, or the number on the roll?—The average attendance; 750 is the average attendance at that school.

4158. Is there more time spent in teaching monitors in convent schools than in ordinary schools?—A great deal more, and a great deal more attention paid to them—no comparison.

4159. At what age do you find children beginning to attend school in your district; what is the lowest age?—From three years of age up, at all events.

4160. Are there any below three years?—There may be a few little babies scarce able to walk. They are

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sent mostly because they want them to be with their sisters to take care of them.

4161. In reference to schools generally, do you find the school accounts properly kept?—I do. I think they are kept regularly as a general rule.

4162. What system of checks have you?—The teacher is bound to have a register and report-book, and to have his roll marked at 12 o'clock each day; and all three—register, report-book, and roll—must correspond.

4163. With regard to moneys received by the teacher, do you find there is a proper record kept in all the schools?—Yes, they keep an account of it.

4164. Is it part of your duty as Inspector to refer to that?—Well, I don't know that it is: there is no particular query on that subject in the secondary reports.

4165. Then as a matter of fact you cannot give testimony on that subject?—No, not accurate.

4166. You find a great improvement in reading, writing, and arithmetic in your schools?—Yes, I think there is.

4167. Have you heard that there has been considerable complaint as to the writing in National schools?—Yes, there has been, but I think it has been latterly improved very much by Mr. Vere Foster's copy-books. I think it was neglected hitherto. It is improved very much now.

4168. Has the improvement been largely owing to Mr. Vere Foster's influence and action?—I think it is very largely owing to it.

4169. Did the Commissioners take any active steps to effect improvement in this direction till constrained by Mr. Foster, by his generous proposals and zealous action?—Well, I am not aware that they did, except that of course writing was a most important branch, upon which every Inspector had to report.

4170. I refer to the Commissioners; did the Commissioners take any action for the purpose of improving the handwriting in the schools, until Mr. Vere Foster initiated the improvement in the system?—I am not aware that they did.

4171. I see by the reports of the Inspectors that they frequently invited the attention of the Commissioners to this subject?—Yes.

4172. Were those reports of the Inspectors acted upon by the Board?—I think they were. As far as I know, whenever an Inspector makes a report a letter from the office goes to the manager, pointing out the defects mentioned in the report.

4173. Do you think the Inspectors have been satisfied with the action taken by the Commissioners on their reports, as to the improvement of the handwriting in the schools?—I cannot give any answer to that.

4174. Have you ever complained yourself on the subject of bad handwriting?—Very often.

4175. Do you know whether any action was taken on your reports or not?—I am sure a letter was written, in several instances, to the manager of the school, pointing out the defects as to handwriting, but whether the manager took any further action or not, I am not prepared to say.

4176. Have you heard the Board's head-lines frequently complained of?—They had no head-lines till Vere Foster's copy-books were introduced; or they had only head-lines pasted upon small boards, and not of the very best description. They were not in the copy-book, but pasted separately on a board and laid before the child to copy from.

4177. You have already acknowledged that the improvement was largely owing to Mr. Vere Foster?—Yes, that is my impression—my conviction, indeed.

4178. Are the teachers themselves taught writing when under training in Marlborough-street?—Well, I am not aware as to that.

4179. Do they get lessons from a professional writing-master in Marlborough-street?—I suppose they do.

4180. Do they get lessons in the best mode of instructing children in penmanship?—I dare say they do; they have got a very excellent master over the model school, who, I suppose, looks after that, as a most important branch.

4181. You cannot say, as a fact, whether they are instructed in the best method of teaching children writing?—I cannot say that.

4182. Is round hand taught in the National schools?—It is.

4183. Is it systematically taught?—That depends on the teacher. Some begin by teaching small hand at once; some begin with round hand, and some few with large hand. In King's Inns-street school, which is one of the best in Dublin, they begin with small hand. In the teaching of writing, I think one great want is good pens and good ink, as well as good paper and good copies. I think that is a great want in the schools.

4184. Are you aware that a Head Inspector has assigned as a reason for the non-teaching of round-hand that copy books properly ruled have not been furnished by the Commissioners to the schools?—No; I am not aware of that.

4185. With regard to the school-books: it is part of your business, of course, to know the books, and to examine upon them?—Yes.

4186. Do you approve of the gradation in those school-books?—I think the gradation is very good—first, second, third, and fourth. They have lately changed the books very much.

4187. Have you heard the teachers complain that they are not properly graduated for practical purposes?—Not latterly.

4188. Have you heard any complaints as to the Fourth Book being too advanced for the children?—No. The fourth class unfortunately is very small in this district.

4189. Have you ever been asked by the Board whether you approve of the gradation of the school-books?—No; I don't recollect I ever was.

4190. What is your relationship as District Inspector to the Chief of Inspection?—There is a Head Inspector who has a circuit of ten districts. The Chief of Inspection has charge of half the country.

4191. What is your relationship to the Chief of Inspection—do you report to the Chief of Inspection directly?—No. I send my report to the office, and if there is anything in it requiring the attention of the Chief of Inspection, it is marked by the clerk, and is then laid before the Chief of Inspection, and he orders some action to be taken upon it.

4192. Have the Chiefs of Inspection, or the Chief of Inspection under whom you are located, the power of ordering you to move from one portion of your district to another, or of ordering you to examine one school rather than another?—They may do so, but they very rarely interfere; they generally leave it to the District Inspector to arrange his visits as he sees best himself.

4193. Has the Head Inspector such power?—I presume not. They very rarely exercise it if they have it. They leave it to the District Inspector.

4194. Does the District Inspector furnish any report to the Head Inspector?—We furnish an annual report of our schools which is called for by the office. We furnish it to the office every year.

4195. But are you required to furnish any such report to the Head Inspector?—No.

4196. In sending your weekly return or report to the Board to whom do you address it?—To the Secretaries.

4197. How does that get into the hands of the Chiefs of Inspection?—It goes to the office; there is a clerk in the office for the district—there being a certain number of districts, and a clerk for each district or group of districts—the clerk notes the reports, marks them, and they are then sent up to the Chief of Inspection, who orders such action to be taken upon them as he thinks proper—a letter to be written to the manager, or a letter to the Inspector, as the case may be.

4198. May you send in many reports that never get into the hands of the Chiefs of Inspection?—I don't know at all how they manage in the office.

4199. Practically, have you discovered that no action

has been taken in a case where you supposed that action should have been taken?—No.

4200. Are you satisfied with the treatment your reports receive?—Yes; I think they act on them.

4201. His lordship put a question to you in reference to query No. 67 in the report, as to whether any matters have taken place calling for action by the Board [reads query]?—Yes, that is in case we think a reprimand should be sent to the teacher, or a letter to the manager, that the state of the school-house requires attention, or anything else as to which we require a letter to be written. If we thought the school-house was in a bad state of repair we would mention it, or if more attention was required to be paid to geography or writing, or any other subject, we would mention that, and suggest that a letter should be written to the manager, or that the teacher should be reprimanded, fined, or otherwise punished.

4202. Are you in the habit of making full statements with reference to this particular?—I think so. We must answer every query. If we think that there is nothing calling for any letter being written we write "none," or "no communication necessary."

4203. In visiting schools, do you make a report in any book kept in the school as to the efficiency and state of the school?—Yes; in the Observation Book and also in the Report Book.

4204. There is a distinction between those two books?—Yes; in the Report Book there is nothing but the time, the date, the name, and the fact of the visit. In the Observation Book we set down such remarks as to the state and efficiency of the school, as we think proper.

4205. These remarks may be of a lengthened nature?—Yes, they may extend over half a page or a whole page, as circumstances require.

4206. Giving either praise or blame to the teacher?—Yes.

4207. For whom is that book designed?—The Head Inspector, and the manager, and teacher, and District Inspector.

4208. Is it designed for the public?—I think not.

4209. Then, if a stranger entered a school would he be asking for an unusual thing in asking for the Observation Book?—He would.

4210. Do your reports receive early attention from the Chiefs of Inspection?—Yes, I think they do.

4211. You have a power of fining teachers?—Yes.

4212. Do you require to exercise it often?—Very rarely. Sometimes we impose a fine for late attendance. Generally we only recommend that the teacher should be fined, and they name the amount of the fine in the office.

4213. Have you any power of naming the amount?—I could name the amount, but I seldom do. I leave that to the office.

4214. What is your opinion as to the general body of your teachers? Is there any improvement, do you think?—I think there is.

4215. Is it of a marked character?—Do you mean the male teachers or the female?

4216. I refer to the teachers of your ordinary schools—is there any improvement?—I think so. The schools are better. Some of the teachers that were not doing well, have left and gone away, and there are better teachers in their place, and the schools are better attended.

4217. Is the pay of your teachers, in your opinion, adequate?—The first-class teachers, I think, are very well paid; the low class teachers are not well paid.

4218. Are the first-class teachers a numerous or a small class?—In this district they are numerous.

4219. What is the proportion of first-class teachers?—There are about ten male, and fourteen or fifteen female first-class teachers. There are only eighty-one schools in the entire district, including three model schools, two prison schools, and five evening schools, which ought not to be counted at all. Deducting these we have seventy-one schools. There are only twenty-four principal male teachers in these schools; the rest are conducted by females.

4220. Do you mean that boys' schools are conducted by female teachers?—Infant schools for boys are conducted by female teachers.

4221. The number of first-class teachers is small?—I think there are more first-class teachers, in proportion, in this district than in other districts generally through the country.

4222. If the salaries of the teachers were improved would you expect a corresponding improvement in the teachers themselves?—I think the amount of the salary should depend on the attention they pay the children. I think the number they teach to read and write, and instruct in the different branches of education—the progress made in their schools—should be the measure of their salary. If that were done, I think the teachers would be more anxious about the schools, and that the schools would be better attended. It should be made the interest of the teacher to exert himself.

4223. Are the teachers in your district required in any cases to pay the rent of the school, or to repair it at their own cost?—I am not aware. They may have to whitewash the rooms at their own cost, or to mend a broken pane, but beyond that I should think not.

4224. Do the managers pay much attention to their schools?—Well, they do by deputy. The priest perhaps, who is the actual manager, visits the school very seldom, but some of his curates visit for him, and some very frequently.

4225. Do they take an interest in their teachers?—I think they do—a very great interest.

4226. Do they do anything towards securing a fair remuneration for the teachers in the way of school fees?—In some schools they are liberally paid, in others they are not so well paid.

4227. That is, by the fees of the children?—In some schools by the fees of the children they are well paid. In some the fees go to the manager, and he gives a large portion, or perhaps more than the entire amount to the teacher. In other places they do not give so much. It greatly depends on the manager.

4228. Is there a fair return in the shape of school fees to the teacher for his work?—I don't know as to that. In some schools they pay pretty well; in others very little.

4229. You have referred to the managers; may I ask are they in the habit of giving instruction in the schools?—The curates are generally in the habit of giving religious instruction in the schools; and the female schools are visited by nuns, who give instruction by order of the managers.

4230. Do they ever give secular instruction?—Rarely.

4231. May managers take such a part in their schools with regard to secular instruction if they please?—Yes, they may.

4232. Do you know of any rule against it?—No, not against the manager, I think.

4233. Rev. Mr. *Cowie*.—When you visit a school do you examine all the children present?—That depends upon the nature of the inspection. There are two or three sorts of inspections. There is an inspection called secondary No. 1, all except the children in the alphabet. They don't insist upon your examining children that cannot read at all. In No. 2 inspection, we need only examine a draft of each class. We are not required to examine.

4234. Do you examine children without reference to the time they have attended the school?—Yes, I do.

4235. Suppose twenty boys came into a school on a Monday, and that you were examining on a Tuesday, would you examine the twenty?—I would, if the teacher brought them up. He would probably tell me they were only new admissions. He would put them in a lower draft. New admissions—unless he thought they were well qualified he would not submit for examination.

4236. Suppose you got twenty well-qualified boys about eleven or twelve years of age, would they be examined?—Yes.

4237. Their examination would go towards making up the report on the school?—Yes.

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4238. You have no limit to the length of time a boy must have been on the roll before being qualified to be examined?—No.

4239. Then, the same boy might be examined five or six times in the course of the year in city schools?—He might; but there are only three inspections required in the year.

4240. By passing from one school to another in the city?—That is, that the same boy might be on the roll of one school and again present himself in another school?

4241. Yes?—Well, such a case might occur, and in a city I dare say such a case does often occur.

4242. Do you always examine in reading, writing, and arithmetic?—Yes.

4243. Do you examine always in geography?—Yes.

4244. And grammar?—Always.

4245. Is grammar a subject that is appreciated by the parents of children?—Not much, I think.

4246. Do the children make much proficiency in grammar?—They know the parts of speech.

4247. Is that any use to them?—I think it is some use.

4248. In what subjects chiefly do the parents wish that their children should be instructed?—Reading, writing, and arithmetic.

4249. Are you in favour of the higher subjects being taught?—Well, I think geography—a little geography on a map—is very useful; and to know the parts of speech is very good; but the others are, of course, the most essential subjects. Everything else should, of course, yield to them.

4250. When you report a school to be a good school, is that for general proficiency in the elementary subjects or for producing a few pupils of more than average attainments?—It is for the proficiency of the classes in the programme of the school generally.

4251. The programme includes grammar and geography?—Yes, and unless they knew these I would not make a favourable report—at least, we would point out where the deficiency lay.

4252. Do you find the children learn singing generally?—They do.

4253. In almost all schools?—No; in some schools it is not taught at all. In most of the female schools they teach some singing.

4254. Am I right in concluding from your previous answers, you are in favour of a system of paying by results?—I am. The children ought to be examined, and their attendance in the school known, and then, I think, the teacher should be paid according to their proficiency.

4255. Lord *Clonbrock*.—You said there were about 600 pupils in Baggot-street schools, and not more than 300 Protestants in the others?—Yes; I think so. I am not quite sure. I now see that there are 335 Protestants on the rolls of ordinary schools, and an average of 1,120 Roman Catholics on rolls of Baggot-street. At my last inspection of it 622 were present.

4256. In what schools did you find the Protestants?—I said in the Ringsend schools, Rathmines, Irishtown, and St. Bride's schools.

4257. What is the number of Protestants in the schools?—In one, Irishtown school, there are on the rolls 84 Protestants and 1 Roman Catholic, and the average attendance is 60. In Irishtown female school there are 63 Protestants upon the rolls, and an average attendance of 33. There are no Catholics.

4258. There are 63 Protestants on the rolls?—Yes.

4259. How many Roman Catholics?—None.

4260. That is what I wanted to know. Is that a vested or non-vested school?—It is non-vested, and attached to the Irishtown Church.

4261. Who are the patrons?—The Rev. Mr. O'Mahony and Dr. Wall, and I think Dr. Wall put the school in connexion.

4262. He is a clergyman?—Yes, he is the rector of the parish, and Mr. O'Mahony is correspondent.

4263. Have you any mixed schools on your list, or where the Protestants and Roman Catholics are at school together?—Yes, at Ringsend female school there are 15 Protestants and 132 Roman Catholics. At the male school there is 1 Protestant and 188 Roman Catholics.

4264. You say you have a great number of convent schools in your district?—Yes.

4265. Are there any instances where there are Protestants at those schools?—No. There are two or three Jewesses in Baggot-street school. There are no Protestants, I think.

4266. You think that the education of the convent schools is better than that of the others?—I do certainly.

4267. That is where the teachers are trained, not by the Board of National Education, but on a system of their own?—Yes, on a system of their own.

4268. You prefer their teaching to that of those trained under the Board?—I do. I prefer the teaching in the convent schools.

4269. You think there is great proficiency in their teaching?—Yes. There is more attention, more order, and more discipline, and everything that is necessary to constitute a good school. They are better in every way.

4270. Probably the attendance is better than in other schools?—Much larger. It is much larger and more regular.

4271. It is more regular you say?—Yes.

4272. With respect to the teachers in the other schools, are you satisfied with their qualification? Do you think they are adequate?—I think they are generally adequate to teach. They don't exert themselves as much as they ought.

4273. Turning to the Reports of the year 1866, I see that you find fault with the attendance of the scholars?—Yes.

4274. And one of the reasons to which you attribute the bad attendance is that you think the fault lies with the teachers?—I do. I think the teachers are much in fault in many cases.

4275. And in fact, according to the report, it appears that not only is the attendance of the children not regular, but that they themselves do not set a good example in that respect?—They do not.

4276. Have you any way of rectifying that?—When it is represented to the Board, a reprimand will come from the office to the teacher through the manager, and he is fined if he does not attend regularly.

4277. The conclusion you draw from that is, that if the teachers were paid in proportion to the attendance and the proficiency of the pupils, that the result would be better. In this last report I find there is a lamentable result almost in all classes of education. You allude to reading, penmanship, arithmetic, grammar, and geography, and I really don't know what else, and I can hardly point out which is the worst, it appears such a lamentable account. You say—"I took, without selection, twenty of the schools inspected by me last year. There were 1,937 children present, and of that number over one-half, or 1,005 were in the First Book."

Mr. *O'Carroll*.—Is that for the year 1866?

Lord *Clonbrock*.—Yes, this is for the year 1866, and you attribute this state to the teachers. You say that the reading in the boys' school "does not receive the attention it requires. Few of the male teachers take the trouble of reading for their classes; they let the boys rattle away, and if the pronunciation is correct and the reading tolerably fluent, they are satisfied. Explanation appears to be much neglected." . . . "Half of the pupils of this district are in the First Book, and scarcely any of that class write upon paper. The senior drafts should be required to get copies."

Mr. *O'Carroll*.—I had just come to the district at that time. I was only a few months in the district.

4278. Lord *Clonbrock*.—In geography you say five per cent. of the first-class children cannot answer the commonest question?—No, it is a failure.

4279. Has there been any considerable improvement?—Geography is not required to be taught to the first-class children at all now. They have left it out.

They attempted to teach it at first, but it was a failure.

4280. You say you had only come to the district at the time of this report. Do you consider the schools now in a better position, and that a better report could be given of last year?—I think so. The report of 1867 was better.

4281. Mr. *Dease*.—What number of Catholic children in the National schools in your district are taught by religious orders?—I think about a fourth.

4282. Is this proportion increasing?—Do you mean the religious orders?

4283. No. The proportion of pupils taught by religious orders?—Well, I think it is. The clergymen are most anxious to send all the Catholic children they can to the convent schools.

4284. How do you account for that—the fact of the increase and the desire of the clergy?—They consider them better schools, and they consider the children are taught better—in discipline, regularity, and everything else essential to a child, and that they are taught their religion better. The teachers of the convent schools take a deeper interest in the welfare of the children; and look after them both in and out of school better than the other class.

4285. What social class attend the conventual schools?—The poorest class.

4286. Exclusively?—Well, there may be some few better off than the others, but they are few. They are generally of the lowest order.

4287. What is the average age of the children attending the conventual schools?—They are older in the conventual schools than in the others. I had only present at my inspection fifty-three boys and 206 girls last year of fourteen years and above. Most of those girls were in the convent schools. They continue longer in the convent schools than in the others. They keep them there to be monitors. I said then that not only in reading, grammar, and writing, and arithmetic, in which we might suppose the boys to excel, the girls are far superior. It will be seen that out of 2,314 boys present, 1,570, or nearly two-thirds of the entire number, were in the First Book, and forty-six in the Fourth Book, while of 3,798 girls present at the same inspection, 2,023 were in the First Book, or a little more than a half, and so on through the other branches.

4288. I asked a question with regard to the social classes attending conventual schools. Do the people of the class above the lowest class, or the lower portion of the middle class, if I might say so, generally send their children to the convent schools?—I think they do.

4289. Where they have an opportunity of sending them to other schools, do they prefer sending them to convent schools?—I believe the greater number prefer the convent schools.

4290. What is the regularity of attendance as compared with other schools?—Much higher, and much more regular.

4291. What are the particular circumstances that seem to attract the children to convent schools rather than to the others?—They are better taught, and the nuns are kind and good natured to them. They take great pains with them, and they are deeply interested in their welfare.

4292. I wish to ask whether the fact of being a first-class teacher is a proof that a man has passed a good examination, and ought to be an efficient teacher?—It is a proof he has passed a good examination, but it is not a proof that he is a competent teacher, for the lowest classed teacher, a probationer even, may be able to teach very well, while the man of much higher literary attainments may not do so.

4293. You mentioned the case of a school in a parish of Dublin—a school visited by you, and mentioned in your report—which was afterwards taken away and made a brewery?—Yes, attached to a brewery.

4294. I presume it was non-vested?—Yes, it was a non-vested school. Mr. Guinness purchased it for £300 from the manager.

4295. It was purchased from the manager then?—Yes.

4296. With regard to the training of nuns what is the system adopted? How are they trained?—I think they are nearly two years as probationers or novices. They go into schools, and are taught by the elder Sisters.

4297. You consider that although not classed teachers, their teaching is, on the whole, on a par, or not lower, than that of teachers trained in the training school?—It is much higher in the conventual schools, for the result proves it. The examination of the monitors proves it, and the classes prove it. The fourth and fifth classes in Baggot-street are most excellent.

4298. I think you say that there is greater attention given by nuns than by lay teachers? Do you attribute the greater attention given by them to the higher motive that had induced them to become teachers?—Certainly, to the higher motive.

4299. Lord Clonbrock asked some questions as to where the 300 Protestants in your district reside. What are the numbers in the Irishtown school?—84 is the number on the roll, and one Roman Catholic; and in the other—the female school—63 Protestants and no Roman Catholics; in St. Bride's female school, 32 Protestants and 5 Roman Catholics; in St. Bride's male school, 29 Protestants and 5 Roman Catholics; and in St. Bride's infant school, 88 Protestants and 32 Roman Catholics.

4300. There was another with 188 Roman Catholics?—That is Ringsend male school, where is one Protestant, and 188 Roman Catholics.

4301. You call Ringsend school a mixed school?—Yes.

4302. And that school, where there are 84 Protestants and one Roman Catholic, you call a mixed school?—I do.

4303. Do you call the school with 63 Protestants and no Roman Catholics a mixed school?—I suppose so, because when I go round the next time there may be two or three Roman Catholics.

4304. You consider a school where there are 188 of one religion and one of another, a mixed school?—Yes.

4305. And where the children are altogether of one religion?—Yes, because when I go round the next time it may be mixed.

4306. Are Ringsend and Irishtown near one another?—Yes, within half a mile.

4307. Practically all the Protestants in the district send their children to the school that may be regarded as the Protestant National school, and the Roman Catholics send their children to the school that may be called the Roman Catholic National school?—Yes.

4308. And both are mixed schools?—Yes.

4309. The *Chairman*.—Do these two schools—Ringsend and Irishtown—draw their scholars from a common district?—Well, not quite. In the Irishtown school they come, I think, chiefly from Sandymount, which is on the east side of Irishtown, and to Ringend they come from Ringsend village.

4310. Are the people of these two places almost exclusively of one religion or other?—The great majority in Ringsend are Roman Catholics, but there are more Protestants in Sandymount, and they are a superior class. They are better off than the others. However, a great many go from Ringsend to Irishtown school.

4311. Professor *Sullivan*.—The Ringsend and Irishtown schools are within half a mile of each other?—I think about that.

4312. Do you know any schools of a similar kind in the city quite close to each other?—The Bride-street school or St. Bride's schools are quite near to St. Peter's National schools.

4313. Are there any in the same lane or street?—There is just a street between them. Peter-street lies between them.

4314. And the general practice in Dublin is for Catholics to send their children to Catholic schools?—Yes.

4315. When a new school is set up in a locality where there is a school supposed to be under Protes-

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tant management, and the new school is set up under Catholic management, do the Roman Catholics leave the old school?—Yes.

4316. Is that the invariable rule?—I think it is usual.

4317. Is the converse of that equally true—that Protestants leave schools under Catholic management and go to newly-erected schools under Protestant management?—I don't know, there are so few Protestant schools in my district—there are so few Protestant National schools I should say.

4318. In any other district you have been in have you noticed that result?—Well, I think it is the case. They like to go to new schools.

4319. Has any movement been set on foot in the city recently to place some of the National schools under ordinary teachers under religious teachers?—I am not aware.

4320. Are there not schools setting up in Thomas-street?—In James's-street there is a Christian Brothers' school being built, and the children in James's-street National school will go to that when it is built. It is expected to be open in October.

4321. Are not the schools in that district very inferior schools?—The schools are very bad. The houses are very bad. Nothing could be worse. It was intended to discontinue the grant; and the clergyman, as I have heard, said, "If you discontinue the grant the children will leave, and they will go to the proselytizing schools in the neighbourhood of the Liberties, like the Townsend-street school, and other places where they educate the children free, and give them clothes and food, and teach them to abandon their religion."

4322. Are not the schools in that district a long time in that bad condition?—Not a considerable time—about two years, I think. They had to leave the house that was let to Mr. Guinness, and they went into a temporary house, as they could not get funds to build a new one.

4323. Monitors are trained as teachers in the convent schools, are they not?—They are.

4324. Does the training in the convent schools cost more or less than in the model schools?—A great deal less. I think 12*s.* a head for the children educated in the convent schools, and £2 10*s.* a head for the children in the model schools.

4325. What is your experience—whether or not there is overcrowding of the children in the schools?—In the infant schools they are frightfully overcrowded. There are in them more than double the number they are calculated to accommodate, and sometimes there are three times the number. There is John-street Female School—37 feet by 15—and the average attendance is 132, and 148 for the September quarter, yet it is only calculated to accommodate sixty-nine. In John-street Infant School, which is calculated to accommodate sixty-two, I find the average attendance is 127, and 150 the average attendance for the September quarter. In Leeson-lane school—18 feet by 21—and calculated to accommodate forty-eight, I find the average attendance 102, and 133 for the September quarter. It is impossible to have discipline or order in schools so much overcrowded. In the Townsend-street school—infant—calculated to accommodate eighty-one, the average attendance for the year ending December was 126, and 153 for the December quarter.

4326. Do you find the schools so overcrowded in a clean condition?—Indeed no.

4327. In what condition are the floors of the majority of the schools in your district? Are they earthen floors or boarded?—They are boarded floors, nearly all. There are very few of them earthen.

4328. You visit all the schools in the winter time?—Yes.

4329. Do you find them warmed?—No. Some of them are wretched places—very bad, indeed.

4330. Do you think the heating of these schools has some influence on the non-attendance?—They are badly supplied with fires.

4331. Do you think that influences the attendance?—Indeed, I think it does.

4332. Do the children go barefoot?—They do, in a great number of the rural schools.

4333. With reference to payment by results, would you simply provide for the teacher's salary by the result, or would you adhere to the present system of classification also?—Well, I think they should get something for classification, but I think the greater part of the salary should arise from the proficiency of the children.

4334. Would you take into account the average attendance?—I would, and, of course, the certain number of attendances in the year; and then the attainments of the children.

4335. You would pay according to the three standards?—I would.

4336. By the present system of classification, the result obtained, and by the attainments?—Yes.

4337. With regard to the sums paid at present to the teachers, according to classification, would you make a great reduction in the amount paid to them on bringing in the other system?—No, but little, for the teachers are discontented. They are, *except* the first class teachers, badly paid, and cannot maintain themselves.

4338. In your district how many of the teachers reside on the school premises?—Not many; generally, the teachers reside near the schools, and a few on the school premises; but in the conventual cases they all do.

4339. Can you state the greatest distance a teacher has to go to a school?—The teacher in Stillorgan goes by the nine o'clock train from Dublin; I am sure there are other teachers go by train.

4340. And he goes by train?—Yes.

4341. Why does he do that?—He lives in Dublin with his family, and he goes out to his school early.

4342. Does he find it better to live in Dublin, and to go by train, or has he other emoluments in the town?—No, he has nothing but his school; but he lives here with his mother, or father, or some of his friends.

4343. In the case of married teachers, have you known instances where they have to go considerable distances to their schools?—A couple of miles; the teacher of Booterstown school comes about one or two miles to his school every day. His wife has the female school at Stillorgan; she lives quite near. The teachers in Dundrum live about a quarter of a mile from the school. But near the mountains the teachers of four schools have apartments attached to the school-house.

4344. Do you think the addition of dwelling-houses to schools would be a considerable boon to the teachers?—I think it would; a residence near the school, but not communicating with it. I would not think the latter desirable.

4345. Mr. Justice *Morris*.—From your answers to Lord Clonbrock and Mr. Dease I collect that all schools in your district in Dublin under religious orders, such as nuns, and under the patronage of a Roman Catholic clergyman, are practically denominational?—They are subject to the rules of the Board.

4346. Are they practically denominational?—They are nearly all Roman Catholics.

4347. The attendance is all of one denomination?—Yes. The schools under religious orders are all denominational. The parents of the children wish them to go there. They are all Roman Catholics.

4348. Does the same observation apply to male schools, the managers of which are the parish priests or curates?—Yes, they are nearly all so. I don't know any others except ten or eleven exceptions in my district where they are mixed.

4349. Was the male school in Westland-row under the National Board in your time?—No, not in my time.

4350. It is not now?—No, it is not; it is under the Christian Brothers now.

4351. Was it withdrawn before you became an Inspector?—It was withdrawn before I came here.

4352. Have schools which were under the management of the parish priest, and which were practically denominational as regards having no attendance except Roman Catholics—have they been withdrawn, and put under the Christian Brothers?—Yes, everywhere they

can. The Christian Brothers' schools are overflowing. The three establishments on the south side of the city are overflowing. There are 500 or 600 children in daily attendance in each. The new school in James's-street will be overflowing too.

4353. Do you know what the numbers were in St. Andrew's school in Westland-row?—No, I don't exactly know. I don't think it was at all equal to what it is at present. I saw about 600 children there the other day.

4354. In the female schools which are under the management of the nuns, have the nuns ever made any complaint as to the programme of the Board—as to the programme of education—when they are obliged to follow it instead of having a wider discretion?—I have not heard of any complaint.

4355. Have you heard them complain of being obliged to keep up too high a standard of education in order to compete with the model schools?—Never.

4356. Have you heard them complain of being obliged to teach girls matters of instruction which they did not think would be exactly suited to the girls' capacities, or to their chances in life?—No, I have not. They seem delighted to teach.

4357. Have you heard the nuns complain of being obliged to do it under the Board's rule, while, if left to their own option, they would prefer not to teach so high a standard?—No.

4358. Do they teach needlework extensively?—Yes, in the convent schools, and it is a most important branch.

4359. Have you heard them complain—any of them—as to being obliged to take away the girls from the needlework in order to teach them higher branches of education?—No, I do not recollect now any instance.

4360. Professor *Sullivan.*—With regard to drawing, is that usually taught in schools in Dublin under your care?—No, it is not. It is taught in some of the convent schools, and a few of the boys' schools, but it is not universally taught—not nearly so much as singing and music.

4361. By whom is it taught?—By the assistants. There is a school in Harold's-cross where the assistant teaches music and drawing.

4362. What payment does he get?—If he has a good class he will get £3, or £5, or £10. He is supposed to get £5 for drawing, and for music, up to £4.

4363. I suppose it is mere outline drawing?—Outline drawing chiefly, and drawing from the round.

4364. Do the Board supply the models?—Well, no. They do in some cases. They have got models at the John-street schools, where drawing is taught, the models being supplied by the Board.

4365. Who supplies the drawing-books or paper?—I think the teacher or assistant. They get them cheap from the office.

4366. What period of the day is devoted to drawing?—Well, it varies. It is sometimes the middle of the day, and sometimes later. It depends on the arrangement of the time-table.

4367. How many times in the week is it taught?—I think about three times in the week.

4368. For what time?—About half-an-hour.

4369. Have you been able to observe any progress made in drawing by the pupils?—Yes. The drawing-master from the Board, who receives, I think, £60, or £100 a year, attends at West Dublin Model schools, and Inchicore, and other places. He has been several years in the district. He attends at Ringsend, and there is some progress made there by the pupils. I think the best drawing I have seen is in Baggot-street schools, and I am sure the best singing is there.

4370. Are any of the drawings sent in for competition under the Science and Art Department?—I think there are some, but not many.

4371. What results have followed from the introduction of the vocal music?—I cannot exactly say. The boys like it very well, and it is very useful in the girls' schools. They are taught to sing in the choir, and the boys sing some of the National melodies.

4372. You mention Inchicore. Hasn't there been some question as to the sanitary condition of that school?—It is a most clean school; nothing could be more orderly.

4373. Wasn't the master examined about it?—I wish all the schools were like it. It is perfectly clean, offices and yard.

4374. But was there no fault with the master, or it may be the fault of the structure?—There may be something wrong with the sewer, but I could not perceive it when I visited.

4375. Wasn't there something about the master?—Yes, some complaint. I heard there was a sewer that ran across the road that was in bad order, but I did not perceive it, and they could not point out where it was. The school is very clean.

4376. Isn't the common result of having a school erected under the Board of Works to have the sewerage getting wrong in a short time?—Yes. There is another school in the same condition as Inchicore, also under the Board of Works. There is a sewer at the place that is occasionally offensive.

4377. Generally speaking, the opening of the sewer costs about the price of a new one?—I cannot say.

4378. Rev. Dr. *Wilson.*—Are there many children in your district in the ordinary schools, in the 4th and 5th classes?—There are none in the 5th except senior monitors, and in the Fourth Book there were 46 boys and 236 girls at an inspection last year, making 282 altogether.

4379. I refer to the ordinary schools as distinguished from the convent schools. In the ordinary schools, as distinguished from the convent schools, are there many children in the 4th and 5th classes?—There are none in the Fifth Book, and a very small proportion, perhaps, belong to ordinary schools, who are in the 4th class.

4380. Are there 100 children in the ordinary schools in the 4th class?—I think there are.

4381. And how many in the convent schools?—The rest of the 282. I cannot be exact. That is an approximation.

4382. Do you believe the ordinary schools in your district are inferior as a class to the ordinary schools in general in other districts where you have been?—In some cases they are rather inferior in this district.

4383. As a whole, the schools in your district are inferior?—With the exception of the convent schools.

4384. I don't refer to them?—Well, I think the ordinary schools are; and I attribute it greatly to the bad accommodation in some of the schools.

4385. You would not draw a general conclusion from this particular state of things. Would you draw a particular conclusion as between the ordinary and convent schools?—I think the convent schools in every way superior.

4386. Can you account for this acknowledged inferiority of the ordinary schools in your district?—I can. I think the accommodation of the houses is very bad, and it would be impossible to have good schools in them. The teachers in other cases have not their hearts in the work.

4387. Can you account for that? Is it the fault of the Board or of the managers?—Perhaps it is the teachers' fault more than any other. The Board reprimand them occasionally, and the managers are much annoyed when they hear the schools are not well conducted. I think the fault lies with the teachers. They have not the proper wages, and they never will earnestly work unless they are paid by results.

4388. Has the manager the power of dismissing a teacher and appointing another?—He has.

4389. You mention another school as of an inferior class?—What school?

4390. The school that is about to cease to exist in James's-street?—I can account for it this way: that the accommodation is so abominably bad it would be impossible to have good schools; and teachers may make an excuse of that and say, "How can we teach in this place—open to wind and weather."

4391. It was under whose management?—The Rev.

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Canon Kennedy; but he had not funds to build a suitable school-house.

4392. Mr. *Dease.*—You stated with regard to that school that it is dying out?—Yes. They are building another, and when that is finished they will close the male school.

4393. How many schools in your district are taught by monastic orders?—None in my present district. There was one last year in Clondalkin, but at present there are no monks' schools in my district.

4394. The *Chairman.*—When you visit a convent school do you compare the number of children in attendance with the area?—Yes, we make a primary inspection on the first visit to every school, and we calculate the size of the rooms and calculate how much they will contain.

4395. Do you allow six or eight square feet?—Eight.

4396. Do you find the convent schools much overcrowded?—In some cases they are?—They were more overcrowded in the last district.

4397. Do you think it would be desirable to limit the number of children who are paid by capitation fee to the number and area the school is qualified to contain?—I think it would be a dangerous experiment to attempt in Dublin, for there is abundance of proselytizing in the city. The poor might go to the proselytizing schools, where they would be fed and clothed, for the poverty is such in some parts that the parents disregard everything but food and clothes.

4398. Have the Christian Brothers' schools caused any National schools to be shut up?—Not in this district that I am aware of. The Christian Brothers' schools are overflowing.

4399. Is the population sufficient for the National schools that previously existed, and also for new Christian Brothers' schools?—To be sure, and a great deal more. There is a great deal of demand. There were 600 children going last February to the proselytizing schools in the South Dublin district. I suppose of that number between 400 and 500 were Roman Catholics. Of course they would go to Roman Catholic schools if they did not get food and clothes given to them.

4400. In what schools?—The Irish Church Mission schools at the Coombe, Luke-street, Townsend-street, and Grand Canal-street.

4401. Are there many Church Education schools in your district?—There are a great number. I think there are as many Church Education schools and Church Mission schools as there are National. The attendance is perhaps somewhat less than in the National schools.

4402. Do all the Protestant children go to Church Education or Church Mission schools with the simple exception of Irishtown?—They go to the parochial schools generally, and a great deal of Catholic children go to them also.

4403. Is the Irishtown school the only National school in the district under an Established Church patron?—There are three schools in Bride's under the pastors there.

4404. Are these the only ones in Dublin?—The only ones in Dublin under Protestant clergymen.

4405. Are there any others in Dublin under the patronage of laymen of the Established Church?—Mr. Verner is the patron of Ringsend schools. He belongs to the Established Church, and Mr. Cobb is manager of two in Glanasmet.

4406. Is that the Ringsend school where the majority of the children are Roman Catholics?—Yes, the majority are Roman Catholic. It is on Lord Pembroke's property, and he contributes largely to its support.

4407. You spoke of many children not writing on paper. Does that arise from being too poor to purchase copy-books?—I think not.

4408. Is it from the neglect of teaching?—It is from the neglect of teaching in the schools. Sometimes they neglect to get copy-books.

4409. Do you think the teachers of the third class better now than what they were when you first became an Inspector?—I think they are much better now. They know the business better, but they don't pay the attention they ought. I am talking of the ordinary schools now.

4410. Are there any schools in the district that have had difficulty when a change occurs in getting a fresh master?—Indeed I have often observed it, but latterly I have observed a great difficulty in getting assistants. In Rathmines male school they cannot get an assistant at all. And assistants will not engage unless the manager gives £10 or £15 additional to the salary of the Board. I know another case, the Milltown school, which was closed altogether for some time. The teachers are scarce.

4411. Does that arise from a religious difficulty, or from the pay being too low?—From the pay being too low, and from an objection to the training establishment in Marlborough-street.

4412. Do the Christian Brothers' schools turn out good monitors?—No, they don't use the monitorial system much in the Christian Brothers' schools. I visited the Westland-row school the other day, as I was directed to make out a list of the non-National schools, and I was surprised with its cleanliness and order and regularity—the whole establishment equal to a model school, and much more crowded than any of them.

4413. Do many boys who have been educated at the Christian Brothers' schools afterwards become teachers in National schools?—No, I am not aware. It is very seldom. There is not a sufficient number of teachers or brothers. In Westland-row one brother has to teach over 100 children. They have not teaching power sufficient.

4414. In examining a school, do you pay much attention to passing the children from one class to another in the higher classes?—Yes; we see if the children are too highly classed; if we find that a pupil is not fit for a class, we represent it to the teacher.

4415. Do you think it satisfactory a child should remain for two years in the First Book of the school?—That depends greatly on the attendance in the school. If the attendance were regular, it would be quite too long; but from the irregular attendance in this country, it is not uncommon to find them two years in First Book.

4416. Taking the case of a workhouse school, where a child can attend regularly, within what time ought the child be passed from First to Second Book?—Well, I think a child beginning his alphabet would require to be about a year in the First Book. That greatly depends upon the ability of the child.

4417. Do you think it a good thing for a boy over fifteen years of age to remain in a school?—It is an unusual thing for a boy of fifteen to remain in school. If they are preparing to be monitors or teachers, or any other occupation of that description, they may be kept, but it is a thing that does not occur almost at all. In this district we find it difficult to get boys of fourteen to appoint monitors of schools.

4418. Is it a good thing to have boys over fifteen in a school, who are backward, and have no intention of becoming monitors?—I think it is well to keep them in the school if their parents can afford to leave them. There are 133 monitors in this district. We had 120 female monitors to 17 boys.

4419. Do you think backward boys of fifteen gain any advantage to themselves by continuing in school?—I think they do, but there are very few boys, indeed, over fifteen in the schools. In the schools in this district there were only seven boys aged fifteen and over, while nearly 100 girls of those ages were present at my inspection last year.

4420. Professor *Sullivan.*—Is the Clondalkin monks' school under your inspection?—It was. It is now in another district.

4421. With regard to the Christian Brothers' schools not producing monitors or persons who take up teaching as an occupation, does not that arise rather from the non-connexion of these schools with the general teaching of the country?—I think it does in a great

degree. I don't know much about the Christian Brothers' boys. We meet them very seldom. Our infant schools are, in fact, the nurseries for the Christian Brothers' schools. When the pupils leave our infant schools they are drafted off to the Christian Brothers' schools.

4422. There is no backward movement upon you?—No.

4423. How many workhouse schools in your district?—One, the South Dublin Union. It is not a National school. It is conducted on the denominational principle.

4424. Do you know anything of the school?—I think there are about 600 or 700. I went into it the other day; 510 is the average attendance. Of the 510 there are thirty-seven Protestants and 473 Roman Catholics. There are five Roman Catholic teachers, and two Protestant Established Church teachers.

4425. What was the number on the rolls?—It must be very nearly the same. Nearly all the boys would attend school in workhouses.

4426. If so, how is it that of 17,000 or 18,000 children on the rolls of workhouse schools, the average attendance is not more than 7,000 or 8,000?—The 17,000 probably represents the whole number who passed through the workhouse school within this year—which must be considerably larger than the attendance on any given day. I went into the South Dublin Union school only for about half an hour. I took down the number present; but I think all the boys of school age in the North Dublin Union are obliged to attend school. I should think it is the same in other workhouses.

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4427. The *Chairman.*—In which of your reports to the Board do you notice the state of repairs of the school-houses?—I notice it, I think, in my report for 1866. That was the first report I made after coming into the district. I was astonished at the state of the school-houses, because the houses on the north side are far superior and the accommodation far superior to that on the south side. But on the south side we have the liberties of Dublin, the most wretched part of Dublin, and a greater population.

4428. Are you bound to mention the state of repair of the school-houses every year in your report?—Yes, we must mention the state of the school-house.

4429. Is that a primary or secondary report?—We make a secondary report No 1, and a secondary No. 2. On the first visit we pay there is a primary report. There is no other primary report required of that school for five or six years.

4430. In your last yearly report have you mentioned my schools as having been neglected to be repaired by the Board of Works?—There are only the Ringsend schools—three; Stillorgan—two; Booterstown and Inchicore schools—seven in all—which are vested in the Commissioners, and which the Board of Works have to attend to in this district.

4431. Who pays for the repair of schools vested in trustees?—The managers or local parties. And for the repair of schools vested in the Commissioners, the local parties must pay one-third of the cost, the Commissioners pay the two-thirds.

[Adjourned.]

Thirteenth Day—Dublin, Wednesday, May 6, 1868.

Present:

The Right Hon. The Earl of Powis, *Chairman.*

The Right Hon. The Earl of Dunraven, K.P.
The Right Hon. Lord Clonbrock.
The Right Hon. Mr. Justice Morris.
Sir Robert Kane, F.R.S.
William Brooke, Esq., M.C.
Rev. David Wilson, D.D.
Rev. Benjamin Morgan Cowie, B.D.
James Arthur Dease, Esq.
James Gibson, Esq.
Scott Nasmyth Stokes, Esq.
William K. Sullivan, Esq., PH.D.

George A. C. May, Esq., Q.C., D. B. Dunne, Esq. } *Secretaries.*

Thomas Baldwin, Esq., sworn and examined.

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Thomas Baldwin, esq.

4432. The *Chairman.*—What is the appointment you hold under the National Board?—Superintendent of the agricultural schools.

4433. How long have you held that appointment?—Since October, 1864.

4434. Were you in the service of the Board previously?—I have been 18 years in the service of the Board.

4435. State the various positions you have held under the Board?—I entered as an agricultural pupil at the Glasnevin Central Agricultural School in 1850, was appointed to a subordinate office in the October of that year, and from that time have been advanced step by step to my present office.

4436. Is the experience you possess in agricultural matters in Ireland, wholly acquired in the service of the Board?—No; I was reared to agricultural pursuits on my father's farm, and was entirely occupied in agricultural matters until I entered the Glasnevin establishment in 1850.

4437. At what age did you enter it?—About 20.

4438. How long had you been there as pupil?—I entered in May 1850, and was promoted in the October following.

4439. To what post were you promoted?—I was appointed to the office of teacher and clerk. I had to keep the farm accounts, and as teacher my duties were principally to give instruction in land surveying, mathematics, and general subjects of use to the students.

4440. In the various farms mentioned in your report for 1866, are the acres there given Irish or statute acres?—Invariably the statute acre.

4441. Are there any model farms in Ireland unconnected with the Board?—There is only one at present deserving the name of a model farm, but there have been from time to time several.

4442. What is the farm existing at present?—It is in Oldcastle, in the county of Meath, and under the trustees of a fund.

4443. Have you any knowledge of that institution?—Yes; I have been inspecting it for years for the trustees.

4444. Do they receive any assistance from the National Board?—Not any.

4445. What is your opinion as to the question of producing a profit being a proof of the success of a model farm?—I think it is the very best proof. It certainly is the ultimate test of the farming pursued.

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4446. Do you consider that the existence of a deficiency shows a fault on the part of the manager?—Manifestly so, unless he has been induced or encouraged by his employers to enter into experiments which never can be profitable.

4447. As regards the larger farms under the Board, have they in ordinary years shown a profit?—On the whole, they have shown a fair amount of profit for the last three years, and for the year just past—our financial year ends 31st March—if the Commissioners desire it, I can show them a reasonable profit on the year, amounting on the whole, on less than 1,000 acres, to upwards of £1,000.

4448. Have the smaller farms shown a favourable balance in general?—I should say in nearly every case they do. They are managed by local parties whose capital is invested in the undertaking.

4449. Have the buildings on the larger farms been too expensive from any reason?—I think they have, in almost every case, been too expensive.

4450. From what cause has that arisen?—It arises from a variety of causes. In the first instance, all undertakings by the Government are done more substantially than they would be on ordinary farms; their leases are longer—the leases of the Commissioners are in many cases for 999 years. In the next place, all buildings done by Government are much more expensively done, I should be disposed to say, than those done by private individuals. In the third place, in all public undertakings of the kind there is a desire to put up a set of buildings more showy than an ordinary individual would require under the circumstances.

4451. At what amount, either of acreage or rent, would you draw the distinction between small and large farms?—It is exceedingly difficult to give a satisfactory answer to that question. It appears to me a farm capable of maintaining a family respectably—would be about the line to draw. As we understand the term "small farm," it has acquired a sort of derogatory meaning in this country. A small farm is supposed to be too small to maintain a family as they ought to be maintained. I think any farm which is adequate to maintain a farmer and his family respectably ought not to be considered a small farm.

4452. Taking the test of horse labour, should you call a farm a large farm where it is not worth the occupier's while to keep a pair of horses?—It depends entirely upon the stand point you take. I, for instance, think a two-horse farm could not be considered in any sense a small farm.

4453. Are there many farms on which a single horse is occupied in Ireland?—A vast number. I should say fully a quarter of a million.

4454. From your observation is it better economy for a man to keep a single horse or to hire the horse labour necessary on his farm?—The system almost universally adopted in Ireland on one-horse farms is this: two neighbouring farmers agree to lend their horses to each other, and they employ the pair at all necessary work, such as ploughing, harrowing, grubbing, and so on.

4455. What should you say as to the smallest amount of rent of a farm which, in your own words, would keep a family comfortably, as a test of small and large?—I think one way of arriving at that would be this: a labourer working for others—working for a landlord or a farmer—maintains his family as best he can. I think a farm that would give ample employment to a man, that may moreover give some employment to say two sons, that would give employment to the wife in milking and looking after his cows—such a farm ought to maintain the family comfortably, and if they are skilful, industrious, and thrifty, they might be, on the whole, prosperous.

4456. What sort of rent would that farm be?—To answer that question it appears to me the best way would be this: what would you suppose to be the sum of money competent to maintain a family in that state? Now, inasmuch as ten shillings a week maintains a labourer and his family respectably, I think it is not too much to assume that a net profit of £40 a year would, on the whole, enable an industrious and thrifty man to keep a family respectably. The produce of land fairly managed, on the principles of alternate husbandry, ought to amount to at least five times the rent. I can give you several instances where, under the Commissioners of National Education, it has produced five and even six times the rent; and at Oldcastle, the school which I named a moment ago, I find the receipts for years amounted to six times the rent. Now, assuming five times the rent as the fair amount of what the produce of land ought to be—one rent of course goes to the landlord as rent—from one-half to one rent goes in paying for seed and the other outgoings on a farm of this kind; so that there would be, at least, three rents left to the farmer for his own labour and skill. Consequently, if you divide £40 by these three, you get the rental on which, as I conceive a net profit of £40 a year could be realized—namely, from £12 to £14 yearly. I think it is not a question of acreage at all so much as a question of rental.

4457. In the smaller farms belonging to the Board are there a large quantity of buildings erected generally?—Yes; in every case I may say the buildings would do from twice to perhaps four or five times the extent of land.

4458. Are you aware whether the cultivators of the land in the neighbourhood of any of these model schools take example by the course adopted in the cultivation of these schools?—I find when the manager happens to be a man of good judgment and prudence, the farmers find it out, and as a general rule they are disposed to profit by his example; but when from one cause or other a man happens to be planted in a district who is not a skilful agriculturist, they have no confidence in him, and it causes a great reaction. I should also like to answer the question in this way. I find for instance in most cases that the growth of artificial grass has been greatly extended in the neighbourhood of the Board's farms. Any ordinary traveller through the country will find such to be the case. I believe the cultivation of roots, also, has been increased, but to a less extent, by the example of the Board's farms. I believe in no instance have they been productive of so much good to the surrounding farmers as in the extension of the growth of artificial grass.

4459. Are the small occupiers in Ireland often in a position to mow their artificial grass so as to avoid the waste of turning cattle to feed on a small patch?—That requires a little more capital than they possess to work it profitably. We are able to keep more cows on that system; as a rule small farmers have not capital, but there must be a beginning somewhere.

4460. Does it often happen that they have facilities for tying up cattle all the year round in that way?—No; the small farmers of Ireland are very sadly off for accommodation for their cattle.

4461. Is much interest taken in the neighbourhood of those farm schools throughout the country?—I think, upon the whole, there is a very fair amount of interest taken in them.

4462. Are there many that are managed by a local committee?—There are three grades of schools altogether in the Agricultural Department. One class, containing twenty model schools, including Glasnevin, is exclusively managed by the Board. The second, comprising eighteen model schools, are managed entirely by local parties; and the third, being what are called ordinary school farms, are managed also solely by local parties. The statistics are: twenty model farms (including Glasnevin) under the management of the Board, eighteen model schools under local management, and eighty-three farms attached to ordinary schools, making a total of 121.

4463. Excluding for the present Glasnevin, what are your duties as regards the nineteen other schools in the first class?—My duty at the commencement of each year is to receive from each of the stewards on the farms what we call a "pre-annual estimate," which is a detailed statement of what he proposes to

do for the ensuing twelve months, giving the kinds and quantities of seeds required; the kinds and quantities of manures; the kinds and quantities of implements; the number, description, and probable value of the live stock he proposes to dispose of; the amount expected to be realised by dairy produce—in fact a detailed description of the system of farming which he proposes to carry out for the twelve months. This is accompanied by a map showing the proposed cropping for the twelve months. It is a part of my duty to examine these as carefully as I can with the view either of approving of them or suggesting such alterations as I think desirable. I have then to see that those plans are fairly carried out, and that they are not deviated from without good reason. It is also my duty to exercise a check on the expenditure month by month. I have to give the steward of each farm authority for the sale of stock when he requires it. He accounts with the Commissioners themselves for all money that pass through his hands, but the accounts are examined month after month by me. It is further my duty to visit those schools as often as my other duties will permit, and to make reports to the Commissioners on their state and condition.

4464. How often do you visit the schools in this class in the year?—Unless prevented by other duties, I invariably visit each school three times in the year—first in autumn, to see the preparations for the ensuing year; secondly, in spring, to see the spring cultivation; and lastly, I like in every case to visit the farm before harvest, to see the state of the crops in them.

4465. Is the manager of each farm obliged to get your approval of every sale of stock?—He is.

4466. Supposing that from the season the crops turn out badly, and that he is obliged to sell earlier than he originally intended; or if, on the other hand, the crops are good, and that he is able either to keep on or to buy in additional cattle, does he require your consent to all such detailed changes?—Yes, but then I am supposed to be in possession of all these circumstances as they arise. The manager furnishes to me a weekly journal of what he has done for the past week. I see that journal every Monday morning; so that I am supposed to be thoroughly acquainted with all those details.

4467. Who are the heads of the farms in this class?—The stewards.

4468. Who is the local manager—what do you call him?—The agriculturist.

4469. Does he reside on the farm?—Invariably.

4470. What responsibility has he as regards the boarders?—In most cases the superintendence of the boarders is intrusted to the literary master, who resides in the place, and affords literary instruction, it being deemed desirable to relieve the agriculturist from that duty, so as not to divert him from his main business, which is farming.

4471. Do the boarders lodge under the superintendence of the literary master or the agriculturist?—In some few cases—at Limerick, for instance—the agriculturist is responsible for the discipline of the boarders; but, in most cases, the literary teacher is responsible for it.

4472. Who feeds them?—The Commissioners in some cases undertake that duty, as at Limerick and Glasnevin. In other cases they give an allowance, varying from £14 a year in minor schools, to £20 in larger schools, to the literary master for the maintenance of the pupils.

4473. Do the apartments of the boarders form a portion either of the agricultural or the literary master's house?—The agricultural master and the literary master have each a set of apartments to himself, for his own wants and the wants of his family; but they immediately adjoin the apartments in which the boarders sleep.

4474. What salaries are paid to the agriculturists of the schools in this class?—It varies from £3 10*s.* a month, with rooms, to £120 a year, which is the highest salary given. That is the allowance in Cork and Belfast.

4475. What are your duties as regards the eighteen school farms of the first class under local management?—My chief work of inspection is on the larger farms now described. I also visit the others when in the neighbourhood. I visit the eighteen model schools as well as the smaller school farms as often as I can.

4476. How often in the year do you visit those eighteen school farms under local management?—At least once a year; but there is another officer who is supposed to visit them three times a year.

4477. What is he styled?—Inspector. He is constantly on the work of inspection.

4478. Is he under you?—He is.

4479. What is his position as compared with that of the Inspectors of ordinary National schools?—I am sorry to say he is not as well paid as they are.

4480. Where does he live?—Close to the city here.

4481. Has he much duty to perform at head-quarters?—None. All the duties at head-quarters I am obliged to perform. I have to attend, for instance, at the Education office every Tuesday, which is the day the Board meets to offer explanations on any points that may arise. He has nothing to do with the Glasnevin Institution.

4482. Do you reside in Dublin or Glasnevin?—I reside at Glasnevin.

4483. Do you present an annual report to the Board?—I do.

4484. With whom do you transact the business of the Board generally?—With the Resident Commissioner, the Secretaries, and such members of the Agricultural Committee as may require my attendance.

4485. Do you attend all the meetings of the Agricultural Committee?—There is an order of the Board requiring my attendance at them.

4486. Does that committee meet at regular periods?—They meet on Tuesdays.

4487. Do you receive a special notice when your presence is likely to be necessary?—My presence is supposed to be always necessary, because the documents that come before them require explanation week after week.

4488. You attend that committee every week?—I attend at the Education Office every Tuesday.

4489. What is the usual size of the eighty-three farms attached to National schools?—It varies from half an acre to upwards of twenty. There are very few of them more than twenty acres. You will find in my report a list attached to which is a column giving the extent of land in each farm.

4490. Are there any of these school farms on which two horses are kept?—None.

4491. Is one horse kept on any of them?—On a good many.

4492. How often do you inspect them?—I visit them, as I said a moment ago, whenever I am in the neighbourhood. The Inspector is supposed to visit them all three times a year, but the work is getting too heavy for him. He is supposed to visit every school three times a year, and there being 121 schools in the country, it is impossible he could carry out the orders of the Board, and visit each three times in the year.

4493. What is his name?—Mr. Brogan.

4494. Does he make periodical reports to you?—His reports are sent to the Education Office, they are then referred to me, and those which require action to be taken upon them I submit to the committee.

4495. Is most of your business with him transacted through the medium of these reports, or by verbal communication?—Both.

4496. Do you exercise any control over the cultivation and management of those eighty-three school farms?—So far as the course of cultivation is fully described in his report, I do exercise a certain control. The form of the report (which you can have) is very detailed, and gives a full description of the school and farm, the description of land, the rotation of crops pursued, and the management generally.

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4497. Have you power to direct the course of cultivation, or control the purchase and sale of stock on the eighty-three school farms, in the same way as in the case of the large farms?—No; we have nothing to do with that; if the managers of the eighteen model schools under local management, and of the eighty-three school farms, pursue any established system of rotation of crops—if they do not violate any of the fundamental principles of husbandry, as they are known to me, I do not interfere with them.

4498. You inspect and criticise, but you do not manage?—I do not manage.

4499. Are the farms attached to schools cultivated wholly by the children attending the school?—In no one case; in many cases the children perform no manual labour at all on the farm; in some cases they do.

4500. Are there any rules of the Commissioners for those cases where they do perform labour on the farm to secure a proper time being given to the teaching in school?—That is left very much to the manager. The manager knows all the local circumstances, and, of course, does what is best for the school; but in no one case does the farm work, or the agricultural instruction, interfere with the the ordinary time for literary instruction.

4501. Do the ordinary Inspectors of the Board visit those eighty-three school farms?—They do.

4502. Have cases come to your knowledge where just complaint has been made either by parents or other persons in the neighbourhood that the children had been unduly kept from school to be employed on the farm?—No such case has ever been reported to me, but I have heard managers say that they had frequently to request the teacher to discontinue farm labour, inasmuch as the parents complained that the children were worked for the profit of the teacher. In all those cases, what I have suggested is, that in addition to the instruction imparted in the school on agriculture, they should be periodically taken over the farm and receive what I call clinical instruction as to what is going on.

4503. Do the children like being employed on the school farms?—I think, on the whole, they like it very much.

4504. Are the masters who teach in those model farm schools of at all a different class from the ordinary teachers?—They are men who have more taste for farming, and I should say are a grade more intelligent than the ordinary teachers.

4505. Are there many of them who are qualified to communicate instruction to the children by lectures while visiting the farms?—I find the majority of them are exceedingly well qualified.

4506. Do many youths come up to Glasnevin from those school farms?—Yes; many of the youths in Glasnevin have come from them.

4507. Do many come to the nineteen model farms from those smaller schools?—A good many do.

4508. Do you find that they are better agricultural pupils than those who come from the ordinary National schools?—I cannot say I have been able to observe any marked difference in that respect.

4509. The Earl of *Dunraven.*—Some of the ordinary agricultural schools contain not more than an acre; how do you distinguish between such school farms and the school gardens?—The distinction is as to the rotation of crops pursued; in the school gardens the rotation is that of garden cropping; for instance, there is no corn. On the other hand, where we have the ordinary farm rotations—the four course, the five, six, or any of the other established rotations of cropping pursued, we call that a school farm.

4510. Are school farms carried on upon any uniform plan?—The uniform pervading ideas are these: that a rotation of crops, a systematic course of cropping of some kind is pursued, and that on all the smaller ones the system of soiling, and house-feeding cattle is adopted.

4511. Who has the arrangement of the rotation on the different farms?—The teacher; we do not consider it advisable to interfere with him, because he is working for his own profit, and so long as he pursues a systematic course of cropping, and does not violate any fundamental principle of farming, we consider he is doing very well. If he tills deeply, keeps his land clean, if his crops are on the whole skilfully cultivated, and his cow or two fairly managed, we do not consider it desirable to interfere with him.

4512. The boys work after hours, do they not?—In some cases there is what we call an industrial class, and it is only where there is an industrial class that the boys do systematic labour, and then only after school hours. They receive a penny per day for their labour. I invariably recommend the teacher to pay them at the rate of a penny per hour, which I think is very fair value for their labour. They can sow seeds, and do other work of that kind, and I do not think a penny per hour too much to charge for their labour. We do not like them to labour longer than two hours in the day.

4513. I see by the table in page 30 of the report, that the number of agricultural schools was a great deal larger about ten years ago than now; can you give any explanation of the cause of the diminution?—That was because some years ago a class of schools called workhouse schools, which had been in connexion with the agricultural department, was all struck off, in consequence of a correspondence that arose between Sir Robert Peel and the Commissioners, in which he compelled them to reduce their estimate for agricultural education, but there has been in reality no such diminution in the number of agricultural schools of any class as would appear from that falling off.

4514. The *Chairman.*—In the larger model farms that are under the control of the Board, is an account kept which would show the amount of capital expended on that farm from the beginning?—I can only answer that question to your satisfaction by saying that since I have had charge of the department I think it will be found that the entire expenditure can be told.

4515. In your calculations of profit, do you make any allowance for interest on the capital expended in buildings?—No, for this reason, that in no one instance have I been able to ascertain how much was invested in buildings. The entire school and buildings were erected by contract.

4516. Do you make any allowance for interest on money expended in improvements from year to year?—That is generally taken into account in what we call the valuation. The usual course in cases of that kind is to value the improvements at the close of the year, with the implements and stock.

4517. Supposing the case of a granary, a barn, or such being built as additional buildings, would any charge be made by you in future years for interest on the money so expended?—I should say it ought to be, but for the four years I have had to do with the department as superintendent there has been no building at all.

4518. Sir *Robert Kane.*—Did I understand you to say that the master of an agricultural school works the farm attached to that school entirely at his own risk, and receives all the profits derived from it?—That is so in all the schools except the Glasnevin one, and the nineteen school farms which are under the exclusive management of the Board.

4519. Those are what are properly termed the model agricultural schools?—They are.

4520. In the ordinary or primary agricultural schools the working of the agricultural part of the school is entirely at the private risk, and for the private benefit, of the master?—Yes. His own capital is invested in the farming.

4521. Do you consider that under those circumstances the master is likely to do more than follow the most usual routine course of agriculture in the country? Is he likely to engage in anything that would serve as a model to show anything novel in the practice of agriculture, further than working his farm better than ordinary farms through his greater intelligence—is his farm likely to become a model in any other sense than

being more skilfully worked?—A school farm may be used, if I catch your question clearly, for two totally different purposes. It may be a "model" farm, though it may produce nothing novel, but merely illustrate the established rules and principles of farming—a good rotation of crops, good tillage in autumn, for example, and sufficiently early in preparation for roots—in other words, merely carrying out the established and well-founded principles of husbandry. But in the sense of carrying out novelties or trying experiments, I should say that except in very few cases they don't do anything of the kind.

4522. Then, such an agricultural school, in what does it differ from an ordinary school where the master would have a little farm to work at during his leisure time, and which, of course, he would work for his own advantage in the best way?—In no respect at all, supposing that the master carried out a rotation of crops, and observed the established principles of husbandry.

4523. If he had a farm of his own, would not it be his interest to do that?—Well, it would be, if he always acted up to his own interest; and so it would be the interest of all the small farmers in Ireland to do the same thing, but unfortunately they do not.

4524. The model schools are worked entirely at the cost and responsibility of the Commissioners?—Yes, the nineteen model farms and the Glasnevin school.

4525. In these farms is the system of agriculture limited to the ordinary routine—a rotation of crops, stall feeding, and so on, such as would be pursued on a farm of corresponding magnitude in private hands?—I can best answer that question by saying that since I have had the superintendence, I have, up to the present, discouraged all experiments, and merely undertaken to illustrate established principles of farming. If the Commissioners desire experiments they must be prepared to carry them out at a loss. One of the very highest authorities—the editor of the "Journal of the Royal Agricultural Society of England"—says, in a recent communication to that society, that he believes no instance on record can be adduced where a man has made experiments to pay. It would be a very proper thing, if the Commissioners propose to try experiments, to have an experimental farm, or to allot a field or two on each farm for experimental purposes; but, it appears to me, the Commissioners will accomplish a great deal of good by illustrating on each of their farms what may be called the recognised principles of husbandry. That, without any experiments at all would certainly be a vast improvement on the system pursued throughout the country.

4526. Then you distinguish between what you call experimental farming and model farming?—I make that distinction.

4527. And you consider the operations of the Board are with propriety restricted entirely to the latter?—Yes, at the present moment.

4528. Giving an example of the ordinary standard course of farming, carried on with the fullest knowledge and greatest care?—Yes.

4529. And in fact not going beyond what ought to be met with in every ordinary farm?—On every well-managed farm.

4530. In that way you consider the operations of the Board have been of late years rendered profitable?—I do; and more useful than when they did undertake experiments.

4531. Is there a department of horticulture or gardening attached to the operations of the Board?—We have at Glasnevin rather an extensive department of horticulture, conducted by a man of considerable experience in that department.

4532. Do you carry out the same principle of looking to a profitable return in gardening?—No, we do not expect profit, particularly on the ornamental part. It consists of a kitchen garden, on which we expect profit; a green-house, from which we don't expect profit.

4533. Have you much green-house cultivation?—Not very much. There is a small green-house, a nice vinery, and a small peach-house.

4534. Is it for the purpose of instruction in the management of green-houses and vineries that these have been erected?—The object of the Commissioners in grafting the horticultural upon the agricultural branch, was to supply a want felt by country gentlemen, and to train up a class of men competent to undertake the combined duties of steward and gardener, and it is succeeding very fairly in carrying out that object.

4535. Mr. *Gibson.*—You say as a general rule experiments are not profitable in the first instance. You have been a good while at Glasnevin, and I suppose you are conversant with the experiments which were made on the farm before you had charge of it yourself?—I am.

4536. You remember, I suppose, the experiments made as to the difference between ordinary and artificial manure?—I do.

4537. And also with respect to the growth of roots treated with different kinds of manure?—Yes.

4538. Would you be prepared to say that in an agricultural establishment, such as Glasnevin, it would not be desirable to test the productiveness of manures, and also the quality of different soils?—I think it would be highly desirable to do so on an experimental farm, but it ought to be kept quite distinct from a rent paying farm.

4539. Of course an experimental farm is an experimental farm—that is evading the question—take the farm I am speaking of—that at Glasnevin, conducted as it has been to the present time, do you not think it desirable, and to be the duty of the Commissioners, to test such matters as I have spoken of, as they were tested at one time during Mr. Kirkpatrick's management?—Yes, they were tested.

4540. I think there were some reports in which the different qualities of the manure applied to the ground and the productiveness of each were put forward?—A great many. I was intrusted from the time I entered the place with the measurement of the ground which was subjected to those experiments, and the measurement of the crops resulting from them.

4541. I am not now speaking of profit at all, but I wish to ask whether you do not consider it desirable in an institution like Glasnevin, supported by public money, that such experiments should be entered into, so that the young men attending there should know how best to employ themselves afterwards?—I think the Glasnevin institution will perform one of its most useful functions if it teaches what the leading agriculturists of the United Kingdom have found to be the best system of husbandry.

4542. Is it your opinion that it should carry out the routine system, but never venture to ascertain what the best system is?—It should not make experiments if you want to make the farm pay.

4543. I am speaking of the duty of a Board of Agricultural Education. Where are the experiments to be made in Ireland, and how are the characters of farms to be ascertained in particular localities?—You ask me where are experiments to be conducted. My experience of experiments—and I have made a good many myself—is that they had better be left to private enterprise. You require a certain degree of zeal and enthusiasm that you cannot always purchase, to make them.

4544. You have it at present at the model farm?—I am only stating my experience of experiments, which is, that they had better be left to the zeal and enterprise of private individuals.

4545. I think you mentioned 10*s.* a week as the standard at which you estimated the earnings of a farm labourer, so as to estimate what the earnings of a farm and the extent of a farm of that class would be?—I stated that a labourer on 10*s.* a week has to support himself and his family.

4546. Well now, on consideration, do you not think that 10*s.* a week is a higher rate of wages than a farmer has, on the average, throughout Ireland?—I take the maximum, the average rate of wages in Ireland is about 7*s.* 6*d.* at the present moment; and I take the maximum in order to compare the lowest

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grade of the farmer with the highest grade of the labourer. I think that would be a fair comparison.

4547. And then this farm that you speak of is not an average farm, it is not founded on the average rate of wages?—I do not suppose I made myself quite intelligible to you on that point. What I meant to convey was, that inasmuch as the labourer who is worth to an employer 10*s.* a week, is able to maintain a family, he ought to be worth more than that to himself, supposing he would use skill and care in the cultivation of a farm.

4548. Then I understand that if the farm labourer is paid 10*s.* a week, his farm would be the farm that you describe?—I do not convey that idea. My remark was that the labourer working for himself, aided by his wife and his son—and it may be two boys—ought to be able to produce as much as would support himself and his family respectably.

4549. Now, Mr. Baldwin, with reference to those small farms, those school-farms which you say are distinguished from gardens by rotation of crops, and by the system of soiling and feeding of cattle, could a man only have a cow, or could he have cattle upon a school-farm of one acre—could he have a cow?—Well, Mr. Cobbett goes to show that a rood of ground will support a cow. I think a man having two statute acres of ground ought certainly to be able to feed a cow well all the year round.

4550. Now would you particularize any of our school-farms of two acres where a man has a cow which he supports exclusively on the produce of those two acres—and describe what he should do?—Well, if he put the one acre of land under the ordinary four-course rotation, he will have two roods under roots. If he tills that with a spade he will produce at the rate of twenty-five tons of mangold wurtzel or Swedish turnips per acre; and a rood of ground producing seven tons or seven and a half tons of mangold wurtzel will give six stones of roots to a cow for about half a year. A rood of ground under artificial grass, the land being tilled by a spade deeply and well, and well manured, will produce as much clover or ryegrass as will feed the same cow in the summer months. That is, supposing the cultivation to be deep and good and the manure fairly and liberally distributed. So that in reality one half-acre of ground will support a cow of the class of cattle in the hands of the poor small farmers all the year round. On five and a half statute acres of land at Glasnevin, we are able to keep four cows all the year round.

4551. Do you mean that the cow should be house-fed all the year round?—Yes; she should be house-fed all the year round.

4552. What you have now said applies to the one-acre school-farm, and you have only given me an account of two roods?—Oh, yes, to be sure, the remainder would be in corn. The two acres would be divided into four fields in a four-course rotation. And on a one-acre farm you would have the remaining half acre under corn.

4553. And how much under potatoes?—Well, a man might pursue such a rotation as we have at Glasnevin, for instance, and he might have another rood, if he wished, under potatoes.

4554. I do not know what you have in Glasnevin; but I want you just to tell me about this small farm?—Well, I understood you to ask me to show the quantity of ground that would feed a cow all the year round.

4555. No; I just want you to give me your own idea of a two-acre farm rotation of crops that would apply to feeding of cattle, because a great deal depends on the capability of these school-farms to answer the purpose, and it is a great matter if they can be so applied, and the country would be greatly benefited?—I think I have shown you that half an acre, at all events, one rood of roots and one rood of artificial grass (supposing the land to be thoroughly well tilled and manured) will feed a cow all the year round; and out of the acre there are two roods available for oats or barley or any other crops the farmer may wish to have.

4556. The Earl of *Dunraven*.—On how many of those agricultural farms in Ireland is that done?—There are very few of them that till so deeply. I assume very deep tillage, and what very few of them do accomplish. That is, I may say, what it is possible to accomplish—what I know can be accomplished; but, perhaps, one school-farm with another, it takes twice as much to feed a cow all the year round.

4557. Can you tell the Commission how these small farms, which are intended to give agricultural instruction to the farmers, are worked at the present time?—The systems of management are almost as various as the farms themselves. In very many of them—I should say, in the majority of them—the four-course rotation is pursued. Here is one I obtain from the list at random—Parteen, near Limerick, for instance. There are two statute acres, and the man keeps a cow all the year round upon that. He pursues the four-course rotation upon the two acres, and he grows a good deal of potatoes for his own use. He is not a man possessed of any extraordinary skill. He is a sensible man, who works pretty industriously, and tills his bit of ground very fairly, and has a cow in very nice condition and rears her calf, and has potatoes and vegetables for his house all the year round—potatoes and vegetables, and milk and butter for himself and his family.

4558. Have you any control over the mode of farming in those ordinary schools?—We have, in this way, that if we find that a man is doing anything wrong, we give him a reprimand. For instance, if we find a man not ploughing his stubble land in the month of November, we reprimand him for it. In some few cases we have cancelled the grant altogether, because they did not observe the rules which we think they ought to observe.

4559. By whom are the farm-buildings erected generally?—In very many cases by the landlords; in some cases by the teachers.

4560. Mr. *Stokes*.—In the case of the small farm which you specified just now, am I right in supposing that the cow belonged to the master?—The cow belonged to the master.

4561. What kind of account does the master keep of the crops of this farm—does he take the crops himself?—He does, and he keeps a most accurate account of all his receipts and all his expenses.

4562. Does he buy the crops from the Commissioners?—No; the Commissioners have nothing in the world to do with it, except to see that he pursues a skilful system of cropping and teaches the elements of agriculture in the school to their satisfaction.

4563. Does the master pay rent to the Commissioners?—He pays rent to the landlord.

4564. What, then, have the Commissioners to do with the farm at all?—To inspect it—to see, as I said before, that the master pursues a proper course of cropping, and that he teaches the elements of agriculture to a class of boys in his school.

4565. Do the Commissioners oblige him to keep such a farm?—Not at all.

4566. Is it left to himself?—Entirely.

4567. In cultivating such a farm as that, with deep digging, are the boys able to do much?—No; I suppose there are not ten per cent. of them where the boys do any labour at all; it is voluntary with them.

4568. Do the managers superintend, or are they supposed to superintend the farm?—The managers take an interest in them; and they could not be established without their concurrence.

4569. Do they stand towards the farm in the same relation as they do towards the school?—In the same relation.

4570. The farm is under their direction?—It is.

4571. The Earl of *Dunraven*.—There are both vested and non-vested schools?—Yes; in some cases we have a different landlord for the school from the landlord for the farm.

4572. Is the land always contiguous to the house?—In most instances. The last case I visited was in

the county of Leitrim, and the model farm there, which was on the side of a mountain, on which the teacher was setting the people an example of reclamation, was situate about a quarter of a mile from the school.

4573. Lord *Clonbrock*.—You have told us that Glasnevin farm is divided for instruction into three different sizes?—That is stated in my printed report.

4574. On which of these three different sized farms is the instruction given most valuable, taking into consideration the general system of agricultural instruction in the country?—Considering the institution as a place for educating young men, the small farmers' sons, to farm for themselves, to go back to improve their fathers' holdings, I should decidedly say that the two small farms are most valuable in this respect.

4575. Now, do you believe that farms of such a limited area as that of the model farm at Glasnevin—five acres—can generally be carried on profitably in the country?—I think any five acres at Glasnevin are fully as valuable, and as productive as more than double the same area of land of an inferior description in the remote districts.

4576. Do you believe that it possesses that value from its proximity to Dublin?—Partly from its proximity to Dublin, and partly from its natural productiveness. It happens that the land in the hands of the small farmers is, as a rule, light land, poor land, hilly land, boggy land, and so on.

4577. I do not know what you say is the best land of that size. Do you believe that, supposing it is not in the neighbourhood of a town, and you have not got a market close to it in the rural districts, a farm of that kind could be profitably conducted, so as to be beneficial to the country?—I think any farm of the same rental could be tilled with advantage to the individuals and to the country. As I said before in answer to the Chairman's question—I conceive that in connexion with that question, it is not a question of acreage at all so much as of rental—that is, supposing the land to be fairly rented.

4578. Then, in looking at this farm of Glasnevin, I am not to take the acreage, but the rent. Now, what is the rent of your small farm at Glasnevin?—The rent of our land at Glasnevin is about £4 per statute acre.

4579. That makes £20 a year?—Upwards of £20.

4580. That makes a very different farm from the general sizes of farms we get in the rural districts that would be under fifteen acres?—Yes, and that is what I wished to convey to the Chairman.

4581. That would involve a very different style of farming, because you know it is quite manifest that you cannot cultivate an area of fifteen or twenty acres with the same hands that you could cultivate five acres, although the latter may be more valuable land?—But if you look at the produce. Those five acres maintain four cows all the year round; and consume as much labour as many a twenty-acre farm in the country.

4582. But you have got an area of land that must be cultivated, whether it be rich land, or whether it be poor land, and if you increase the area from five acres to twenty acres, so as to make the rents of the different descriptions of land equal according to what you say, is it not quite manifest that you could not cultivate the larger area with the same number of hands as the smaller? The man and his two sons that you talk of would not be able to cultivate the larger area, would they?—The depth of cultivable soil at Glasnevin is fully twice as much as the depth of soil cultivated on many of the light farms in Ireland, and I have no hesitation in saying that there is twice the quantity of labour on those five acres that there would be on ten acres in many parts of Ireland.

4583. Do you mean to say that the same number of people, no matter how different the two kinds of land, would cultivate five acres that would cultivate twenty?—I did not say that of all cases.

4584. If you say that it depends on the matter of rent, and if I say that twenty acres of land in the country would represent your five acres at Glasnevin, it is quite manifest that you are dealing with a very different category of farm altogether, and it is plain, is it not, that the same number of hands could not cultivate the twenty acres that could cultivate the five? You say that in comparing two farms I am not to look at the area but the rent, and then I must increase my area when I look to the country, and your five acres at Glasnevin would represent twenty in the rural districts?—Twenty acres of land in the poor condition it is met with.

4585. Still, twenty pounds a year would be the rent of each?—Certainly.

4586. Well, I have known a great many places where a pound an acre represents very fair land. Land at thirty shillings an Irish acre we call in my country very comfortable land?—Well, if the same skill had been bestowed for the last fifteen or sixteen years on any twenty acres of land in the country which was only worth twelve or fifteen shillings an acre at first, I think you would agree with me that that land would be worth now more than a pound an acre.

4587. I can assure you that thirty shillings an Irish acre is paid, and I can assure you that thirty shillings for an Irish acre represents an extremely good quality of land, a very high quality?—But not land that has been for a series of years deeply tilled and liberally manured, surely.

4588. It will represent land with about three or four feet of good soil?—I know perfectly well that you are right, that it represents land in the condition that it is now in the hands of small farmers; but not land in the condition that it would be in after receiving generous treatment for fifteen or sixteen years.

4589. I doubt whether, at least in our country, if you improved the land ever so much, you could get it beyond that?—Surely any tillage land can be improved by good tillage and manure.

4590. Now, I heard you say just now that half an acre of land will maintain a cow for a year—a rood of land in roots all the winter, and a rood of artificial grass all the summer?—Yes, under the circumstances stated by me.

4591. I suppose you do not propose to feed upon roots all the winter; and how do you propose to find the hay?—Give it a little straw with the roots.

4592. Then it is quite clear that that must come off some other land?—No; we suppose an acre put under the four-course rotation, and there are two quarter acres in corn.

4593. And you would have sufficient straw for both feeding and bedding?—I have no doubt I should. I put that as an extreme case, and I said that on our farms—even those which are fairly managed—it takes twice that.

4594. Mr. *Gibson*.—The farm that you spoke of to me was a two-acre farm?—Yes.

4595. Lord *Clonbrock*.—Then, of course we should have to consider also, in those small holdings that you recommend throughout the country, that there would be the necessity of houses and buildings, because if you keep your cows in houses, and all that, you must have sufficient buildings attached to them. Do you think it would be a profitable speculation, and might pay upon every five or ten acres of the country, to have those? Who is to go to the expense of those buildings, and who is to erect them upon that small area of land?—My lord, I should be very sorry that you should suppose that I was an advocate for small farms as against large farms, either in anything that I have said in that report, or anything that I might say to the Commission; but, having 300,000 farmers in Ireland, each with less than fifteen acres of land, it is surely desirable to teach them better means of cultivating the land they have;—not that I consider that small farms of five acres are the best thing for the country *per se*; but, having them there, I think it is best to show them how, by good management and good tillage, to make the most of their holdings and to uplift themselves; and I think if they were encouraged to a reasonable extent, as many Irish landlords encourage them, that the buildings could be put up at a very trifling cost indeed. The aptitude of the small farmers for erecting plain but suitable

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buildings for themselves is very considerable; and they show that, indeed, with small aid from their landlords. I should like to mention to you, if you would go into it, an estate where it has been done in one of the remotest and worst parts of Ireland—in the county Tyrone.

4596. Have you found that your instruction given to your farmer students has been of any practical use to the country—do you know, or have you heard of any pupil at Glasnevin who having gone home has profitably cultivated his own farm upon your principles?—The young men we teach at Glasnevin, as a rule, become stewards. They find that they can get on better by becoming stewards of the landed gentry of Ireland, than they would by going home to cultivate the small farms.

4597. I thought that perhaps you might have known some instances where the pupils might have gone home, and shown the old people at home the way to put their instruction to practical use?—Some of them have gone home and worked with their fathers, but not to assist the five-acre farmers or ten-acre farmers.

4598. Now, have you much competition for your admissions into the Board's agricultural schools—do they all go in by competitive examinations at Glasnevin or the other schools?—They come to Glasnevin chiefly from all the other agricultural schools.

4599. But you have competitive examinations for admission to the agricultural schools in the country?—We have two classes of pupils. In each of the schools the Commissioners have endowed a number of scholarships, which we call Free Pupils' Scholarships. For these free scholarships the examination is competitive. For the paying pupils there is a mere qualifying or pass examination. In answer to the other part of your question, I may mention instances of model agricultural schools under the Board which are now full:—Athy, in the county of Kildare; Kilkenny; Limerick, nearly full; Cork, pretty full; and there are at the present moment several applicants for admission to Athy and Kilkenny.

4600. Then you say that throughout the country you are generally full?—In the provincial or larger schools; not the smaller ones. I think if you go consecutively through the history of the department I shall be able to show you that the Commissioners, urged on by the landed interest of Ireland, established too many of the schools—for instance, between 1848 and 1853 the number of model schools was increased from eight to twenty-nine.

4601. Do pupils readily pay the required fee of £8 per annum—is that fee willingly paid—do you find that this is no obstruction?—It is not so much an obstruction as the value of the labour of the farmers' sons to the farmers.

4602. Can you tell me why Athy seems to be the most favoured of those schools—it seems to be fuller than the others?—Well, for the last three or four years the Athy farm has been managed with great skill, as I hope to be able to show you if you go into it, and that, I think, is quite enough to account for the confidence reposed in it by the farmers; and it is in the midst of a colony, I may say, of Scotch farmers, many of whom I hear speak very highly of the good sense, judgment, and skill shown by the agriculturists. And another circumstance is, that the number of places there is limited. There is only room for four boarders at Athy. There is accommodation for upwards of twelve at Cork, and at Limerick for about twenty; and, of course, the number of places being limited at Athy, it will always be full.

4603. Why is the number of the free scholarships larger in some of the schools than in others? I find here a return stating that in Limerick the number of free pupils is six and in Cork four. I presume that the number of free pupils represents as many as the Board is enabled to receive as such?—No, the number they give there is the maximum of free pupils.

4604. I presume that those free scholarships are willingly accepted by the pupils?—Not in every instance. At one formed in Cork, for example, the farmers would more willingly pay the £8, than accept the free scholarships.

4605. More willing to pay than to get in free?—In Cork I have found that to be the case; but I have not answered your question as to the greater number of agricultural pupils being in Limerick. The Commissioners got a loan from the trustees of a local fund, and the trustees very liberally gave back the rents to the Commissioners towards the maintaining of agricultural boarders; and then the Commissioners, to show their sense of the gift of the trustees, have given a larger number of free scholarships to that than to any other school.

4606. That is the reason why Limerick has so many more?—Yes.

4607. And then in Cork and in Belfast there are four, and those are the two next; and is that from the same reason, local funds?—No, those are the two largest schools that we have—Cork and Belfast.

4608. Now, Derrycastle school attracted my attention in the return just now. Was this school originally founded as an agricultural establishment, or was it a National school to which, subsequently, a farm was added?—Both were established about the same time—the school and the farm.

4609. But it is not a model school?—No, it is what is called a model agricultural school, but not a model school in the strict sense of the word.

4610. It says thirty scholars in it receive agricultural instruction. Now, does that imply that there are more scholars in the school who do not receive agricultural instruction?—Oh, yes, only the senior boys receive agricultural instruction—those who are capable of reading well and imbibing agricultural instruction—the third and fourth classes, for instance.

4611. Then it is a large school, I presume?—A large school.

4612. And the thirty senior boys are taught agriculture?—The senior boys only receive agricultural instruction.

4613. Then from that it would appear that it would be very desirable if we could possibly extend the system of agricultural schools. I mean to say, would it not be a great advantage if we could make all the ordinary schools of the country in the rural districts agricultural model schools, with farms of different sizes?—Most desirable, and it is the result of my experience, in all parts of the country, that it would be productive of great good indeed if the elements of agriculture were well taught in the schools; and if, in addition to them, you could have small bits of ground well tilled.

4614. Still I think in your last report you have stated that the pupils do not seem so willing to avail themselves of agricultural instruction as they ought to be?—I distinctly stated that in my report, and I wish to convey the same idea to the Commissioners—that there are several of the minor schools, for instance, which have no boarders at all.

4615. And you give some cause for the unwillingness?—I do.

4616. The rising wages of farm labourers. Do you think you were quite justified in saying that one cause is the feeling that prevails among the tenant farmers as to the want of leases and reasonable security for tenure?—Well, that conviction has been forced upon me by my observation in all parts of Ireland.

4617. And this feeling makes them indifferent to agricultural progress of every kind—you think that that general proposition is quite justified?—That is my opinion, and I think it is rather fortified by the experience of those who have had experience of agricultural societies, and all movements for improving the condition of the tenant farmers of Ireland.

4618. Do not you think there is a reason that you come to afterwards in the report, that is a great deal more likely, that is, that the model farms have not shown very good balance sheets?—I think that has had a great deal to do with it.

4619. Rather more I should say than the other—for persons do not like to enter into fancy schemes that

they see are not paying. Do you not think that that would be rather more likely to deter than the former cause, or at least sufficient to account for it without anything else?—It would fail to account for it, I think, in the case of farms that have been paying a reasonable profit for some time past.

4620. You say some farms are beginning to pay?—They are.

4621. The *Chairman.*—What is the extra cost of a school-farm to the Commissioners?—£5 a year for salary, exclusive of whatever little grants of books they might make from time to time, which is a very small sum indeed.

4622. Is that the total expense of a school-farm in excess of that of the ordinary National school to the Board?—That is the total expense.

4623. Lord *Clonbrock.*—In the list of the ordinary agricultural schools in 1866, page 317, you have one column giving a return of the number of pupils instructed in agriculture, and I observe in some half dozen of those schools there are blanks; now we will take No. 23, Ratoath, co. Meath, and there there are none instructed. What is the reason of that?—The explanation that I can offer you upon that school will almost apply to many of the others. It arises from accidental circumstances; the accident in that case being that the teacher last year was an old man, and we found it exceedingly difficult to get accounts or returns of any kind from him; and a younger man has been put in his place, and we shall have the figures in next year.

4624. Professor *Sullivan.*—With respect to a question of my Lord Clonbrock, I wish to ask you what do you consider the elements that enter into the value of land, distinguishing the natural as it were from the artificial values—for instance, as to geographical position?—First, the staple of the soil itself; its proximity to market; its elevation above the sea; its proximity to sources of manure, &c.

4625. That is, separating the natural from the artificial, you have first the soil itself, the natural soil?—The natural capability of the soil itself, and then you have the geographical position as regards height above the sea, or what may be called climate.

4626. And then you have the artificial one of locality, the proximity to town, and means of transport?—Yes.

4627. And then you have the state of cultivation and the previous action upon it?—Both affect the rent.

4628. In making a comparison between land such as that in the small farm in Glasnevin, and any other land in respect of rent and cost of working and other expenses, should you not take the whole of those values into account?—Oh, manifestly.

4629. Then in the answer to Lord Clonbrock a misunderstanding arose from his having applied an extreme case both as to the natural value of the soil and the artificial advantages it possesses?—I have no doubt it did. With regard to the school-farm I should wish to supplement the answer to that question by this remark—that I think the lesson to be derived from the school-farm at Glasnevin, if any lesson is to be derived from it at all, and every other farm of the kind is, that on the given conditions of cultivation—what you call natural and artificial conditions, that you have there, there is a sufficient amount of produce produced out of the land to maintain a family as they ought to be maintained.

4630. The Earl of *Dunraven.*—What do you mean by that?—To maintain a family in competence.

4631. Professor *Sullivan.*—It would be an extreme case to compare five acres and twenty acres as value for the same sum—that would be an extreme case?—Of course it would, because the natural and artificial conditions upon which the value of the land as land depends are so much mixed up together.

4632. You stated with regard to the depth of the soil, is it not a fact that the expense of working the soil increases almost directly as the depth, so as to compensate for the increased area; so that if the working soil be double it is equal to nearly double the area?—I meant to convey that, and particularly so with spade labour.

4633. Mr. *Dease.*—Assuming that all the elements mentioned by Professor Sullivan should be taken into consideration in valuing land, do you suppose that these elements have been taken into consideration in preparing what is generally known in this country as Griffith's valuation?—They are supposed to be taken into account.

4634. Do you consider Griffith's valuation, a per-centage being added, as a general rule, a fair standard to take as regards the letting value of land?—I think it is on the whole. So far as I have been able to ascertain, and I have given some attention to the subject, I think it is, on the whole, a fair relative valuation, taking one district with another.

4635. Are you aware whether in Griffith's valuation the relative distances from markets and from ports—one of the elements mentioned by Professor Sullivan—is taken into consideration?—It is.

4636. Professor *Sullivan.*—That is to say, with respect to land in the west of Ireland, the market for which is in England—is there an allowance made in Griffith's valuation for land placed there as compared with land placed on the eastern coast, where the transit is easier?—There ought to be.

4637. Mr. *Dease.*—What is Griffith's valuation of Glasnevin farm exclusive of buildings—the valuation of the land?—The valuation made about twenty years ago is £369 15*s.*

4638. Can you tell whether there is much difference between the present valuation and the valuation taken before the last revision?—There has been no revised valuation.

4639. Can you furnish the Commissioners with the different values of the land at Glasnevin, exclusive of the buildings, at the different periods of the revision of the valuation?—I can only repeat that I believe these are improved by the Commissioners—that there has been no revision.

4640. Have you a sufficiently accurate recollection of what is about the amount of the valuation, to tell us what it is with regard to the land?—Griffith's valuation, that is the old valuation, is about half the rent we pay.

4641. Do you pay taxes?—In Ireland Educational institutions, such as Glasnevin, are exempt from taxes.

4642. What would the amount of the taxation be in addition, supposing that you were charged with taxes in addition to your rent?—Well, it would come to about half-a-crown in the pound on the valuation.

4643. That would be 1*s.* 3*d.* on your rent?—On our rent it would be at least that.

4644. Were agricultural and industrial schools originally contemplated as part of the educational scheme put forward by Lord Stanley?—No reference is made in Lord Stanley's letter to the subject, and the first reference which I find to it in the Commissioners' own reports is in 1837.

4645. When were model agricultural schools first proposed?—The first reference I find to model agricultural schools made by the Commissioners themselves is in the report for 1838, when they stated that they had ingrafted upon the normal school an industrial school at Glasnevin.

4646. What was the original size of Glasnevin farm—has it been increased?—Repeatedly.

4647. In size?—The area has been increased from time to time.

4648. Do you remember what the size was at first?—I should certainly say more than fifty acres.

4649. Can you give us any information with regard to a letter written by Lord Monteagle in 1847?—Yes; Lord Monteagle wrote two documents in 1847, one was addressed to the Duke of Leinster, strongly urging upon the Commissioners the importance of establishing agricultural schools. There was another document in the form of a memorandum, addressed to the Commissioners themselves; and in one of those letters I think you will find that Lord Monteagle stated that the Commissioners were called upon, under the penalty of a famine, to take up this system of agricultural education.

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4650. Can you give us the different classes of schools, and the dates and circumstances under which the different classes were set up?—The first reference, as I said a moment ago, occurs in 1837, when they expressed a willingness to establish agricultural schools. In 1838 they said that they had established an agricultural department at Glasnevin. Then public opinion appears to have urged them on towards an extension of the system. Sharman Crawford, for instance, writing in 1839, advocated it very strongly. I have no doubt the action of the Royal Agricultural Society in England, which was started in 1838, and which in its charter had agricultural education as one of its primary objects, would have a great deal of influence on the deliberations of a body like the Commissioners of National education. The Devon Commission in 1841 and 1842, stated as the result of their inquiry that there was no difference of opinion on the part of any witness examined by them as to the importance of engrafting agricultural upon literary education. In 1846 the Royal Agricultural Society of Ireland was established, and a series of papers appeared upon the subject of agricultural education in the transactions of that society; and they will be found to be the very strongest possible expressions of opinion on the importance of establishing agricultural schools. Then came Lord Monteagle's letter and memorandum in 1847, all of which I think induced the Commissioners to take up the system. But if I may venture to remark, I think that all through the Commissioners have been rather led on to take up the system; they have been following public opinion rather than leading it upon the subject. Then, as the result of all these opinions on the part of the Agricultural Society and Lord Monteagle and Sharman Crawford and other distinguished public men, I find that the number of agricultural schools rapidly increased. In 1845 the Commissioners had five model and seven ordinary agricultural schools. In 1848 they had eight of the former and twenty-one of the latter. In 1854 I find the Commissioners, yielding to public opinion, had established thirty-two model schools and forty-seven ordinary agricultural schools and three school gardens. They increased the number until 1858, when they had forty-one model schools, forty-seven ordinary agricultural schools, and three school gardens. For various reasons there was an outcry then raised against their system of agricultural education. Several parties attacked the model farms. They were attacked, as I dare say is pretty well known to the Commission, in Parliament; and from that moment the Commissioners ceased, as far as I can see to establish any other model agricultural schools. Even the number of the ordinary agricultural schools decreased till 1861, when they went down to the lowest point, thirty-nine. From that time they have been steadily increasing up to the present time, and the number is now, as I told the Chairman, eighty-three; but there has been no increase since that time in the number of model agricultural schools.

4651. Have you ever found it assumed that the teaching of agriculture in National schools must be a waste of time, on the ground that it interferes with the ordinary literary course?—I have found it repeatedly.

4652. Do you think that in truth it does so?—I think the contrary.

4653. Do you think agricultural instruction might be more widely incorporated than it has hitherto been, with the ordinary literary course without injuring the literary efficiency of the schools?—I think it would not injure them in the least, and that not only in this country, but in any country, it ought to be done; but in Ireland more particularly.

4654. Is there any subject that in your opinion would be more interesting to the class of boys generally attending our National schools?—I know none more interesting, and when the elements of agricultural science are well taught in the schools, it gives the advanced boys not only a very useful knowledge in this respect, but I think it also gives them a taste for knowledge of all kinds.

4655. Is there any subject the teaching of which in our schools is likely to be more useful than agricultural subjects?—None whatsoever.

4656. Is the system adopted in the schools of the Board one more applicable to large or to small farms, taking the terms large and small farms in their general acceptation as applied to farms in Ireland?—The system which is adopted in all the model schools and agricultural schools of the Board is better adapted for small than large farms.

4657. Possibly you think that the small farmers are more in need of instruction than the large ones?—I think they are. Besides I think the system ought to be different on the small from the large farms.

4658. With respect to the difference of size of farms, are you aware that fifteen acres is generally looked upon as the line between small farms and those that are not small?—That was the line that was drawn by the last Commission, but I think the distinction ought not to be by acreage, as I said before.

4659. Suppose we are to take acreage as the standard, would you be disposed to view it in another light, and taking the land at a pound an acre to draw the line at a rent of £15?—Yes; I should say that would be a very good line to draw.

4660. Taking the average of Ireland at a pound an acre?—Yes.

4661. Taking fifteen acres as the standard between the large and small, one half of the farms in Ireland in round numbers are less than that in extent?—They are under fifteen acres.

4662. Are you aware that there is a prejudice against small farms amongst a large class in Ireland, and a belief that they must eventually be absorbed in the larger ones?—There is.

4663. Do you coincide in that opinion—(I gather that you don't from the evidence)?—I do not. I think it is very possible that there will be consolidation to a certain point, but on comparing the most prosperous counties in Ireland and the counties which are most affected towards the law with those counties which are least prosperous and in which disaffection is said to prevail to the greatest extent, I find by far the greatest proportion of small farmers in the former. Compare Down and Armagh on the one hand with Cork and Kerry on the other—you find the figures, I think, in my report for 1866.

4664. Lord *Clonbrock*.—You mentioned the counties of Down and Armagh as counties in which there are small farms as compared with Cork and Kerry. Are you not aware that those two counties in the North are manufacturing counties, and in almost all of those farms you will find a loom or something of that kind, and you will find that the farmers subsist not altogether on agriculture but on something added to it also?—That used to be the case, but it is not so. I have been in both counties, and I do not remember seeing a loom in any farm-house.

4665. Mr. *Dease*.—Are there any other portions of Ireland where there is not manufacturing industry in existence, where the farms are small, and where your observation would apply?—Yes; take for instance the whole of Wexford; take also Louth. You will find small farms there, and they certainly have no manufacturing industry. You will find them exceedingly prosperous there, and in the county of Wexford.

4666. Do you know the county of Cavan at all?—I do, well.

4667. And the farms are generally small there?—They are small.

4668. And the people moderately comfortable?—Very comfortable. And the small farmers of Belgium do not depend, as is commonly supposed, upon manufacturing industry at all, but upon agriculture. They live by it, and by it alone.

4669. Suppose that this view that you put forward be correct, do you think that it would have a soothing and, by being so, a beneficial effect on the mind of the population to aid in extending that view more widely?—I believe that if the landed interest of Ireland were to encourage the system of agricultural instruc-

tion, and to lend their aid in planting a vast number of well-managed school farms over the country, which would present to the people examples of good farm management, and what could be made really by good tillage, it would do more to soothe the public mind than any other means within their reach.

4670. Do you think that the 300,000 occupiers of farms of less than fifteen acres, taking them at five to a family, represent a million and a half of individuals?—About that number.

4671. Or a fourth of Ireland's population?—About a fourth of the population.

4672. Do you conceive that it would tend to tranquillize the minds of those 1,500,000 people if they could be led to believe that the eventual absorption of their small holdings into larger ones had ceased to be regarded as merely a question of time?—I do, and I wish to explain to you that the people, those small farmers that you refer to, have got into their heads a notion which is in very many cases a mistaken one, that the landed interest of Ireland is totally against them, and want to displace them as speedily as they possibly can. I believe in most instances that notion is unfounded, but it is, nevertheless, unfortunately productive of great mischief.

4673. It exists?—I know that it does exist.

4674. Have you derived your opinion that farms of from ten to twelve or fifteen acres can be made to pay a fair rent and support a family in moderate comfort from long experience of what has been done on model farms?—Partly from that and partly from observation, in all counties in Ireland to which my office brings me, of the circumstances of the small farms.

4675. Can you give a general example of such results being produced on a small farm in connexion with the Board. I think, by-the-bye, that you have shown that in answer to Mr. Gibson. I think you gave those results?—That was rather small.

4676. Can you give us one in connexion with the Board?—I will take the one which was mentioned by my Lord Clonbrock a moment ago, which I think is one of the best for the purpose, because it happens to be one of the most unfavourably situated—on a mountain side—and that is Derrycastle, in the county of Tipperary. The Commissioners rent from Mr. Spaight 18A. 1R. 22P. statute measure. They pay for this a rent of £13 15*s*. 9*d*. You will find the figures in the report for 1865, and I can vouch for their accuracy. All the accounts have passed through my hands, and they were subsequently checked in the Education Office, and I think you may, therefore, take them as being accurate. Now, on that little farm of eighteen statute acres the Commissioners had, in addition to the rent, to pay £14 5*s*. 7*d*. for labour; and, estimating the labour of the day scholars doing sundry little works, at £2, there is a balance of £39 14*s*. 9½*d*. Now, if you add to the balance there shown as profit of the Commissioners the amount charged for labour, £16, you have a total of £55 as being available. It is at page 369 of the report for 1865. As the small farmer and his family could perform all the labour, and more than the labour, and there would be, therefore, available for their maintenance a sum of £55 odd on a rental of £13 odd.

4677. How many years' rent would that pay?—Upwards of four years.

4678. You mentioned just now the fact of your being employed to examine into the farming at the Oldcastle school farm?—Yes; and I dare say that will be a more satisfactory case, as it is not at all connected with the Government.

4679. It is unconnected with the national system. Can you tell us what is the acreage of that farm?—It is little more than the Derrycastle farm. We count it by Irish acres. There are eleven Irish acres, and taking the balance sheet for the same year—every item in which I checked—I find that farm produced six times the rent, and that the trustees had to their credit in that year a sum of £30 4*s*. 6*d*. There was a sum of £45 paid for labour, which of course a small farmer and his family would have for themselves. They could do all the work. There would therefore be on this eighteen acre farm a sum of £75 available for the maintenance of the farmer and his family.

4680. What would that represent to the farmer and his family in the way of wages, supposing the father and son and a younger boy were employed permanently upon it all the year round?—About two men and a boy.

4681. At what rate of wages for the men?—I suppose you would pay about 8*s*. a week there.

4682. Can you tell us what would be the rent of the farm—the acreable rent?—The rent of that this year was £34 10*s*. 7½*d*.—that is, rent and taxes, for taxes are paid there.

4683. Have you anything to show the actual rent as distinguished from the taxes?—Yes; £32 10*s*. 3*d*., or £3 the Irish acre.

4684. At about what would you value the buildings on that farm?—I should say about £1 an acre.

4685. That would leave the rent of the land, exclusive of the buildings, at £2 an acre?—Yes.

4686. Do you consider the £2 a fair rent?—Quite enough on the ground for agricultural purposes.

4687. And profit was produced after paying £2 an acre for the land and interest on the money sunk in buildings?—Yes.

4688. Representing 6½ per cent.?—Yes; on buildings at the rate charged by the Government.

4689 The rate at which the landlord could borrow money from the Government?—Yes.

4690. Tell us whether, as a matter of fact, it is in the power of the landlords to raise money for the building of farmsteads on farms of that class under the Act of Parliament, or whether it is not confined to a higher class?—The Act of Parliament does not fix a limit; but the Board of Works most unfortunately has done so.

4691. Then it is the Board of Works' by-law that limits the building value?—Yes.

4692. Which would prohibit a landlord from raising money from the Government?—The intention of the Legislature was completely frustrated, at all events until recently, as I conceive it.

4693. Is the total amount of produce sold off the farm equal to or greater than what fairly might be expected to be produced on an equal number of acres if they formed a portion of a 300-acre tillage farm?—It is more.

4694. Would the amount spent in labour be greater or less?—Greater on a tillage farm.

4695. Would the value of the stock per acre be greater or less?—A great deal more.

4696. Are you aware, Mr. Baldwin, of any change in this by-law of the Board of Works within the last two years?—I know what you say was correct two years ago. They reduced the rental at my suggestion. It is now £50.

4697. I have asked you to compare the small tillage farm with the large. Let me ask you to compare the economic results of the small tillage farm, taking the actual result produced at Oldcastle on one side, and on the other what might fairly be expected to be the results produced on a large grazing farm—entirely grazing—and to illustrate your comparison by taking Oldcastle accounts?—Do I understand your question to mean that you wish me to give an opinion as to what the same eleven acres, if all in grass, would produce?

4698. Yes?—Any answer I could give would be a mere approximation on that subject, but I can fairly approximate it in two ways—first of all, by the capacity of land to produce grass; and secondly, by the number of stock that might be maintained on it.

4699. Take the actual land such as it is, on the Oldcastle farm and adjoining it, and compare what you might expect to be the extreme amount to be produced from grazing, with the results actually produced from tillage on that land?—Well, I should certainly say that taking one year with another, you would be able to produce two rents more by tillage than by grazing. Again, to take it in another way—it might carry five

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—at most six—say two-year-old heifers, and ten sheep, and that would be the most profitable mode of using it as a piece of grass. Each of the heifers would produce, one with another, and taking the average of seasons, possibly about £6. That would give in heifers about £30; and the value of the lambs, or the lambs and the wool of the ewes would vary from £15 to £20; so that the land in pasture, if skilfully managed, would produce £45 or £50 a year—that is to say, less than twice the rent. In the other case it is capable of producing more than twice as many times the rent.

4700. Then, comparing the two systems, the item of labour is practically to be found only in one?—Very little else, except a portion of herd's wages.

4701. And in the other there is nearly £50 spent in labour?—Nearly £50.

4702. Then as regards the circulation of money in the district, or in the country by purchasing seeds and manures. What is the amount expended on seeds and manures in that balance sheet?—It is very considerable indeed. It would be a good thing if all the land were cultivated in the same way. There would be an enormous circulation of money amongst individuals, there would be an enormous addition to the wealth of the empire.

4703. What is the sum spent there?—I see from the balance sheet for 1865, for "seeds and manures" about £11, or a pound an acre. We get good seeds. For implements there was £3 8*s.* 6*d.*—never exceeding £10, or a pound an acre.

4704. Well, then taking that balance sheet—not as a matter of speculation, but as a thing that has already been accomplished, your comparison would go to prove to us that on all grounds, namely, supporting in comfort a larger number of people, circulating more money in the purchase of manures and seeds, maintaining more stock, paying a larger rent to the landlord, and producing in the end a greater profit to the tenant, the tillage is superior to the grazing system?—No doubt of it.

4705. Do you consider that the maintenance, in various parts of the country, of small model farms, efficiently managed, would produce beneficial results?—I think they would produce very beneficial results.

4706. I suppose you consider it a *sine qua non*, that a fair amount of profit should be realized?—I do.

4707. Has this been the case on the various farms under the Board's management from first to last?—I should be very much afraid that from one cause or another, at a certain period, it was not.

4708. Are the results of the past year more satisfactory?—They are.

4709. Has the system of taking in boarders been generally successful or otherwise?—I am quite sure it has not been so extensively availed of as the Commissioners expected.

4710. You are aware that in Oldcastle an attempt was made by the trustees to have boarders?—I am aware of that. It has failed elsewhere.

4711. Have you had opportunities of making yourself acquainted with the agricultural education system in other countries than Ireland?—I was connected with the Cirencester Agricultural College, and had an opportunity of carefully examining it. I have visited the Agricultural Colleges of Grignon in France, and the State Agricultural College of Belgium.

4712. Has the boarding system generally been a failure in other countries?—The result of my observation and inquiry has been that, on the whole, the Commissioners of National Education have in their boarding department been more successful than any other, and if you will allow me, I will mention a few instances to show it. The great agricultural college of Grignon in France, did not appear to me, when I visited it in 1856, to be anything like successful. The farm was not well managed, nor the boarding class so well attended to as the Commissioners' class at Glasnevin. The State agricultural colleges in America have been admitted by Americans themselves to be failures. A comparatively recent law endows a college in each State. They have established a good many in the States, and I believe they have been almost all failures. If I go to the Royal Agricultural College of Cirencester, in England, which is the only one of the kind in Great Britain, we find that the landed gentry in the south and west of England very liberally contributed a large sum towards the erection of a very handsome pile of buildings, and towards the endowment of professorships. A premium of £30 a year for the students was at first fixed upon. They had Mr. Wilson, now professor of agriculture in the College of Edinburgh as their first principal; and I believe, in making experiments on the farm, and other unfortunate causes of failure, that all the money originally subscribed, after the course of a few years, was completely used up. Mr. Holland, M.P., one of the most public-spirited men in England, with a number of others—but he was the principal person—came forward to rescue the institution, and prevent it from being closed. The original premium, though small for the large and wealthy farmers of England, so completely broke down that they had to raise the premiums to its present figure of £90 for students, as they call them, and £110 for private rooms, and at the present moment the cost of the education of the young gentlemen is certainly over £150. In 1862, on the reorganization of the place, I was appointed one of the professors of agriculture, and when I went there, to my surprise I found 10 per cent. of the students—England, as I said before, being the land of large and wealthy farmers—were not farmers' sons. I should fear, notwithstanding the high premium, that the institution is to some extent a drain on the pockets of Mr. Holland and others.

4713. You mean not 10 per cent. were farmers' sons?—Not 10 per cent.; in point of fact, farmers' sons were the exception rather than the rule. When I went to Belgium last year I visited the State Agricultural College there. It has a very able staff of professors. Forty-nine students, the principal told me, were on the roll, and of these upwards of 20 were natives of South America.

4714. The *Chairman.*—That is near Brussels?—Yes, near Brussels, thus leaving about an equal number for all Belgium. The premium was only £28 a year. Of the native Belgians comparatively few indeed were the sons of farmers. The classes of agriculture established in the University of Edinburgh, and in the Queen's Colleges in Ireland have been from various causes comparative failures. At all events those in the Queen's Colleges have fully broken down, and there is no class in any of the Queen's Colleges at present. If I come to the efforts of private individuals in establishing agricultural boarding schools, I find they have been equally unsuccessful, and I intrude these details really to show that though the Commissioners have been much censured for their efforts, they are the only body after all that have reasonably succeeded. A number of Irish gentlemen, for instance, established a college at Leopardstown, near Dublin, a good many years ago. It was placed under the joint management of a committee composed of members of the Royal Dublin Society and Royal Agricultural Society. It had the able assistance of Sir Robert Kane as one of the members, and after a few years it completely failed, and I believe the farm is now placed in the hands of a religious body. On a farm now in the possession of Major O'Reilly, in the west of Ireland, the Quakers, immediately after the famine, established a great farm there most benevolently, and they completely failed. The Rev. Mr. Hickey, better known as Martin Doyle, one of the most active-minded men the country has produced, and who took a deep interest in agriculture and agricultural education, made many attempts of a similar kind in Wexford and elsewhere, and he completely failed. I now come to the most important and most striking instance of all—that of Templemoyle, in the North of Ireland. The intelligent landed gentry of the North and North-west of Ireland took up the subject of agricultural education, and they, many years ago, subscribed liberally amongst themselves, and were backed up by the London Companies, who own land

in parts of the North, and they established a great agricultural seminary. They had the intelligent farmers of the North to deal with; they had a wealthy body to back them; they would appear to have had all the conditions of success, and yet they completely failed, though the premium was low. Now, I think that being so, that the statistics that will be laid before you, as to what the Commissioners have done and are doing, will, on the whole, show that they have been more successful in their attempt than any of those other bodies who have taken up the subject.

4715. The *Chairman.*—In the report for 1866 there is a column which gives the number of pupils instructed in agriculture in these school-farms; is that the total number of pupils in the school?—No, my lord; that is the total number of distinct names of those who received agricultural instruction, but junior pupils do not receive any agricultural instruction; it is confined to boys who read in the Third, Fourth, and Fifth Books of Lessons.

4716. Has the small number of boarders in the various model farm establishments arisen from any religious difficulty?—None whatever, my lord.

4717. You speak of incorporating to a larger extent agricultural knowledge in general schools—do you mean to effect that object by book teaching, or lectures, or by practical work on land?—I should bring all those agencies to effect the object.

4718. Do you consider that the two larger classes—the model farms under the Board, and the eighteen under local management—are a sufficient number for the requirements of the country?—The number of the model agricultural schools is quite ample, I think, for the requirements of the country and for the present demand; and as I hope to have the privilege of explaining more fully, I should be entirely in favour of extending the system of elementary instruction in these rural national schools.

4719. Professor *Sullivan.*—I should wish to ask you a few questions in reference to what you have already stated. In reference to experimental farming—is experimental farming, properly so called, a proper object for a public Board in your opinion?—I should be very much disposed to say not.

4720. Are not the experiments in agriculture like those in any other branch of science generally conducted by one person who carries out his own ideas?—I think so.

4721. When carried out, in that way are they not more useful and successful than when carried out by a public board?—They are most useful when the ideas are worked out by the men who conceive them.

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4722. Do you know an instance in which the great societies in England and Ireland have led to results of the slightest value?—I believe the Agricultural Society in England, and I am a member of that society, and have carefully read its transactions, buys quantity in experiments with little regard to quality.

4723. The *Chairman.*—Are you speaking of the experiments made in the manures and crops, or experiments in implements?—Chiefly with regard to manures and crops.

4724. Professor *Sullivan.*—Is not that the result of the experiments of the Highland Society?—In my opinion it is.

4725. Have they not generally done more mischief than good?—Done more mischief to science, and no good to practice.

4726. Are you, however, of opinion that it would be very proper in the larger farms under the Board that portions of land should be placed at the disposition of those requiring to make experiments, subject, of course, to control?—Yes, when the men had the taste, zeal, and genius to carry them on.

4727. And that would be a better mode of carrying out the experimental farming?—That is my idea.

4728. Mr. *Gibson.*—What is the difference between experiments and experimental farming? An experiment would not be very proper and judicious in your estimation, and that would be experimental farming?—The great danger is, that a public body might intrust experiments to men who had neither taste nor talents for them.

4729. Professor *Sullivan.*—Is there any real distinction between experiments conducted for scientific purposes in vegetable physiology or animal physiology, and experimental farming, except that it is carried out on a larger scale, and more perfect than it would be carried out on a small scale in the laboratory?—I see no distinction. Both sets of experiments require the same zeal and ability for investigating truth.

4730. The Earl of *Dunraven.*—Do I not understand you to object to experiments on the present farms because they are made at a loss?—I am not objecting to experiments on the Board's farms if you find that the men have the necessary taste and zeal for them. If experiments are conducted by any man who is not bent on forwarding science, there is danger that he will do more harm than good.

[Adjourned.]

Fourteenth Day—Dublin, Thursday, May 7, 1868.

Present:

The Right Hon. The Earl of Powis, *Chairman.*

The Right Hon. The Earl of Dunraven, K.P.
The Right Hon. Lord Clonbrock.
The Right Hon. Mr. Justice Morris.
Sir Robert Kane, F.R.S.
William Brooke, Esq., M.C.
Rev. David Wilson, D.D.
Rev. Benjamin Morgan Cowie, B.D.
James Arthur Dease, Esq.
James Gibson, Esq.
Scott Nasmyth Stokes, Esq.
William K. Sullivan, Esq., PH.D.

George A. C. May, Esq., Q.C., D. B. Dunne, Esq. } *Secretaries.*

John Edward Sheridan, Esq., sworn and examined.

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John Edward Sheridan, esq.

4731. The *Chairman.*—When were you appointed Head Inspector?—The 1st of January, 1858.

4732. Were you previously an officer of the Board?—Yes; I was appointed Sub-Inspector on the 1st of January, 1852, District Inspector in the latter part of 1854, and Head Inspector on the 1st of Januuary, 1858.

4733. What part of Ireland is comprised in your present district as Head Inspector?—I have been in charge of it only since the 1st of January last——

4734. What part of Ireland is comprised in your present office?—Part of Dublin, nearly the entire of the county of Kildare, the entire of the county of Wicklow, county of Wexford, and a considerable part of the King's and Queen's Counties and Tipperary.

4735. In what districts were you stationed as Sub-Inspector?—In the county Clare, and in the county Galway.

4736. As District Inspector?—In the county Galway

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and county Cork. I may add that as Head Inspector I have been principally engaged in the south—in Cork, Kerry, Tipperary, Limerick, and Waterford.

4737. Have you much personal correspondence with the Inspectors under you?—A great deal. My principal function is in dealing with the District Inspectors who are under my superintendence.

4738. Is that by correspondence through the medium of the Board or by direct correspondence between yourself and the Inspectors?—It is generally by oral correspondence, as I have to visit their districts very often. I seldom correspond with the Inspectors through the office—hardly ever.

4739. What are the principal subjects on which your communications with the Inspectors arise?—The state of the schools that I visit and the examination of teachers, the appointment of monitors and the management of the model schools that may happen to be under the charge of the District Inspector, and inquiries, too, into the conduct of the teachers and other matters which I have frequently to conduct.

4740. Is Dublin your head-quarters?—At present it is—since the 1st of January last.

4741. Do you summon the Inspectors up to Dublin to meet you, or do you go down to their head-quarters?—I go to their head-quarters. Sometimes I summon the Inspectors of two or three districts to meet me for the purpose of examining the teachers, but that rarely happens.

4742. How often do you visit or see each of your Inspectors in each year?—Three or four times. Sometimes oftener. I think I visit each district three or four times in the year.

4743. That is, the larger portion of your communications with your Inspectors is conducted by personal interviews or by letter?—By personal interviews. I make it my duty, whenever I visit a district, to confer with the Inspector on the state of the schools in the district.

4744. How many ordinary National schools do you visit in a quarter?—The Head Inspector is not restricted to a quarter. His returns are generally for the year. Last year I think I visited 370 schools; but did not examine each of these schools fully; I examined 184 of them fully, the rest I examined only partially.

4745. What was your general impression of the state of the schools you examined?—Well, really, comparing the state of the schools last year with the state of the schools when I was first appointed, and in the early years of my appointment, I can safely say the progress made is something marvellous.

4746. Have the attainments of the children increased?—They have, perceptibly.

4747. Has the number of children in higher classes than the Second Book increased?—My experience as to that point is confined to the ten years I have been Head Inspector, and in my late circuit there has been a progressive increase year after year; it was a point I gave particular attention to, and I have had frequent conferences with the Inspectors on the subject. I directed their attention to the importance of looking after that matter, to see that the children were not kept too long in each class; and I rather think that through that influence there has been a very considerable increase made in the proportion of children in the higher classes. I know that in my late circuit of districts, the proportion of children in the higher classes is greater than in any other part of Ireland.

4748. Has there been any improvement within your experience in the proportion of attendances of children compared with the number on the rolls?—That proportion has increased too, I think, throughout Ireland. Certainly it has in my district. The children have attended with greater regularity year after year.

4749. Is the proportion of average attendance about thirty-three per cent. from the average on rolls?—Double that, or very nearly. I am sure in my circuit the average daily attendance was about sixty per cent. of the average of rolls. Your lordship is, perhaps, confounding two statistics in our reports. We give the average daily attendance, the average number on the rolls, and the total number of individual children that may happen to attend the schools during the year. Now, these numbers bear somewhat the ratio of one, two, and three to each other.

4750. Is the proportion of attendance of pupils on the rolls satisfactory to you, or do you think it could be improved?—I think it can be improved. It is far from satisfactory. At the same time there is a great misapprehension in the public mind on that question. The public are of opinion that the attendance of the pupils that frequent our schools is habitually irregular. The fact is, that the apparent irregularity of the pupils' attendance is occasioned, not by a general irregularity on the part of all pupils, but by a very great irregularity on the part of some, while a very considerable proportion attend with as much regularity as pupils do in schools for young ladies and gentlemen, but in striking the average these two things are confounded.

4751. The table in page 20 of the report for 1866 shows the per-centage of the pupils in the two first books is forty-five and twenty-nine per cent.?—Yes, that is for all Ireland.

4752. Or altogether about seventy-four per cent.?—About seventy-four per cent. In my circuit of districts it was seventy.

4753. Is not this a larger proportion than should be in the two first books?—Undoubtedly.

4754. Have you ever considered the system of payment by results? Would it have a tendency to improve the teaching?—I have. It is a subject to which I have given a great deal of thought, and have had a good deal of conference and discussion with other people upon. It has engaged a good deal of my attention.

4755. Are you disposed to advocate payments on that principle?—I am, decidedly.

4756. Should you recommend the whole of the teacher's salary to depend on those results, or should you propose that a portion of his salary should be fixed?—I certainly should not advocate a scheme by which the entire of a teacher's income would be based on the results of his instruction given in his school, for a great variety of reasons—one reason is that, in that case, the teacher could only be paid once a year, which would be a great hardship upon teachers in this country. Another is that the amount of the teacher's income would depend, not really on the number of pupils he had prepared during the year, but merely on the number of the pupils who might happen to present themselves for examination on the day appointed; and as there are local circumstances and many other things that might prevent a large number of children from attending on that day, then the teacher would get nothing for them; another reason is, that no matter what results a teacher may produce by his years' labour in the school, an examination will never elicit all those results. A child never shows on examination all that it has learned, no matter how skilfully it may be examined.

4757. Can you suggest any method which would diminish the long period, often amounting to two years, in which children remain in the First and Second Books without promotion to a higher class?—The suggestion I would make is a system of payment by results—then teachers would have a real *bonâ fide* inducement for preparing their children in the requirements of the higher classes. I don't know that any other plan could be suggested.

4758. Do you think it would be desirable to limit the time in which the children would be presented for examination in each particular book?—I think so, but I would allow a liberal margin considering the state of things in Ireland. I think the limit ought to be a wide one.

4759. Are you aware that in England under the present system a child is expected to be presented every year in a higher standard than that of the previous year?—I am aware there is that *expectation*, but I know it is not realized. I am under the impression also that a teacher can present his pupil in the same standard at successive periods, though, of course, he will be paid only for one, that is, he will only be paid for the same pupil once in the same standard, but that

if a pupil fail this year he may be presented in the same standard next year.

4760. Considering the English system of passing to a higher standard in each year too strict for Ireland, do you think a system upon that principle, with modifications, might be introduced into Ireland?—I think so, with modifications. It is far easier for a child to pass in the English schools from one standard to another, than it is in the Irish National schools from one class to another. In the English schools, to pass from one standard to another, all that the teacher has to do is to prepare the child in reading, writing, and arithmetic. In the Irish National schools a good deal more is required to warrant the teacher in promoting a child from one class to another.

4761. Do you think the appearance in schools of a considerable number of children over fifteen years is beneficial?—My opinion is, that the general education of a boy in a primary school, an ordinary common school, should be finished by the time the boy comes to fourteen or fifteen years of age.

4762. Do you think, except in the special case of children who remain above fifteen, with a view to qualifying as monitors or teachers, that it is an advantage to a youth to be in school after fifteen?—I should say after fifteen, unless he is intended for some literary business, he ought to be acquiring some means of earning his bread.

4763. Do you think it would be desirable in cases of pupils above 15, that any payment should be given to the teacher in respect of them unless they appeared in some of the highest standards?—I understand your lordship to ask me whether it would be right to give a teacher any payment for a pupil above 15 years of age, in the first or lower standards. Well, I think it would, if it were not the fault of the teacher that the pupil had not risen from the lower to the higher standards, as there is more difficulty in teaching such a pupil; and, of course, it is for the advantage of the State that that young lad should not go forth ignorant. There is a considerable number of young persons of that class to be found in schools, and if the teacher did not get anything for them it would be only human weakness if he gave them very little attention. I cannot see any good reason why a teacher should not be paid for educating a boy, no matter what his age.

4764. Ought not a youth of 15, who has no decided literary vocacation, at that age to be seeking active employment rather than attending school?—That depends on circumstances; he may be a boy of bad health, of delicate constitution; he may be a boy whose parents do not require his manual labour; or he may be a boy whose education had been unavoidably neglected in former years, but whose parents wish him to get some learning. As a general rule, however, what your lordship states is correct.

4765. Are your relations with the Inspectors under you generally harmonious or the contrary?—Generally harmonious. I have had no unhappy relations with any Inspector.

4766. When you visit schools do you pay much attention to the manner in which the books and returns of the schools are kept?—I do.

4767. Has it ever occurred to you to find instances of deliberate miscalculation so as to increase unduly the number of attendances?—Very seldom have I detected anything of the kind.

4768. Do you consider the inspection of your ordinary Inspectors affords a sufficient check to guard against abuses of that sort?—No system of checks would prevent abuses from occurring, but the duties which our Inspectors have to discharge in regard to schools are such that it would be impossible that a general falsification of accounts, or any such falsification as would affect the average attendance to a perceptible degree, could take place without being detected. The Inspectors are not only bound to inspect the schools thoroughly and examine them three times a year, but they are also bound to pay incidental visits to the schools. Every time an Inspector passes a school, when going to another school which he is to examine fully, he is in duty bound to step into the school, open the roll book, and see that the accounts are properly kept.

4769. Is the system of the Board sufficient on that head? Are there any additional precautions which you think might be taken as regards insuring the accuracy of the school accounts?—I really think it sufficient. As a general rule the accounts are accurately kept, and the statistics furnished by the Commissioners in their reports are as accurate as statistics can possibly be; but there may be occasional falsifications. Here and there I have detected such myself, and most Inspectors have detected them; but they do not affect the general average.

4770. Do you consider the present quarterly system of payment of teachers satisfactory—they are paid at present by the quarter?—I do. I do not think we could pay them more frequently. I do not think it possible.

4771. Do you individually see any necessity for monthly payments?—I do not see the necessity, because I do not see the possibility of effecting it. The number of our teachers is so great, the number of small payments would be enormous. The cost of the establishment in Marlborough-street, if it were to pay every teacher under the Board monthly, would I maintain be enormous, and I do not think Parliament would submit to that.

4772. Have you any model schools under your individual charge?—I have four at present.

4773. Do you pay them monthly, or does the District Inspector?—The District Inspector in charge pays the teachers monthly.

4774. Are there any schools you pay monthly?—I don't pay at all.

4775. You have no duty in relation to accounts?—Except the payment of teachers' travelling expenses when they come to be examined. That payment is generally made by me or by the District Inspector who happens to be present. We have both to sign the account.

4776. Do you pay the teachers' travelling expenses by cash on the spot, or in what manner?—By cash on the spot.

4777. And with whom do you settle that account at the Head Office?—The Board give me an imprest for the year sufficient to pay the teachers' travelling expenses. As soon as I pay the teachers who are examined in one district I send up the account, and the Board return the amount to me, so that the imprest remains on hand the whole year.

4778. Do the teachers who are so paid, sign a pay-sheet, or what receipt do you furnish to the Board?—A pay-sheet bearing the signature of each teacher, and counter-signed by the District Inspector and myself.

4779. How are these travelling expenses ascribed? Is it the actual cost or by mileage?—We allow them $2\frac{1}{2}d.$ a mile, and we allow $2s.$ for every night that they may be detained necessarily at the examination. When I say $2\frac{1}{2}d.$ a mile, I mean $2\frac{1}{2}d.$ a mile coming, and also $2\frac{1}{2}d.$ a mile returning.

4780. Does that cover the expense of the railway or vehicle when the distance is long?—Where the distance is long it would not cover the expense, if they had to get a special car, if they had to travel by post car—but it covers their actual expenses, because few people in that rank of life hire cars specially; they generally take a public conveyance of some kind or another, or get a loan of a horse from a farmer.

4781. Who draws up the papers for the examination of the teachers?—The Head Inspectors.

4782. Do the Head Inspectors join together in drawing up one paper every year for the whole of Ireland?—The practice is—the Secretaries write to each Head Inspector, instructing him to prepare so many questions on such and such a subject. One Head Inspector gets a certain number of subjects to prepare questions on, and another Head Inspector gets another number.

4783. Are the questions set by you to your teachers. Do you only examine the same that are set by the other Head Inspectors in their several districts?—Yes.

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4784. Who condenses the questions so furnished by the various Head Inspectors into the final examination paper?—Occasionally there are corrections made by the Chiefs of Inspection or Secretaries in the office, but it very seldom happens that any changes are ever made.

4785. Would one paper be confided to you and another to another Head Inspector to prepare?—Yes; for instance, last year I was entrusted with the preparation of questions in grammar and in reasoning for all the teachers of Ireland.

4786. What is your opinion as to the sufficiency of teachers' salaries?—Measured by the English standard, the salary of our teachers is *very* poor; but measured by the standard of people in their rank of life in Ireland it is not so bad; I should say, however, that the teachers are discontented with their salaries. There is very general discontent amongst them.

4787. Is that discontent well founded?—I really think it is.

4788. Do you think in the higher class teachers are better paid than the lower in proportion, or the reverse?—They are better paid, and monopolize the best paying schools. But, as a general rule, the incomes of the higher class teachers are not out of proportion larger than the incomes of the lower class teachers.

4789. Is that useful as a stimulus to teachers to improve their classification?—It is decidedly useful in that way, but I think the same stimulus would be applied by paying the lower class teachers a higher stipend—that is, a less marked difference would be sufficient to stimulate them.

4790. And if any increase were made in teachers' salaries generally, is it your opinion that an increase is more required in the lower grades than in the higher?—I do think so. What I have always proposed to myself about teachers' salaries is this—that any teacher who is equal to his functions should be able to earn as much as a tradesman or mechanic. Now there is no mechanic in this country who will not earn £1 a week; if he is an industrious, honest man, the humblest mechanic will earn £1 a week, and I do think that ought to be the standard for a National school teacher.

4791. Should you advocate giving to a teacher who is second of third so high a salary as £52 a year?—Not salary but income. I shall never consider the teachers in a satisfactory position as regards income so long as there is any teacher doing good service in a school, and whose income falls below £50 a year.

4792. And in that income do you include what he receives from the children?—Yes, from all sources; I think that a National school teacher is deserving of the same income as a mechanic. I think he does more service to the community than a mechanic.

4793. Do you consider that a teacher who is second of third should have such a salary with an average of thirty paying children as would make up £52 a year?—That opens up another question. I was speaking generally; but there arises the question, how far the teacher's income should depend on the number he is educating—that is, in fact, the question of payment by results, one of the advantages of which would be that it would remedy the defect your lordship is alluding to. I may add that under a proper system of payment by results, we should not have many such schools. We have at present a large number of schools attended each by a very small number of pupils, the teachers of which are receiving salaries out of all proportion to the services they render, and though not favourable, from my experience, to very large schools, neither am I favourable to small schools unless in localities where large attendances are not to be had.

4794. At what point of the present classification of teachers do you consider a teacher is worth to the State £52 a year?—I think that is the minimum. I think any teacher, who is discharging his duty efficiently, in a well-attended school, should have an income of £50 or £52 a year from all sources—that is, I should not consider his position satisfactory if he had not that.

4795. Do you consider that, according to the present classification, a teacher who is second of third, is a satisfactory teacher in point of attainments?—I know a great many efficient teachers who have never been able to get out of third class.

4796. Is the supply of male teachers deficient in your schools at present?—We are beginning to find it very deficient. We are beginning to find it very hard to get suitable candidates to fill up vacancies. It is not so with female teachers.

4797. Is the proportion of male teachers who present themselves, after their first classification, for a higher classification, satisfactory?—I am hardly prepared to answer that question. I could not state just now what the proportion is of such teachers.

4798. Under what conditions can a teacher claim promotion?—A teacher who has been already *classed* cannot get promotion without undergoing an examination and his school must have been favourably reported on for twelve months previously. So that, no matter what the attainments of the teacher may be, if he has not conducted his school satisfactorily during the previous twelve months, he cannot be called to examination for promotion. He may be called for depression, but he cannot be called for promotion.

4799. Do you think the increase of salary given to the teachers in the higher class affords sufficient inducement to the lower class teachers to endeavour to raise his scale?—I think it furnishes a very good inducement—perhaps not sufficient; but it is an inducement that *does* operate on them.

4800. In the various districts in which you have been employed for several years, have you noticed any special differences in the regularity of children's attendances, arising from the character of the population, or the employment in that district?—I think I have. In large towns where employment is easily obtained by young people, in shops, as clerks, and in trades, and all that, they remain a shorter time in school than they do in other places; and in towns, too, one will find a larger number of poor children than in the rural districts, and these poor children will attend more irregularly than those whose parents are better off. The very best schools are found in the rural districts, both the best as regards regularity of attendance, and the best as regards proficiency.

4801. Is it your duty to inspect convent schools?—Yes, all the schools in my circuit are under my superintendence. I can go into any I like. I go to convent schools sometimes, but not so often as to other schools.

4802. Is the teaching in convent schools superior to ordinary National schools?—The methods of teaching in convent schools have improved vastly for some years, but I should say that of convent schools, as of other schools, there are different grades—*a priori* any one would conclude so; we have, however, amongst the convent schools, or at least I have had, as good schools as amongst the lay teachers' schools; in fact, I should say, better.

4803. Are the convent schools as efficient as ordinary schools under trained teachers, for passing children through the highest books or standards?—I think they are. I think the progress of the children from class to class in the convent schools is now fully as rapid as in the ordinary National schools, if not more so.

4804. Are there boys' monastic schools under your inspection?—Not in my present circuit, but in my last there were. I may observe that all the answers I am giving now are based on my experience in my last circuit, for I have had very little experience of my present one.

4805. Have you found any marked difference between the monastic schools and the ordinary National schools as to the progress made by boys in them?—If I were to compare the monastic schools with the convent schools, I should say the convent schools were infinitely superior to the monastic schools, but then I have had very few monastic schools, and, perhaps, the comparison would not be a proper one. Then in the same way, if I were asked to compare the monastic schools with the lay schools, I should answer, that I had to inspect a much larger number of lay schools than monastic schools; that I had but three or four

monastic schools, while I had 940 or 950 lay schools, and that it would be hardly possible to institute a comparison between the two; but, as you have alluded to the subject, I should leave my answer imperfect, if I did not add, that the monastic schools, as compared with the lay schools, teach the very poorest of the poor, who would not attend the lay schools at all.

4806. In any of the districts in which you have experience, have you found the extreme poverty of the parents a great cause of absence of the children from schools?—Undoubtedly; in those places where there are only National schools taught by *lay* persons, the extremely poor don't attend them at all.

4807. Is that because the children's parents require them at home for labour or domestic purposes, or that the very poorest class of parents are indifferent about education?—Principally the latter; it is principally because they really have no care for education. They do not see the value of it themselves; they do not see that their children, by being educated, may rise to a superior level to what they live on themselves.

4808. Have you been Inspector in any Irish speaking district?—I have; in Connemara, in Galway, and in a large part of my late circuit, which I had charge of as Head Inspector, the population speak Irish.

4809. For the last ten years can you state whether there has been any sensible diminution of the number of people unable to speak English?—I cannot say positively that there has been; but I should say, as a matter of reasoning, that it must be the case, because the children now habitually speak English. The children who attend National schools, so far as my experience goes, are in the habit of speaking English; but I have heard that in part of Ireland, in the north-west, the children speak Irish even in the schools. I have myself found cases in schools where a child being asked the meaning of a sentence or a word in English seemed utterly unable to answer, but when the teacher asked him the meaning in Irish he answered immediately. That shows the child had a better knowledge of Irish than English, though it habitually used English.

4810. Is there any rule of the Board against speaking Irish in their schools?—I am not aware of the existence of any such rule.

4811. Have you ever seen any school under the Board in which the education has been conducted in Irish?—No, I have never seen such a school; but I know that some National school teachers use Irish for the purpose of explanation, to make themselves understood by the pupils.

4812. Are there any Irish books sanctioned or published by the National Board?—No; none.

4813. Does irregularity of attendance in schools often arise from the dislike of the children?—I think as a rule the children like attending school. However, children are wonderfully apt in taking the measure of a teacher's capacity. Persons who are not acquainted with children have no idea of the correctness of judgment they can form of the teacher. If the children come to the conclusion that the teacher is not doing them justice, that they are not progressing as they ought to do, they will become habitually irregular in attending that school. It is really wonderful, as I have said, the accuracy of judgment shown by children. Persons not connected with children fancy they do not reason, and are incapable of reasoning, but it is a great fallacy.

4814. The Earl of *Dunraven*.—How many times do the District Inspectors inspect the schools in the year on the average?—They are bound to inspect three times a year, my lord; that is, once in each term of four months, but there are not many of them who can do so, because they have a larger number of schools than they could inspect three times a year. However, most of the Inspectors whom I have had to do with, in the south, always discharged this duty three times a year. The Inspector of the Cork district had charge of an enormous number of large schools, and he could not have done it. But the schools have been inspected twice at least in the year—that is, fully examined.

4815. Besides those inspections, they visit the schools, do they not, several times?—They do, my lord. An Inspector would consider, I think, that he had failed in his duty if he did not run into any school that he happened to be passing at the time.

4816. What is the nature of those visits?—Their principal object is to check the accounts, and they would operate, as I think, as a very successful check, supposing that the teachers, as a rule, had any great inducement to falsify their accounts, which they have not.

4817. Do you suppose they pay visits to the schools ten or twenty times in the year?—Well, to some schools, my lord, they do; but there are a great many schools that they have not occasion to pass very often, and, of course, they will not often go out of their way to visit these schools, unless they have some suspicion on their minds that the teacher is not doing his duty, or that he absents himself from the school, or goes late to the school; in that case they will go to the school at ten o'clock in the morning, and then if the teacher is not there he will have to account for it.

4818. Mr. *Gibson*.—The object of the incidental or casual visit is also to check the attendances of the pupils, to examine and see what is the number in the school at a time?—Well, that is to check the accounts.

4819. It is checking the accounts in the most extensive sense of the term?—Yes, that is one of the objects; another object is to check the attendance of the teacher himself; and another object is to see that the time-table is properly carried out, and that the great division of time between religious and secular instruction is attended to.

4820. Has the teacher any intimation of the visits of the Inspector; does he know when the Inspector will come always?—He can form a general idea of the time when the term examination of the school will take place, but there is only one inspection in the year at which the Inspector is permitted to give notice to the local authorities that he is about to visit.

4821. That is, there is only one inspection at a stated time known actually to the teacher?—That is so.

4822. The others depend upon the convenience of the Inspector?—Yes, and the teacher knows nothing about them.

4823. Sir *Robert Kane*.—Mr. Sheridan, in answering a question put by the Chairman in respect to the standard of instruction in monastic schools, you mentioned that your experience in regard to those schools was limited?—That is, because I had very few of them. I did not mean that it was limited as regarded the schools themselves, but that having very few such schools under me, it would be hardly possible to institute a comparison between these few and the great bulk of the other schools.

4824. You were connected, I believe, with the Southern district as Inspector?—Yes, for many years.

4825. And are not the majority of the monastic schools which are in connexion with the National Board in that district?—I think so.

4826. Cork or Kerry?—I had two in Cork and two in Kerry; that was all.

4827. So that you have had experience of a fair representation of the monastic schools?—When acting as Sub-Inspector, in Galway, I had another. That was many years ago, in 1854 and 1855.

4828. Amongst the convent schools there are some, I believe, attended by very large numbers of pupils?—Very large.

4829. The numbers go to 1,800 or 2,000?—Oh, I do not think so.

4830. In Baggot-street convent?—Oh, yes; I beg your pardon, Sir Robert, I thought you were speaking of the south. I am not acquainted with Baggot-street school, but I understand that the attendance is very large there indeed.

4831. Do you consider such very large schools are calculated to maintain the greatest possible efficiency of instruction, where the numbers are so very large in the school?—The fact is, Sir Robert, that although the religious schools are considered by us as individual schools, each of them is, in point of fact, a union of schools, that are, in themselves, perfectly distinct;

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and the reason why they are simply one school in the estimation of the Board is this, that the Board, by a rule of theirs, will not allow a convent community to have more than one school under it, and therefore the nuns cannot separate their schools; but the convent schools that are largely attended are really four or five distinct schools that happen to be held in the same building.

4832. In such a congeries of schools is there more than one school of the same kind?—No, they are subordinated generally. There is generally an infant school, which is usually a very large one, very largely attended. Then they have generally a First Book school, as they call it, for distinction sake, that is, a sort of preparatory school, where children that are too old to be in the infant school, but yet too poorly instructed to be in the more advanced classes, are kept and receive special instruction for themselves. They have also usually a Second Book school; but it depends a good deal on the number of rooms they have. I shall make myself, perhaps, better understood if I say that every distinct room in a convent establishment is a separate school, having generally a separate time-table, and worked upon a peculiar system, according to the wants of that individual school.

4833. Then what in an ordinary school is a class becomes in one of those great convent schools a self-contained school?—In their estimation, not in ours, it is.

4834. But it is registered by you as divided into classes?—Yes, and again into drafts or divisions, as we should call them, because in the same class there will be children of different proficiency, and then all of the same level of proficiency would be put into one draft, as we call it.

4835. Do you think that that arrangement works beneficially, upon the whole, of condensing the education of great districts so entirely into one spot, as that? Well, really, I think it does. I think it works beneficially in this way, that it attracts a larger number of children. When the great mass of the children of a locality are going to the one school, all the rest will converge towards that same school; those that are lagging outside from the same locality will be drawn in, and all will collect there. They will *all* go, whereas if there were separate schools in different places in the same locality a vast number would lag behind, and would not go at all. That is one great advantage of it.

4836. Then you think the present arrangement better than if a religious order was allowed to have schools scattered through the city—in the different parts of it, which would be superintended by a delegation of the nuns from the head-quarters?—I do not, indeed, Sir Robert. I do not consider the present arrangements better than that. On the contrary, I have always thought that that rule of the Board which prevents a religious community from having more than one school, is, in the first instance, illogical; and secondly, extremely prejudicial to the advance of education in the district, because it is clearly better that the school should be brought within the reach of the children, than that the children should be obliged to take a long and circuitous path to the school. They have, for instance, some of those large convent schools in Cork. If they were permitted to open schools, as one of them did, in very poor and populous localities, a large number of children could then with ease attend, and would have been attracted towards it. But the Board would not accept such a school. One such school has been for years held on there by public support, or public contribution, receiving no aid whatever from the Board, but yet doing really good service in one of the worst and poorest districts of Cork. Now, if the convent communities were allowed to open auxiliary schools of that kind in different localities where they were wanted, it would work far more beneficially than the present arrangement. But the present arrangement has the advantage that I have just mentioned, that it attracts the children towards the one school. They look upon it as the great school, and they are attracted towards it. I should prefer the other arrangement, however.

4837. If I understand you aright, the existing arrangement renders the education more complete within a limited area?—That is so, but as I understood your first question, Sir Robert, its tendency was this, whether it would be better that the large convents should be restricted to having each one moderately sized school, or should be allowed to take as many pupils as they chose. That I understood to be the tendency of your question, and my answer to that is, that it is better that they should have this accumulation of schools, because they would attract a very large number of children, who, were it not for that, would not attend any school at all. But when I gave that answer I did not advert to the rule of the Board which prevented them from having schools in other localities. I consider it would be far better for the education of the crowded centres of population, where those schools exist, that they should be allowed to establish an auxiliary school wherever there is a mass of poor people whose children require education.

4838. Would you not think it necessary to put any limit to the magnitude of the central school?—Well, really the only limit that could be put is that of accommodation. I consider, of course, that the attendance should be confined within the amount of accommodation and the teaching power of the school. But that, of course, is a rule that should apply to all schools.

4839. The *Chairman.*—As a rule, are convent schools usually overcrowded?—Well, I would not say that as a rule they are, my lord, but in large towns I think they are—such as Limerick and Cork, and I dare say the city of Dublin, where there is a vast number of children attending.

4840. In convent schools generally, does not the number of children exceed the allowance of 8 square feet for each child?—I think that in a large number of schools that allowance is not carried out; but I do not think, my lord, that that excess is confined to convent schools. I think there is a large number of our ordinary schools—a very large number of them—that do not admit of that proportion of space for each child. I have had repeatedly to report ordinary National schools. I have had to report even model schools of the Board for not allowing a sufficient space for each child, that is, for allowing a number of children to attend who had no proper place to stand in. In one of my reports on the Dunmanway model school, your lordship will find, if you take the trouble to look at it, a very forcible passage upon the subject; I am ready to point it out if necessary. In the same way in respect to the Clonmel model school I have had repeatedly, and the Inspectors have had over and over again to call the attention of the Commissioners to the fact that there was not sufficient accommodation for the pupils.

4841. Sir *Robert Kane.*—Do you consider, Mr. Sheridan, that in case of a body of religious ladies being allowed to establish schools wherever they wished, all under the Board, in various parts of the city, that that would tend in an undue or disadvantageous way to interfere with the existence of lay schools, or schools conducted by lay female teachers?—I think it undoubtedly would do so.

4842. Can you state your impression, on the whole, whether that would be disadvantageous or not to the progress of education?—Well, I will answer that question candidly, and to the best of my judgment; I think it is desirable and of advantage that lay schools should be allowed to co-exist in the same locality with the convent or monastery schools. But if I were called upon to decide which of the two I should prefer, and that it was a question which should be allowed to exist, I should say decidedly that the convent National schools ought to be preferred to the lay schools, for this reason, amongst others, that the convent National schools will attract a very much larger number of poor children and bring them under the blessings of instruction than the lay schools. It really is a question between the advantage of educating a small number and the advantage of educating a very large number of children. But I am, of course, decidedly of opinion, and my opinion is well known,

that the lay schools ought to be allowed to co-exist with the others, because there is a considerable number of children that prefer lay schools to convent schools, and they ought to be allowed a free choice; just as there are a considerable number of grown persons who will prefer going to houses of worship that are not the regular ones, instead of going to the parish church or the parish chapel.

4843. A former witness in his evidence drew a distinction with regard to the qualifications possessed by religious ladies for teaching; he drew a distinction between certain orders, the members of which undergo a special training for teaching, of which he mentioned the Sisters of Mercy and some others as examples, and certain other orders who do not go through any course of preparation; and he mentioned that there was a perceptible difference between the schools, and the efficiency of the schools as conducted by those two classes of religious ladies. Has that circumstance ever presented itself to you in your experience?—I have had to do with schools under three different orders (that is, omitting altogether the monastic schools), the Presentation Nuns, the Sisters of Mercy, and the Ursuline Nuns. I have had experience only of one school under the Ursuline Nuns, and I should class it as a moderate school, as a school of moderate efficiency, not as a first-class school. I have had to do with a large number of schools under the Presentation Nuns, and a very considerable number of schools under the Sisters of Mercy. Well, I could not decide as to the comparative merits of those two classes, because each presents schools of moderate efficiency, and also schools of the very highest class. I could not say from my own experience, which of the two is the better; but *à priori* I should have said that the schools of the Sisters of Mercy would be likely to be better than those of the Presentation Order, although the nuns of the Presentation Order have to devote themselves exclusively to teaching, whereas the Sisters of Mercy have several other functions to discharge.

4844. Then on what do you base your *à priori* conclusion with regard to their superiority?—Well, simply this, that the Sisters of Mercy have greater communication with the outer world than the nuns of the Presentation Order. The nuns of the Presentation Order are cloistered nuns.

4845. In speaking of a conclusion *à priori*, you mean a conclusion based upon personal observation, or your experience of the working of the schools conducted by those ladies?—Not at all. That is not my meaning. I meant that if I were not an Inspector at all, but simply knew, as a member of the public, those two communities, the Sisters of Mercy and the Presentation Nuns, and having had communication with them just as any ordinary gentleman or lady might have, I should say that the Sisters of Mercy's schools would be likely to prove more efficient than the others. But then my experience as an Inspector would rather, I may say, not uphold that conclusion, because, as I have said, some of the very best convent schools that I know of are conducted by the Presentation Nuns, and excellent schools are also conducted by the Sisters of Mercy. But the Presentation Nuns are cloistered nuns, and as the Sisters of Mercy go about, and see a great deal of the world, they perhaps have more sharpness and knowledge of things than the others.

4846. What is the practice in those convent schools with which you are acquainted, with regard to being assisted by lay teachers?—The only lay teachers as a rule that they are assisted by are teachers of the higher orders of needlework, and paid monitresses. As a rule they have no other lay teachers to assist them, because such lay teachers would not be paid by the Board. There are some schools in convents, that are conducted by lay teachers, not by the nuns themselves. Those I don't speak of. The nuns there are mere managers of the schools.

4847. You do not class those as convent schools?—No.

4848. Mr. *Gibson.*—Have you any knowledge of the history of their connexion with the Board, and what the numbers are, of what are commonly called monastic schools, or better known as monks' schools? They were very early, I believe, in connexion with the Board?—They were.

4849. Their number was not increased, I believe?—No.

4850. Do you know anything of the history of their connexion with the Board—(because it was before my connexion with the Board)?—Well, I am really not prepared to give any information on that point. I know the reason very well why they have not increased in number; and that is because the Board have passed a rule that they will not accept any monks' schools, in addition to those that happen to have been in existence previous to the passing of that rule.

4851. Can nuns of the Presentation Order or nuns of any cloistered order, in consistency with the rule of their order, become teachers of schools outside the convents?—No.

4852. Therefore the possibility of carrying out your notion, as to multiplication of convent schools, refers only to those nuns that are not of the description of cloistered nuns?—Yes; that is so.

4853. Are the Ursulines cloistered?—Yes.

4854. And the Presentation Nuns?—Yes.

4855. Therefore the Sisters of Mercy are the only ones that are not cloistered?—And the Sisters of Charity.

4856. Are they different?—They are quite different.

4857. Are you aware of a communication at any time having taken place between the Board and the Christian Brothers with respect to connexion?—No; I am of opinion that the Christian Brothers would not connect themselves with our Board under any circumstances. I am under the impression that they do not connect themselves with Government in any shape, and that the Christian Brothers in England are not connected with the Committee of Council.

4858. Mr. *Brooke.*—Are there any non-cloistered nuns except the Sisters of Mercy and the Sisters of Charity?—I think not, in Ireland; I mean, connected with education. At least, I am not prepared to say just now that there are.

4859. In a very valuable report of yours of the year 1860 you state some conclusions, and I should wish very much to know how far they have been confirmed by experience, or modified by altered circumstances. One is with regard to the repairs of the schools. You state there that "a very small proportion of the non-vested school-houses can properly be described as suitable, but that even of the vested class there are not a few, particularly such as were erected many years ago, which are almost equally unentitled to the distinction." Well, how does that stand at present?—Well, I should say the same thing at present.

4860. A very small proportion of the schools?—Oh, well, I would not say a *very* small proportion.

4861. You say in your report "a very small proportion"—I am reading your words—"of the non-vested school-houses can properly be described as suitable"?—Of the "*non-vested.*" I think that is a perfectly legitimate conclusion according to my experience. I thought you referred to the schools vested in trustees.

4862. And you say "many of the school-houses formerly vested in trustees have been allowed to fall into ruins. Many others are in a discreditable state of repair?"—No doubt, that is so.

4863. And is so still?—Well, those that have fallen into ruins, of course could not be repaired at all.

4864. Another point, and a very interesting one, is with regard to the mode of making returns, the averages returned by the Inspectors respecting the progress of the pupils, how they stand generally, and what are the averages as to reading and penmanship, and so-forth. You say "when we compare the returns from the several districts one with another we find them to differ to a very remarkable degree, plainly proving that the standards adopted by the Inspectors are anything but uniform." You then give the returns for nine districts and say, "a glance at the above columns, especially the first two, will suffice to show

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how very various the efficiency of their schools is estimated by the different District Inspectors. The differences in the per-centages are so striking that I cannot for a moment suppose them to be mainly occasioned by different degrees of efficiency in the schools, but rather by the different standards of efficiency adopted by the Inspectors. This is greatly to be regretted. It is a serious evil, to which every effort should be made to apply a remedy, inasmuch as if allowed to go on unchecked it must not only render the statistical returns of the Inspectors utterly valueless regarding the most important and interesting features of our system of education, but must be highly injurious to the schools." Has that been amended in any way?—Would you do me the favour of mentioning what report that is?

4865. A report of 1860. I am reading from the Parliamentary paper in which it is returned. Is that still the state of things?—It has been corrected to a very great extent, and though it may be a little egotistical, I should say it has been corrected in consequence of my having repeatedly called attention to it. Since the date of that report circulars have been written to the Inspectors instructing them to communicate with their Head Inspectors as often as possible, so as to arrive at a common standard; and also suggestions have been given to them from the Central Department here pointing out to them what would constitute "satisfactory," and what would constitute "fair," and what would constitute "middling," and soforth in the returns they make regarding the schools. To a very great extent, therefore, I should say that that defect, which was a very serious one, has been remedied, and I think there is a common understanding now amongst the Inspectors; but of course you will easily comprehend that such a thing is unattainable in perfection.

4866. Oh, of course. From the earliest times there have been diversities of the human mind. You just now expressed an opinion in which we all concur, that it is desirable, along with convent schools, to have lay schools co-existing?—That is my opinion.

4867. But do you think it is possible that they should so continue—is not the tendency of the convent school, in fact, to kill all the schools around it?—I understand you to say by their superior attractiveness?

4868. That I may ask afterwards from you; but you state here, "It is the characteristic of the convent schools that they are impatient of competition. A rival school, if it can possibly be extinguished, is not allowed to exist. In crowded cities this is, of course, impossible; but in Tralee, Killarney, Newcastle, Kinsale, Queenstown, Midleton, Skibbereen, Bandon, Dingle, and a host of smaller towns, no female schools, except those connected with convents, are to be found; none are permitted to be established. In some of them, indeed, such as Tralee, Killarney, Newcastle, and Dingle, in which there are monks' schools as well as nuns' schools, even the ordinary male National schools have been proscribed." Do you find that system which you say afterwards, in fact, "savours of intolerance," still exist?—Well, it does exist still.

4869. Then there are no female schools in all those various places?—Yes.

4870. Then, however desirable it may be to have co-existent lay schools, it becomes almost an impossibility?—Well, it is not found to be impossible in practice, because I know localities where they exist.

4871. Do you remember where they are?—I may mention Cahirciveen for instance. There is a boys' school, and a very good boys' school, a National school, co-existent with the Christian Brothers' school there. And, of course, in large towns they must co-exist. In Cork there are several, and all largely attended.

4872. Now, can you suggest, as you have so much experience, the reason why the causes that operate so strongly in all these eight or ten towns do not operate in Cahirciveen?—I can. I will state what I happen to know. The town of Tralee is one of the towns, I think, mentioned there. When writing that report I was not aware of the fact that a female school never existed in Tralee distinct from the convent school. I mean, of course, a female *National* school never existed. I have very great doubt whether a girls' school ever existed in Dingle; and the reason is that those convent schools are amongst the very oldest schools we have on the roll. They were amongst the very first schools that connected themselves with the Board. Thus they forestalled the lay schools. No female lay teacher would have thought of setting up a school in the immediate vicinity of these, for she would have known at once that she could not ever get a large attendance; and I think there is a good deal in the other places that I have mentioned of the same kind.

4873. You go on to say, with regard to the nuns' schools, "There is always a not inconsiderable number of children who would readily attend lay schools, but cannot be induced to frequent those conducted by religious teachers. This is a fact which cannot be gainsaid. I have an intimate knowledge of its truth, and could readily produce abundant proof of it;—and let it be understood that I am not alluding to children of different religious denominations, but only to Catholic children. What is the result? When the lay schools are extinguished a considerable proportion of the children of the poor of the locality receive no education whatever. In the town of Killarney there are two convent schools and one monks' school for the education of the children of a population amounting to nearly 6,000 persons. No day-school conducted by lay teachers would be tolerated there. Well, I have it on the best authority that the number of children attending schools in Killarney is considerably less than that of those who never enter a school." Now, is that still your impression?—With regard to Killarney it is still my impression; but I believe, and I must speak candidly, that when I was writing that I had not sufficient information. That report was written more in the shape of a confidential report, than of a report for the information of the public; because the impression on Inspectors' minds, and on mine in particular, was that the public hardly ever read those reports; and the object I had in view in writing that report was to call the attention of the District Inspectors and of the heads of those communities to some defects which I had noticed in such schools; and therefore I did not direct my attention to the surrounding circumstances as much as I should have done had I thought that the report would have been made public. Now, with regard to Killarney, the fact is this: that Killarney is what may be called a season town, that is, a town that is frequented by a large number of strangers for some months in the year, and the poorer class of children get a great deal of employment and are drawn away from school during that time, and thus get vagrant habits, which make it very hard indeed to win them back to school. It is the same case in watering-places, and places near the seaside, that are frequented by the public for the season. The children there get idle, vagrant habits, and it is extremely hard to get them back to their schools. Now, with regard to Killarney, I think what I have said in that report is perfectly true still; but I think that the chief cause of it is what I have said, which I was not aware of when I wrote that report.

4874. But in Tralee, Newcastle, Kinsale, Queenstown, Midleton, Skibbereen, Bandon, and Dingle, do you still think that in those places, leaving out Killarney, there is a number of Roman Catholic children who do not attend the school because they have a dislike to convent education?—Well, I say at once, that there is a considerable number of children that do not attend the convent schools; but I should not say that it is from a positive *dislike* of convent education. I should say rather that it is because they will not submit to the restraints that are imposed upon them in convent schools, which restraints are not enforced to the same extent in lay schools. And then there are other reasons. There are a number of children that will not frequent convent schools if those convent schools are frequented in the main by the indigent classes.

4875. A better order of children?—Yes, that prefer

a pay-school. Because in all these convent schools the education is gratuitous, and there is a considerable number of those whom *we* call the poorer classes, but who nevertheless have a certain pride of their own, and who will not send their children to a school where nothing is charged for their education, and which is called a poor-school. But I should not say that it originated in a dislike of convent education, and I do not think I said that in my report.

4876. Well then, as to that class, Mr. Sheridan, the suppression of all lay schools is a positive disadvantage and evil to the neighbourhood?—To a certain extent it is, sir; but in most of those places where these convent schools exist, there are private schools, which those pupils frequent.

4877. But I am speaking of the places where you tell me there were no female schools to be found, and none permitted to exist?—Oh, I meant female *National* schools. I only spoke of National schools; for there are numbers of private schools—numbers of them—kept by both males and females.

4878. I don't suppose you mean that girls of a respectable class are not to be found in many nuns' schools?—Certainly not. I did not mean to say that.

4879. Of course there are schools which are attended by persons of a better class?—Oh, certainly.

4880. You drew a distinction a little while ago—perhaps you may wish to explain as to the way you say that this report was written, you mentioned that it was intended to be confidential and not public—does that make a difference?—Oh, no; I did not mean that it was intended to be in the strict sense of the term confidential, but merely a report that would not be read by the public.

4881. But if you were writing a report designedly to reach the public, it would be equally veracious and candid, would it not?—Oh, certainly.

4882. And what is the distinction?—There is this difference, that when writing that report I had in view certain defects which I believed to exist in a certain class of schools, and in writing such portions of that report as referred to these schools, my object was, to do something which I thought might have the effect of remedying those defects. Therefore, as most people would do under similar circumstances, I confined my attention almost exclusively to the defects, and perhaps I gave them an exaggerated importance. (I think it very likely, though I cannot recollect now.) But if I were writing a report which I knew would be brought before the public and criticised, I should have taken, of course, more pains to make myself acquainted with all the surrounding circumstances, and I should have taken care to say everything that could be said on both sides of the question. I should not have confined myself simply to the defects. I should have stated everything that could be said in favor of those schools, and not merely in reference to the defects which I thought existed in them.

4883. Now, you further say, in reference to these convent schools, "that it is also an evil that this impatience of competition not only extinguishes the principle of emulation, which exercises a healthy, stimulating influence upon schools as upon individuals, but also leads the conductors of convent schools to admit pupils without limit—without any reference to the available teaching power. The expediency, the necessity, of restricting the attendance to that number which the schools are capable of accommodating conveniently, or the teachers of instructing efficiently, is practically ignored. The school-rooms, in most cases, are crowded to excess—the attendance out of all proportion to the teaching power. The inevitable result is, that in such schools the rate of progress is extremely slow. It takes a very long time for a child to work her way from the lowest to the highest class; and, in point of fact, comparatively few ever reach that goal. The great majority leave the school and give up schooling before they have completed half the school course." Now, do you still hold that view?—Well, I must give the same answer to that, or an answer of the same character, as I did to the last question; for I made these observations with a view solely to correcting defects which I thought existed; but if I had thought that that report would have been made the subject of public criticism, I should have said, for instance, that there was a vast number of other schools, as well as convent schools, that were crowded to excess, and that in other schools the progress of the children was also extremely slow, that the convent schools are not very remarkable for that defect more than other schools, and that, in point of fact, in the different schools of Ireland, there are only from eighteen to twenty-four per cent. of the children in the advanced classes. But I wished to remedy a defect in these particular schools, as schools in which I took a great interest, and which were conducted by persons whom I thought superior to the ordinary run of teachers, and therefore I confined my attention exclusively to that defect, and did not mention similar defects in other schools.

4884. Of course I need not ask you that what you did state was not beyond the truth in any case?—Certainly not.

4885. Now, tell me, have they changed much in these two particulars of an overcrowded school and a non-rapid progress of the pupils?—There has been a very remarkable change in one respect, as regards the progress of the pupils, and there has been in a great many cases a very satisfactory change in regard to accommodation. I will not say that my report led to it, because I cannot say that from my own knowledge; but I know that subsequently to that report being written and the subject of it discussed amongst the Inspectors a large number of the convents enlarged their school premises and built very fine school-rooms.

4886. And as to the teaching power?—There has been a large increase in the teaching power, particularly in the extension of the monitorial system. At the time I wrote that report there were very few monitors employed in convent schools. The Board would not pay them. Since then there has been a large extension. Indeed I should say now that the teaching power in the convent schools is better than, or at least fully equal to, that in the other schools.

4887. Now is it, or is it not the case that the great majority leave the school before they have half completed the full course?—I may say that that is the case in our schools generally. I think also that it is the case in all schools where there is not compulsory attendance, whether in our own country or in any other country.

4888. The evil exists in England too?—It does; and it is still worse in America.

4889. I observe a paragraph in your report upon the very important subject of the girls learning needlework. You say—"The usefulness and efficiency of their services in this respect is greatly diminished, owing to the want of materials. This is particularly the case in rural schools, which are just the schools wherein it is most desirable that plain sewing and knitting, as well as cutting out, should be properly taught. In such schools it is only on extremely rare occasions that the Inspector finds the sewing-class even moderately supplied with work. On the part of teachers and managers there seems to be either a profound indifference to, or a total ignorance of, the facilities afforded by the Board's apparatus department, of procuring at an extremely cheap rate all the materials necessary for giving efficient practical instruction in this indispensable branch of female education." Has that been amended?—Well, it has been improved; but there is still a good deal of room for improvement in that respect.

4890. The working department, generally speaking, is, as I understand, behind what it ought to be?—It is behind what it ought to be, particularly in the rural schools. In the rural districts the class from which the children attending National schools are drawn do not dress very well. They have not many garments to make in the course of a year; and as in those rural schools the supply of material depends to a very great extent on the supply of clothes for the people who inhabit the locality, the material runs short and is very scanty, and I very

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much doubt whether that will ever be remedied. It will be clearly impossible for the Board to supply material for anything but knitting. They cannot supply calico or linen in sufficient quantities for the children of National schools, and, therefore, I think that in our rural schools that defect will never be fully remedied.

4891. Are the children never taught to bring their clothes and their parents' clothes to be mended?—No.

4892. Is that ever done?—I do not think it is done anywhere but in the convent schools.

4893. And would not that be a most valuable thing to do in all the schools?—It would. But really, sir, to me, who know very well those rural districts and how the people live there, it does not appear extraordinary at all that such is not done, because I think it would be very hard to find many persons that had two suits of clothes. The poor dress everywhere very badly, and in the rural districts the great majority are very poor people. Of the total number of agricultural holdings in Ireland, fully one-half do not exceed fifteen acres; and fully two-thirds are under £15 annual value. Now, the people who own such holdings as these cannot have a very large stock of clothes.

4894. You refer in one place to the monitors, and you say, "I shall mention no names, but in one district, out of nine monitors examined, all of whom had been appointed more than twelve months previously, the penmanship of three was bad, the spelling of seven was very bad or very indifferent, and five failed in composition. The general answering of two was so extremely unsatisfactory that I was obliged to recommend their dismissal." Well is that matter amended since?—Well, I think it is; but still I find persons appointed who are not fit for the office, and who should not have been appointed—but not in any great number.

4895. But is not the appointment of the monitors with the District Inspector?—It is indeed, and that was the reason I called special attention to it there, in order to move those gentlemen to be more particular.

4896. You stated that only eighteen or nineteen per cent. of the pupils attending the National schools reach the higher classes—that means of the Third Book and upwards?—Yes.

4897. You say "I regard the instruction received by the pupils while in the lower classes as of very little value in itself; as scarcely of any value, indeed, except as a preparation for the instruction which is imparted in the higher classes, and which alone, in my humble judgment, can reasonably be expected to produce permanent impressions; when, therefore, the pupil is finally withdrawn from school before he reaches the higher classes the information he carries away with him is of such an evanescent character that it is more than probable it will have entirely disappeared before he arrives at manhood." If a child has read only the First and Second Book, including the Sequel, do you agree in the opinion expressed in one of the reports, that if he goes no further than that, but leaves the school after reaching that point, that the instruction he has so acquired will prove nearly useless?—I do. I think if he gives up schooling before he gets into the third class he will in a few years lose the power of reading, and he will certainly lose the power of writing. I have known several instances of that kind. I have known several instances of girls who could write small-hand when at school, but could not write their names when twenty years of age.

4898. From having no opportunity of exercising what they had acquired?—Yes, they did not exercise it, and so forgot it altogether.

4899. It is said that the average duration of the pupils attendance at school is only two or three years?—That is a prevalent opinion amongst the Inspectors; but I may observe that our system of school accounts does not enable us to form a very reliable conclusion upon that subject. It is, however, a prevalent opinion amongst Inspectors, and I have found it stated over and over again in their reports. It was for a long time my own opinion, too, that on an average the children of the poor remain only about two years at school; but I am disposed to think we are mistaken, and that they remain longer at school.

4900. Are you disposed to think that more of them reach the third class?—That is a question which I am not prepared to vary my answer to at all. I think they do not, but they are improving from year to year in regard to numbers. For instance, I should say that last year the proportion of pupils was about twenty-four per cent. in the higher classes, whereas a few years ago it was only eighteen per cent.

4901. You speak in your report of the promotions from class to class, and you give tables of the promotions in the twelve months, showing that it takes one year and eight months on an average for a child to advance from one class to another; has that result been altered since?—That conclusion was based on the schools I inspected myself.

4902. Of course you were only speaking of your own district?—My own district solely.

4903. Has that result been altered since?—I think it may have been altered slightly for the better; but the time a child takes to pass from one class to another is still, in my opinion, too long; and one of the great advantages of a system of payment by results would, in my opinion, be that it would correct that.

4904. Do you think it would be any help to correcting that if the promotions were made by the Inspector upon a thorough annual examination of the school?—Well, one of my Inspectors in the South adopted that practice; he managed to exercise such an influence over his teachers and managers, though he had no official right, strictly speaking, to do so, that they adopted all his suggestions as to promoting the pupils, and, in fact, all promotions were made by himself. It worked on the whole very well, but there was this disadvantage in it, that a child who did not happen to be present on the day the Inspector examined the school, even though qualified for promotion, remained in the low class till the Inspector came again. On the whole, I think it is better the teacher should have the entire responsibility of advancing the pupils, because if it were the duty of the Inspector to advance them, he would say "the Inspector is too severe; I have done my best, but he will not advance the pupils as he ought to do."

4905. Are you aware that in the Church Education schools promotion is made by the Inspector?—I am not aware of it.

4906. It is done by the Inspectors, and they plume themselves upon it, as a very efficient means of advancing the children?—I was not aware of it; but I can see a difference between the two classes of schools, because the Inspector of the Church Education schools gives notice of his visit, and it is not so difficult to collect together the pupils in the Church Education schools as it would be in one of our schools.

4907. I understand you to say that one of your three annual visits to the schools is upon notice?—Yes.

4908. In that respect they correspond?—Yes, but that visit does not differ from the other two.

4909. I thought it was a general examination?—No, not more general than the others. It is a public examination, to give the managers and the public an opportunity of coming to hear how the children answer, and what progress they have made.

4910. Of course you have examined the effect of the recent alteration of the rule of the Board with regard to promoting teachers who have not been trained to the position of first-class teachers; what is your impression with regard to it?—My impression is that the Board wisely yielded to a necessity.

4911. That necessity arising from the action of the Roman Catholic hierarchy; but has it not produced injurious effects upon the general plan of education?—It has produced this effect, that we have a smaller number of teachers coming up for training.

4912. Has it not led to the appointment of less competent men?—I think it must have done so.

4913. And, perhaps, contributed to the extreme difficulty you now find in obtaining competent teachers?—I should think that is very likely to be the case.

4914. You said some time ago, I think, to my Lord, Powis, that you were not favourable to small schools, nor yet to very large schools?—I am certainly not favourable to very large schools.

4915. I should like to know from a gentleman of your great experience what your view as to a small school is?—I think if one has only what the country people would call a handful of children in a school they become indifferent; there is not that emulation and life in the school that there ought to be, and the teacher himself will become inanimate and lazy. I have hardly ever found a school of that class efficient; but when I spoke of a small school I spoke of a school with under thirty average attendance. From thirty-five to thirty-six to about one hundred average daily attendance I consider to be the best for a school, or say, from thirty-five to forty minimum, and from one hundred to one hundred and forty maximum.

4916. What would you consider the lowest number that would make an efficient school; would you say twelve, fifteen, or twenty?—No; I should consider these numbers all too small; that is to say, I should consider it a very objectionable plan to substitute for one large school a number of such small schools. In my late circuit there were a number of small schools, each of which collected together all the children within its own area. Of course, if these schools were not permitted to exist, the children of their respective localities would grow up barbarians, which would be a very sad result.

4917. What is your opinion as to the general amount of zeal on the part of the managers as to visiting the schools and examining the children—do the managers take an active part?—I will answer that question to the best of my ability. The general impression amongst our Inspectors is that the managers do not take the active part they ought to do in the supervision of the schools; but my own opinion is entirely different. The Inspectors seem to be under the impression that it is the duty of a manager to examine the pupils of his schools, and see what progress they are making. My opinion is that nine out of every ten of the managers are perfectly incompetent to do so; that is, that they have not the technical knowledge that would enable them to ascertain what were the results of instruction in a school; that if they attempted to do it they would arrive at false conclusions, and that their action in that respect might be more injurious than beneficial. But I believe the managers exercise a very salutary influence and supervision over the schools; that they visit the schools very much oftener than they get credit for; and that the efficiency of the teacher, or at least his attention to his business, his diligence, and the unimpeachable character of his private life, are owing greatly to the supervision of the managers. I consider that if a manager fulfils those functions, he discharges the functions that properly appertain to his office; but the generality of Inspectors, I must say, seem to think that it is the duty of the managers to perform the very same functions the Inspectors themselves perform in the schools (a point in which I do not agree with them), and they have in consequence in their annual reports made reflections upon the managers, which I am very much surprised the managers have not taken umbrage at, for I consider they were wholly unauthorized. In consequence of that, when I had the right of super-revising the reports of the District Inspectors, I always struck out every observation of that kind, and never allowed it to be published, as I thought it very unfair and unwise on the part of the Inspectors to criticise the managers in that way.

4918. Have all the reports of the Inspectors of your district to pass through your hands?—That was the practice for some years, but for some years past it has not been the case.

4919. When did it cease, and why?—It ceased about four or five years ago, and I believe the reason was that some of us Head Inspectors retained the reports too long, and that the publication of the annual report of the Commissioners was delayed in consequence; but I believe the practice was a good one.

4920. For the last four or five years you have not seen these reports till published?—Not until they were published.

4921. Do you think the managers, as a rule, visit the schools under their charge often?—I think, as a rule, they visit their schools very often; but they do not always take the trouble of writing their names in the books. The oftener a man visits a school the less likely he is to write his name in the book every time. Our Inspectors, however, only judge of a manager's visits by the number of times they see his name in the book. I believe the managers visit their schools much more frequently than they get credit for. I know one manager who visits his schools almost every second day, but he never writes his name in the book. I know another manager who has a great many schools, and who has a conference with all the teachers of them regularly every month. The Inspector finds no record of this, yet these monthly conferences are held more regularly than the Inspectors' visits.

4922. The *Chairman.*—Are they clerical or lay managers?—Clerical, they are both parish priests.

4923. Master *Brooke.*—Do you consider visiting the school an important part of the manager's duty?—Yes, it is a check on the diligence of the teachers and upon the attendance of the pupils. I know, for instance, that managers who are in the habit of frequently visiting their schools, look about, and say, "Where is such a child, why is he not here?" Then they go to the child's brother or sister, and find out what has kept him from attending that day. That sort of thing has a very good effect.

4924. The *Chairman.*—Have you any objection to mention the name of the manager whom you alluded to just now?—The Very Rev. G. Sheehan of Bantry; he is manager of fourteen National schools. I can name another, the Very Rev. Archdeacon O'Sullivan, of Kenmare, who has sixteen National schools in his parish, over which he exercises a most salutary supervision, yet you would find his name very seldom in the books.

4925. Master *Brooke.*—The first clergyman you named—the Rev. Mr. Sheehan—does he visit all his fourteen schools every second day?—He may not do it always personally, but one of his curates does it for him, and there is hardly a week he does not visit schools himself, and, as I said, he has a conference of the teachers once a month, as a regular fixed thing.

4926. Newcastle West was a part of your district?—It was.

4927. In the report for 1866 I observe the District Inspector of that district says "the managers seldom or never visit the schools." Does that correspond with your experience?—Most certainly not. I consider he was mistaken. As I said before, he derived his information from the number of times he saw their names recorded in the books.

4928. I observe in the report for 1865 with reference to that very district, Mr. Doherty, the District Inspector, says——?—He was not the District Inspector, he was merely there as *locum tenens.* He was only an organizer.

4929. He made the report for one year?—Yes; he happened to make the report, there being no Inspector there.

4930. He says the majority of the managers only visit incidentally, without any determined object, and confer no advantage on the schools. What do you say to that?—I have admitted, in a former reply, that it is a prevalent opinion amongst Inspectors, but I totally disagree with them. I believe the managers fulfil their duties very fairly, as fairly as can be expected from men who have a large amount of professional business to attend to. The mistake our Inspectors make is, that they consider the office of manager of a school imposes certain duties, which I do not think it imposes at all, that, for instance, of examining the children. I think it would be very desirable indeed if they could be induced to examine the children, but I do not consider we have any right to expect it of them at present.

4931. Mr. *Gibson.*—Would not the fact of the estab-

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lishment of a National school tend to displace the private schools in the district?—There is no doubt it would in thinly-populated districts, but it has not been so in large populous localities. In the city of Cork for instance, it has not done so.

4932. Rev. Dr. *Wilson.*—I see in the report referred to by Master Brooke, that you visited in one year, in addition to your other duties as Head Inspector, 171 ordinary National schools. Do you think on an average that a Head Inspector, considering his important and numerous duties, could fairly be expected to visit more than that number?—I think so. The standard I proposed to myself when I was appointed Head Inspector, was to visit and fully inspect twenty schools every year in each of the ten districts—that would be 200 in the year—and to visit incidentally (to use one of our technical terms), say twenty more. That would be 400 schools. I must, however, state in candour, that I have never been able to come fully up to that standard, but year after year I am approaching it. Last year I visited a larger number of schools than ever before—374; but I did not, of course, fully inspect them all.

4933. Can you state what number you fully inspected?—184.

4934. The others were incidental visits?—Yes. In the year before last I inspected 195.

4935. In the report for 1864, I find a description given by you of an incidental visit; does that description apply to your own visits as Head Inspector, and does it differ from the visit of a District Inspector in any way?—I think I mentioned in that or some other report that I was of opinion that an incidental visit was chiefly of value when it was paid by the District Inspector who lived on the spot, and who might be expected to return and frequently visit the same school; but that an incidental visit made by a Head Inspector had not the same value, that is, that it was not likely to produce the same permanent effect on the schools. It was because I entertained that opinion that I have repeatedly visited the same school, that I might impress the teachers with the conviction that they were never safe from visits from me as Head Inspector.

4936. I take it that an incidental visit by you would involve more time than an incidental visit from an ordinary District Inspector?—That is so, because when I visit a school incidentally the first duty I have to discharge is to see how the District Inspector had discharged his duty previously in that school.

4937. In fact, you to a certain extent check the visits of the District Inspector, as well as the state of the schools?—Certainly; that is the chief purpose of my visiting the school.

4938. Do you regard the incidental visits of District Inspectors as of considerable importance?—I think they can be made of considerable importance, but I believe a great many of the visits at present are too short to be of much importance. But, let them be never so short, they effect two things that are of value, firstly, they enable the Inspector to see whether the teacher is on the spot discharging his duty, and secondly, whether the school accounts have been posted up to that day. That may be readily done in five minutes.

4939. There are three inspections supposed to be made annually by the District Inspectors: first, there is the primary inspection—is that a full examination of the school?—What we call the primary inspection of a school takes place only every three or four years, and the first inspection that is made of a school is a primary inspection; the object is to place the Commissioners in possession of detailed information regarding everything connected with the school—such as the number of desks, the length of each desk, the dimensions of the school-room, whether the house is slated or thatched, whether the floor is boarded, and so forth. That is called a primary inspection, and is made every three or four years; but the secondary or annual inspections are of two kinds—secondary No. 1, and secondary No. 2. In secondary No. 1, the Inspector has to return the numerical results of his examination of the pupils. In secondary No. 2, he has to give a general statement, but he need not give the numerical results of his examination.

4940. As a rule on that second visit, does the District Inspector examine all the children in the school?—Not as a rule at the secondary No. 2.

4941. Do you think an Inspector will soon leave his mark on the schools in the district to which he is appointed?—It depends very much on the character of the Inspector and his skill.

4942. You think he will produce an effect on the district if he is an efficient officer?—Certainly.

4943. Will improvement or otherwise be the result of efficiency or non-efficiency of the Inspector?—Very much.

4944. One of the District Inspectors under your superintendence has stated that the efficiency of Inspectors is marred by the amount of clerking work they have to discharge; is that your opinion?—I should not say so.

4945. The *Chairman.*—Do you consider that any of the returns made by the Inspectors to the Head Office could be dispensed with?—Well, really, on the spur of the moment I should say they could not be dispensed with. They might be reduced in size so as to occupy less time in filling up, but I very much doubt whether the District Inspector is obliged now to furnish any return that is not necessary.

4946. Rev. Dr. *Wilson.*—This gentleman says, "The chief of the restrictions which prevent Inspectors from being as useful as they would like, arises from the mass of writing they have to do?"—I do not agree with him in that. The mass of writing depends of course upon the amount of work done. The writing of the District Inspector consists chiefly in writing reports on the schools; the other returns are merely quarterly ones, or made at the end of each year.

4947. Do you agree in this statement, that few professed clerks have to write so much as a District Inspector has?—I do not. A District Inspector who discharges his duty efficiently cannot have an amount of writing nearly equal to what a clerk employed four or five hours a day in a public office would have to do.

4948. Do you consider that his special functions are interfered with in consequence?—I do not think so, because he has a day in the week for doing his writing, and one day in each fortnight besides.

4949. What is your relationship to the Central Office; are you under the control of the Chiefs of Inspection, or of the Board?—Well, really, in my position of Head Inspector I do not know any one as an individual at all. I am under the control of the Office, and the medium of communication between me and the Office are the Secretaries. The Chiefs of Inspection are to me nothing more than anybody else in the office; they are units in a large number, and have no direct communication with me any more than the clerks in the office.

4950. Have you heard the Inspectors state whether or not their reports are considered at the Central Office? Have there been any complaints as to non-attention to their reports when they have made what they consider important suggestions?—We Inspectors have been generally dissatisfied on that head, but I believe we are very bad judges of what the Office can do. When I make a report on a school, for instance, and refer to something that I think ought to be attended to by the office, I am apt to forget or do not sufficiently appreciate the vast amount of work the office has to discharge, and that sixty-five other gentlemen have been also making reports every day—that consequently everything must come on in its turn, and that in a large establishment of that kind some delay is unavoidable.

4951. If the system of payment by results were adopted, and that each District Inspector should visit each school in his district once a year for the purpose of a thorough public examination of it, do you think he could visit fourteen schools incidentally each day so as to overtake his district within the year?—If the system of payment by results were adopted, I apprehend the Inspector would have to examine each school

only once a year as is done in England. If he had only to examine once a year he would have ample time to pay incidental visits.

4952. Could he overtake fourteen schools per day?—Yes, easily.

4953. Having to visit fourteen schools in the day he would of course arrange so as to visit the schools of a certain locality each day?—Yes; he could not visit them unless they lay in a certain part of his district.

4954. Each District Inspector has a centre?—Yes.

4955. Would it be possible, for instance, that a District Inspector could visit fourteen schools in a day in the immediate neighbourhood of Limerick?—I think I could do it.

4956. When his work there was exhausted could he follow it up in the same way by visiting the schools in other parts of his district?—I think so.

4957. Do you think in the district towards Clarina he could visit fourteen schools in a day?—Any school at Clarina would be one of the fourteen he would be likely to visit from Limerick.

4958. When he got to other parts of the county Limerick, could he visit fourteen schools in a day?—I think he could; if the Inspector went to Killaloe and stopped there a night, as I was in the habit of doing in that part of the country, he could easily visit fourteen in a day.

4959. Would that statement apply to the Newcastle district?—It would apply more to Newcastle even than to Limerick. He could have no difficulty whatever in the Newcastle district in visiting fourteen in the day, the schools are so numerous and close together.

4960. From your experience do you think grants have been made from time to time to opposition schools in the same village?—Yes.

4961. Did not the vested schools in those districts afford sufficient accommodation?—In some cases, yes; in others, no.

4962. In any of these cases were the vested schools and the opposition schools under managers and teachers of the same faith?—Perhaps I do not correctly understand what you mean by opposition schools.

4963. They were referred to on a previous day as schools got up in the same locality when it was supposed that the schools previously in existence were sufficient to accommodate the children. I wish to know in such cases were the vested and opposition schools under managers and teachers of the same faith?—Sometimes, yes; sometimes, no.

4964. Have you ever known convent schools taken into connexion when the avowed object was to withdraw the children from lay teachers?—I do not know of any such case.

4965. Have you observed in some cases or in many cases that grants have been made to rival schools under managers and teachers of the same denomination?—I cannot recall any case now. The thing is possible; but it depends a good deal upon what is meant by a rival school.

4966. Have you had any experience of the North of Ireland?—Not in my official capacity.

4967. Would you regard such a case as I have pointed out—two schools in the same locality under teachers of the same denomination, as a wise or a prodigal expenditure of public money?—I consider that the Commissioners have no right, or at least that it would not be wise of them, to refuse aid to any school which fulfilled the conditions prescribed by the Commissioners themselves; that is, that there should be a suitable school-house, a sufficient attendance of children, and a properly qualified teacher. I think any manager who can satisfy the Commissioners that his school comes within these conditions ought to get a grant from the Board, provided he subscribes to the rules of the Board.

4968. Does the system profess to be one of united education?—Well, if you wish me to give my own individual opinion——

4969. Does it profess to be?—I do not know that it professes to be only that.

4970. Have you not said that you regard as an efficient school one that has an attendance of at least forty children?—I said from thirty-five to forty would be the minimum.

4971. But that on the whole you would prefer 100?—No, I did not say that.

4972. What is your opinion with regard to that?—I say from thirty-five to forty should be the minimum, and that I should not like a school to have more than 100 to 150 average attendance.

4973. With regard to vested school-houses, how were school-houses vested at first?—At first in trustees.

4974. Was there a change?—Yes.

4975. Do you know why?—The change took place when the Commissioners got their charter. They were not a corporate body till then and could not take a school.

4976. Has there been another change?—Yes.

4977. Owing to what cause?—Owing to the great disinclination on the part of the managers of schools in Ireland to vest schools in the Commissioners, which they considered equivalent to vesting them in Government. There is great jealousy of the immediate connexion of the Government with anything in Ireland.

4978. I see by your report that you anticipated good results from this change?—Certainly.

4979. What were those results that you anticipated?—The good results I expected were that managers would avail themselves of the public funds to build suitable school-houses, knowing as I do that at present they have no private funds to devote to the purpose.

4980. Have those expectations been realized?—In some districts they have, in others not.

4981. You recommended that a condition should be attached to the grant of money by the Commissioners for a school under such circumstances?—I did.

4982. State it, please?—The condition was that the Commissioners should either have the nomination of one of the trustees, or that the Secretary for the time being should be ex-officio one of the trustees.

4983. What was the object of that?—That the Commissioners should have a certain control over the houses which they keep in repair. In that I recognised the general principle which prevailed up to that time, that the Commissioners would not keep in repair any school-house not vested in themselves. I thought what I proposed would be a fair compromise between the two.

4984. Have the Commissioners acted upon that proposition of yours?—No, it has been frequently discussed in the office, but never acted on.

4985. Are the Board of Works the parties to do the building work in those cases?—They have the duty of keeping the vested schools in repair, and buildings are erected by contract under the supervision of that Board.

4986. Do you know whether the Board take due care that the local parties contribute their one-third of the expense?—The conditions are that the Board shall pay two-thirds of the expense of building the school-houses and the local parties one-third.

4987. Does the Board invariably see that the locality pays its one-third?—I think the Board's officer takes care to see that there is substantial aid from the locality equivalent to one-third of the expense; but one-third is not paid in cash except in a few cases. If the farmers of the district contribute, for instance, horse labour for a certain number of days, the officer of the Board will value that labour, and put it down as money. I think that is very fair.

4988. Who is the contractor, may I ask, generally?—There is no particular contractor.

4989. Is it open to public competition?—Generally the manager names his contractor, and if he is a suitable person the Board of Works approve.

4990. Have you ever heard of cases in which the contractors entered into an engagement with the local parties to do the work for the Board's two-thirds?—I have.

4991. Have you reason to believe that it was true?—I have no reason to believe it is generally done, but I have heard that there has been such a thing.

4992. Are the buildings as a rule well executed?—As a rule the buildings are very good, but they are

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very expensive. Buildings erected by the Board of Works are, generally speaking, not as good as the amount expended on them would lead me to expect.

4993. Have you ever heard it complained that a dry vested school-house scarcely exists?—I have not heard complaints to that effect, and I know it is not the fact. There are no doubt *some* damp school-houses.

4994. When vested in trustees, does the Board invariably insist and see to it that the houses are kept in repair?—That is a most troublesome part of our duty. When the houses are vested in trustees, the trustees are, according to our view, bound to keep them in repair; but I believe that is a mistake, and that they are not legally bound to do so. I believe myself (but it is merely my own opinion, as the question has never been tried) that an action against them to compel them to keep the houses in repair would fail.

4995. Do you think it is fair to ask any trustees to assume that responsibility?—I think it is not unfair, but that if it were enforced we should not get men to act as trustees; and in point of fact it never is enforced. The trustees are bound to this extent, that they are to see that the school-house shall be used only as a school-house. I consider that their functions cease there.

4996. Do you not regard it as the duty of the Commissioners to see to the keeping of all such places in repair?—I think all vested schools, whether vested in trustees or in the Commissioners, should be kept in repair out of the public funds. Whether the Commissioners themselves should do it, or the Board of Works, or the Grand Jury of the county, is a question. I think myself it would be better that it should be left to the Grand Jury and the County Surveyor. The County Surveyor being on the spot would always be able to see to it, whereas if the duty were left to a central body there will be great neglect.

4997. Are the Board of Works diligent in executing repairs?—Indeed they are not; quite the reverse.

4998. Have you a rule with reference to non-vested schools that they shall be whitewashed at least once a year?—Yes, it is one of the practical rules for teachers.

4999. Have you heard of schools vested in the Commissioners which have not been whitewashed for two years or more?—I have heard of cases of that kind; not many though.

5000. In the report for 1860 you say there are 178 school-houses vested in the Commissioners in your district, 205 vested in trustees, and 544 non-vested?—Yes.

5001. Has there been any change in the proportion since?—A vast change.

5002. What is the nature of the change?—I cannot give you numerical results, but I can answer your question generally. Taking, for example, the county of Kerry, since that report was written the number of schools vested in trustees has increased enormously. In the Newcastle West district there has also been a considerable increase, but in the county Kerry particularly the increase has been very large indeed.

5003. What part of Kerry—is it localized, or does it extend generally over the county?—All over the county.

5004. What is your opinion, generally, as to the state of education throughout your entire district—Munster, I believe, was the province you had?—I consider the state of education in Munster superior to that of any other part of Ireland.

5005. Does that observation extend to the three chief branches of education—reading, writing, and arithmetic?—I think so. There has been a marvellous improvement in writing.

5006. Master Brooke has referred to the uniform standard you suggested: may I ask has that standard been adopted?—I did not recommend any particular standard. I recommended the Inspectors to apply the same standard, as far as possible, to the schools in their respective districts, I think they do now examine their schools very much on the same standard.

5007. So that there is a uniformity in the reports?—I think so.

5008. What is your opinion with regard to the teachers generally in reference to their literary qualifications?—I think we have been obliged for the last couple of years to admit into the teaching body persons very imperfectly qualified.

5009. I think I heard you say there has been an improvement in the matter of the payment of teachers?—I do not know that I have been asked that question. I think, however, that there has been an improvement in the income of teachers for some years. Since I was appointed first there has been a great improvement.

5010. Considering the price of provisions and the change in the relative value of money, do you regard it as an actual increase?—I do not in town schools, but the change does not affect the rural schools so much, because in rural districts there has not been that increase in the value of provisions that there has been in the towns. I was in Tipperary the other day and I ascertained that prime beef can be had there for 6*d.* a lb., I know that here you cannot get it under 10*d.*

5011. With regard to residences for teachers, have you turned your attention to that subject?—I have.

5012. What is your opinion as to the desirableness of having residences for teachers in the immediate locality of their schools?—I think it is very desirable they should have residences—I should not say in juxta position to their schools, but within a short distance of them. I do not like having the residence of the teacher in juxta position to the school—where that is the case he is under a temptation to run in and out during school hours. That is particularly the case with married female teachers; they run in and out to look after their houses and children.

5013. What distance would you recommend?—I should say about an eighth of a mile from the school—an easy walking distance.

5014. Do you approve of the present gradation of teachers?—I think we have too many grades; that is, as regards payments. I think if we had three classes, so far as salary is concerned, it would be better. Obliging the teacher to undergo an examination for every little step he gets is very laborious upon him, nor do I think it is attended with results commensurate with the disadvantages.

5015. What is your opinion as to the proportion in number of teachers to that of pupils in ordinary National schools?—That is a subject on which I differ a good deal from some of my colleagues. I consider a teacher is not able to teach efficiently more than from thirty-five to forty pupils.

5016. That is single-handed?—Single-handed.

5017. Does that apply to teachers of a superior grade—first-class teachers?—It applies to teachers generally—the average teacher. I know, however, some Inspectors say that a good teacher ought to be able to teach seventy, but I have never yet seen a time-table drawn up according to which a teacher could keep seventy pupils profitably employed.

5018. Considering the qualifications, attainments, and position, and the number of your teachers in the third class, do you think you have a large number of men who could keep such a school efficiently?—Do you mean a school of thirty-five or forty?

5019. Yes?—I would not admit a teacher who could not teach from thirty-five to forty pupils.

5020. Have you such a supply of teachers that if your schools had an attendance of say sixty each they could conduct them efficiently?—If all our schools had sixty pupils we most decidedly would not have a sufficient number of teachers qualified to take charge of them.

5021. What is your opinion with regard to the class called probationers?—My opinion is they should be employed as assistants for the time being in schools, and should not have sole charge of any school; but we are obliged by necessity in some cases to admit these men to the office of principal teachers, not having others to put in their place.

5022. Generally you do not regard them as efficient teachers?—Generally not; but there may be some misapprehension as to what we regard as probation. If a young man has served three years as a junior paid

monitor, and four years as senior monitor, and two years afterwards as first-class monitor, he would still be called a probationer. That man ought to be equal to a second-class teacher, and probably is so in most cases, yet he is called a probationer till he passes an examination.

5023. Have you many teachers answering that description?—A great many of our teachers have served a good portion of their time as paid monitors.

5024. I see in the report for 1866, by one of the Head Inspectors, a statement to this effect:—"I am sorry to add that fully one half of the probationers answered so badly that, strictly dealt with, they should have been dismissed from the service of the Commissioners." Do you concur in that opinion?—I do not; I think the probationers are very strictly dealt with. They certainly do not answer very satisfactorily as a rule, but then we must bear in mind that they are examined on many things which they are not required to teach in their schools.

5025. Do you think they should be appointed to any schools without previous examination?—I think it would be desirable that they should not, but it would be very hard to do it; in point of fact, they are supposed to be examined before they are appointed, for they never get a salary from the Board until examined by a District Inspector.

5026. Were there many convent schools in your late district?—A great many in my late circuit, forty-two.

5027. Master *Brooke*.—In case of a vacancy in a school occurring, and the manager appoints a new teacher, can the teacher go in to teach the school before the annual examination of teachers takes place?—That is not the case now, because when the manager appoints a probationer—that is a person not classed, he will get no salary for that teacher until the teacher submits to an examination by the District Inspector. The District Inspector must send up a certificate to the office, to the effect that he has examined that teacher, and found him qualified. Then salary will accrue to the teacher, but not till then.

5028. Will the salary then accrue from the time he began to teach?—No, only from the date of the Inspector's examination.

5029. And that is an examination only by the District Inspector?—That is all.

5030. I understood that Mr. Keenan told me there was no examination until the annual examination of all the masters by the Head Inspector and District Inspector?—There is a preliminary examination which was rendered necessary by the fact that a large number of probationers getting no examination until the annual examinations came on, yet holding possession of the schools, were afterwards found disqualified at the annual examinations.

5031. And that is the rule?—It has been the rule for some years.

5032. And is such a person—supposing he were a monitor—is he called a probationer up to the time of the examination?—He is not called a teacher at all until the Inspector examines him.

5033. You would say then it was an examination of probationers?—Yes.

5034. Mr. *Gibson*.—Do I understand you to say that the grant or payment of salary takes place only from the time of the Inspector's report, and not from the time of being appointed to the school?—That is true.

5035. I thought it was retrospective?—The salary accrues from date of the Inspector's examination of him.

5036. Then I was under a mistake?—That was found to be necessary, for if such a rule were not made, a teacher who felt himself incompetent might shirk the Inspector's examination until he was prepared.

5037. I thought that after the examination, and the person being approved, that the salary accrued back to the time of the appointment?—I may be wrong, but it is not likely. The impression on my mind is, that the payment only accrues from the date of the Inspector's examination of the teacher, and that he is not paid for any time antecedent to that.

5038. Rev. Dr. *Wilson*.—You have a number of convent schools in your district?—Yes, I have a large number.

5039. And many of those ladies in the schools, of course, you acknowledge as superior teachers?—Certainly.

5040. You can account for that, no doubt, in a variety of ways?—You mean, account for their being superior teachers?

5041. Yes; owing to their having a high education, and so on?—Of course, and their being devoted entirely and exclusively, from no mercenary motives whatever, to the office of teaching.

5042. And, owing to their own previous education, we may naturally suppose they would produce good writers and readers in the school?—Yes.

5043. I see they excel in that. Do you adhere to your report of 1860 that their want of training interferes with their efficiency as teachers?—I should refer to my former answer. I had in view then the correction of a defect which I thought existed in their schools, and I directed special attention to that fact, but I avoided saying, because I did not think it necessary to say, that the very same objection applies to the great mass of teachers.

5044. I think it due to you to say you had that in view. You state so in your report:—"I have it in view to inspect all the convent schools in my group of districts as soon as I can command sufficient time for the purpose, and to make them the subject of a special report," and so on?—Yes, I recollect that.

5045. You say also, "It is not my intention just now to enter at great length into the merits of these schools and their teachers." You had distinctly the object in view you have stated. Perhaps you had forgotten these passages?—I dare say I had forgotten the particular passages, but that was the view I had.

5046. At that time, you said, they were imperfectly acquainted with the improved method of teaching and school organization?—Well, I should not say they were generally so, but there were some schools in which the nuns probably did not show the same aptitude for teaching that might be expected from their education (because they are all ladies of education) and I expected a great deal more from them than from our poor teachers who receive a very limited education.

5047. Are you satisfied there has been improvement in reference to these schools with regard to organization?—A very great improvement.

5048. Are you satisfied with the progress the children generally make in the schools?—I am not satisfied with the rate of progress, but I don't think these schools are in that respect inferior to other schools.

5049. Are the junior classes as well attended to as the senior in those schools as a rule?—I think so.

5050. What is the average length of time taken by children to pass out of the First Book?—That is one of those questions that are difficult to answer, for it is hard to get the data necessary to answer it, but I should say it takes two years on an average.

5051. On an average. And what period from the lowest to the highest class?—The progress in the higher classes is more rapid than in the lower.

5052. More rapid?—More rapid even. It takes less time to get a pupil from the third to the fourth than from the first to the second class.

5053. Are these schools specially famed for bringing the children from class to class with rapidity?—The convent schools?

5054. Yes. They are not inferior to the ordinary National schools in that respect?—The rate of progress is quite as great now in the convent schools, or indeed, these latter years greater than it is in the ordinary National schools.

5055. Do many reach the highest class in schools?—Comparatively few appear to reach the highest class in any school.

5056. You make very little speciality with regard to them?—As regards the classification I should not make much difference. But I believe the pupils in the convent schools have an opportunity of getting a better education than those in the ordinary schools.

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5057. And what is your idea with regard to them as compared with the children in model schools?—Of course, I consider that the children in the model schools are better educated than those in the ordinary National schools, but that also, Dr. Wilson, is a case that admits of exception, for there are different grades of model schools as there are of ordinary schools.

5058. You have stated particularly the effect of convent schools on others in the neighbourhood where they were established, and that they annihilated them?—Yes, just as our schools have had the effect of annihilating the private or classical schools.

5059. On the whole you don't regard that as a desirable thing?—I should like to see the lay National schools co-existing with the convent schools, but if I were called on to decide between the two, I should prefer the convent schools.

5060. If you were instituting a comparison, as between the convent and ordinary schools, would you regard it as fair to look on the ordinary schools collectively—taken as a whole?—And the convent schools taken as a whole?

5061. Yes?—I think it would be fair, and that it would be to the advantage of the convent schools, but you would have a large number to select from on the one side, and a small number on the other.

5062. Then you regard as most efficient and well qualified, the convent schools?—Yes.

5063. Do you regard that as applying to ordinary National schools?—It depends upon the sense in which the word efficient is applied. I don't regard any of our schools as in a satisfactory state, as regards the progress from class to class.

5064. Are not the convent schools generally in towns?—Generally in towns.

5065. And the attendance is more regular?—Yes, that is so.

5066. Have you turned your attention to the average as regards model schools and convent schools?—The average attendance?

5067. Yes. Which is the superior—which is most regular—the children at the convent schools or model schools?—I think children attend the model schools more regularly than they do convent or ordinary schools.

5068. What is your opinion of those schools in comparison with schools under first-class teachers, Mr. Sheridan?—My opinion is, regarding the convent schools generally, that they are by far the most useful schools in connexion with the Board; and comparing them with ordinary National schools under first-class teachers, I am of opinion that one would find as large a proportion of convent schools to be first-class, as of such ordinary National schools, and perhaps a larger proportion. At all events, I can say that there are schools conducted by nuns that are far and away superior to the very best ordinary National schools I have ever visited.

5069. In your report for 1864 I see this statement:—"The literary classification of the pupils in these ten convent schools was low as compared with that of the pupils in the first and second class teachers' schools"?—Yes, that may be.

5070. That is the fact?—That is likely to be the case in general.

5071. What is the amount of teaching power in convent schools—is it large in proportion to other schools?—Well, I think it is not larger than in other schools. I allude to the teaching power directly paid by the Board.

5072. I see you make a distinction in the report:—"The teaching staff in these ten convent National schools comprised 135 individuals, viz.:—seventy-five members of religious communities, two lay teachers, and sixty paid monitors. This affords an average of about thirteen teachers for each school, and of one teacher for every nineteen pupils in average daily attendance." You regard that as a fair teaching power?—I would regard it as too much.

5073. As too much?—Yes; but that statement would not be intelligible if I did not explain that a nun does not ordinarily teach in the school the whole day, and that, therefore, if there are ten nuns in charge of a school, that staff is generally equivalent to five persons constantly in charge the whole day.

5074. But is not your statement absolute to this effect, that you have "one teacher for every nineteen pupils in average daily attendance"?—If I had that report in my hand I should be better able to say, for I have written so many, that I cannot recollect one in particular. But have I professed to give the number of nuns?

5075. You say, "The teaching staff in these ten convent National schools comprised 135 individuals, viz.: seventy-five members of religious communities, two lay teachers, and sixty paid monitors. This affords an average of about thirteen teachers for each school, and of one teacher for every nineteen pupils in average daily attendance;" and you say the ladies supply another element of teaching power. Who are they?—They have in almost every convent school a class of monitors paid by themselves.

5076. Quite so. With regard to ordinary schools, do you regard them generally as fairly supplied with teaching power?—I do not, generally speaking. But the monitorial system gives an easy way of supplementing the teaching power.

5077. Are the larger ordinary schools properly supplied with qualified teachers?—It is difficult to get practically qualified teachers.

5078. Then you have few properly qualified assistant teachers?—There are a great many schools which require assistants and cannot get them.

5079. What is that difficulty owing to?—It is owing to a great many things. One cause is that the pay of an assistant teacher is not sufficient to maintain him, unless he happens to be a native of the locality and resides with his parents. Another thing is that there has been a certain discouragement to teachers latterly, as they do not consider themselves sufficiently paid, and there is not the same wish as formerly on the part of young persons to adopt the profession of teacher; they seek other employments. Emigration, too, has had a good deal to do with it. A large number of the young men of the country have gone to America, some of whom would have become teachers had they remained.

5080. Have you found many of those often employed as teachers abandoning it again?—Not in my late circuit, but I believe it prevails in my present circuit, particularly in Dublin.

5081. How many monitors are there in your district, exclusive of model schools?—I had 507 paid monitors in my district in 1866.

5082. How many male and how many female?—I cannot give you the precise numbers, but I know the females greatly preponderated.

5083. I see in your report of 1860 you give the number, distinguishing sexes?—Yes.

5084. What has been the proportionate increase since? Has it been preponderating in favour of the females?—In favour of females.

5085. Largely?—I cannot say largely, but I know the preponderance still exists.

5086. In which class—junior or senior—has this increase taken place?—Senior.

5087. Is it your opinion that the junior monitors are overworked or continue to be overworked?—That is not my opinion now. That has been checked.

5088. How has it been checked?—Teachers are not allowed to employ their junior assistants more than two or three hours a day.

5089. You made a suggestion on the subject. It has been acted upon?—I do not know whether it was in consequence of my suggestions or not, but it has been done.

5090. Are there many of the ordinary schools in your district in which the attendance would warrant the employment of paid monitors, and where none have been allowed?—Yes; but I cannot state the number, as the District Inspector's reports have not come before me. It is owing to the restrictions made by the Commissioners that paid monitors have not been employed. They will not allow a paid monitor to a teacher who is

classed under the first division of third, and to him they will only allow a junior monitor.

5091. And has the restriction of the Commissioners operated against the employment of paid monitors?—Yes, to that extent; but that restriction is evaded to some extent again, because we find that if the Inspector certifies that the teacher is competent to instruct and train the monitor, the Commissioners will generally waive their order and appoint one.

5092. With regard to mixed education, I see that in your group of districts you had 205 schools in 1860 in which mixed education was found?—Yes.

5093. Has the number of schools in which Protestant and Roman Catholic children attend together been diminished or increased?—I think it has been rather diminished, because some exclusively Protestant National schools—a good many indeed—have been established wherever the Protestant element prevails in a locality.

5094. Are there many National schools near to the city of Limerick in which you have small Protestant minorities, are you aware?—There are some.

5095. Do you know the Ahane schools?—Yes.

5096. And the Parteen schools?—Yes.

5097. And the school under the management of Mr. Synan, M.P.?—Yes—the Crecora school.

5098. And other schools in which are small Protestant minorities?—And other schools. Occasionally we meet them here and there.

5099. Some of the children in these are the children of farmers, and land stewards, and millers, and so on?—And policemen.

5100. Do you think the system of National education is administered as one general united system so as to protect such minorities?—I do, indeed.

5101. Looking at the report of last year, page 13—the Munster counties of Clare, Cork, Kerry, Tipperary, and Waterford—has your attention been called to it?—I have not read it.

5102. Look to it, and say do you regard it as a fair sample of mixed education under the circumstances?—I think in the South you can expect very little mixed education, because you have there very few of the Protestant population whose children would avail themselves of National schools. It is impossible to have anything like mixed education there, except to a very slight extent, and even that has been neutralized to a certain degree by the disinclination of the Protestant section of the population to unite with the others. They have established separate schools for themselves, although there were schools which they might have availed themselves of, but would not do so, because they were under Catholic management. *May* 7, 1868. John Edward Sheridan, esq.

5103. Is that in the town or country districts?—In both. In the city of Cork there were National schools for the children in a position to avail themselves of them, but yet the Wesleyans got up a National school, attended only by Wesleyans, and the Presbyterians, schools attended only by Presbyterians; and in Cork there are also schools attended only by children of the Established Church. In the City of Cork there are six schools under the management of the Rev. Dr. Webster, which are attended by children of the Established Church. There were schools enough for these children if their parents admitted the principle of united education. Whatever of united education exists in Ireland exists to a great extent in consequence of the liberal acceptance of the principle by the Roman Catholics.

5104. Have you not found that Presbyterians and other parties gladly accept the system of education, and take advantage of schools under Roman Catholic management and Roman Catholic teachers?—I do not think so, except where they have not sufficient numbers to establish a school of their own.

5105. With regard to Ahane, Parteen, and Carnane, have you heard an objection from the Presbyterians?—I do not think there are many Presbyterians about there to avail themselves of the schools; but wherever there is a Protestant population sufficient to furnish attendance for a National school, the tendency amongst the heads of that population is to establish a school for themselves, and not to avail themselves of the education imparted in the existing schools.

5106. Regarding the facts as you find them, how would you establish a school for such small minorities?—For such small minorities?

5107. Yes?—It could not be done where there are only four or five children. They must avail themselves of the schools existing or do without education.

5108. Do you regard it desirable that the system should be administered as it is?—I do. No other system is desirable for the state of Ireland.

[Adjourned.]

Fifteenth Day—Dublin, Friday, May 8, 1868.

Present:

The Right Hon. The Earl of Powis, *Chairman.*

The Right Hon. The Earl of Dunraven, K.P.
The Right Hon. Lord Clonbrock.
The Right Hon. Mr. Justice Morris.
Sir Robert Kane, F.R.S.
William Brooke, Esq., M.C.
Rev. David Wilson, D.D.
Rev. Benjamin Morgan Cowie, B.D.
James Arthur Dease, Esq.
James Gibson, Esq.
Scott Nasmyth Stokes, Esq.
William K. Sullivan, Esq., PH.D.

George A. C. May, Esq., Q.C., D. B. Dunne, Esq., } *Secretaries.*

John Edward Sheridan, Esq., further examined. *May* 8, 1868.

5109. The *Chairman.*—Are there any points in the evidence you gave yesterday which you wish to correct?—Yes, my lord; there are two. I was asked a question yesterday, I think by Master Brooke, in reference to the course that was pursued in the case of an unclassed teacher having been appointed by a manager, and I answered that the teacher would not get any salary from the Board till he was examined by the District Inspector, and that his salary then accrued only from the date of that examination. I cannot well explain how that impression took possession of my mind, but I find it is erroneous. The *general* practice is that an unclassed teacher must be examined by the District Inspector, and then if the District Inspector approve of him his salary is paid from the date of his appointment by the manager. But then there are also, I find, numerous cases in which it would be inconvenient for the Inspector to visit the school and examine the teacher within a reasonable time, and still more inconvenient for the teacher to go to the Inspector, and in these cases the Board take the certificate of the manager that he believes the teacher to John Edward Sheridan, esq.

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be qualified, and they pay him. But such an examination by the District Inspector is simply a preliminary examination. It does not entitle the candidate to rank as a teacher, for many of these, though so examined by the District Inspector and approved of conditionally, are dismissed as incompetent when the next annual examination takes place in the district. That was one point. Another question I was asked, I think by the Rev. Dr. Wilson, which I understood to be to this effect: that if all the National schools of Ireland were restricted to an average daily attendance of sixty, whether we could secure teachers enough to conduct them. I, in reply, not fully apprehending the scope of the question, said I thought not; but, on reflection, I find that I was very much mistaken. The average daily attendance in all National schools in Ireland, one with another, is only forty-nine at present, consequently if they were restricted to sixty, instead of having between six and seven thousand National schools as at present, we should reduce the number to about 5,500. Consequently we should not require the same staff of teachers as at present. Those were the two points.

5110. Rev. Mr. *Cowie.*—Am I right in assuming that you set a high value on the monitorial system?—I do, indeed, very high.

5111. Is it because it promotes the efficiency of the schools, or because it rears up teachers?—For both reasons.

5112. Which chiefly?—Well, I think that one is really as important as the other; but, for the efficiency of the schools, even more than as a nursery for teachers; that is to say, hitherto the good results of the monitorial system in promoting the efficiency of the schools are realized in a greater number of instances than the good results in supplying teachers, because a large number of the monitors do not become teachers.

5113. Do you mean to a very great extent?—Well, not to a very great extent; but, I should say, to a very considerable extent.

5114. Do you think that their services fully repay in value to the State the money that is expended upon them?—I do, decidedly. I think the services they render are beyond the value of the money they receive from the State.

5115. Are there no schools in your district, late or present, where monitors are employed in larger numbers than is necessary?—That may be the case in some schools. If you look simply to the average daily attendance, there may be some schools where there is a larger staff of monitors than, perhaps, would be required for the teaching of the children; but then, taking into account the fact that, after all our attention in the selection of monitors, a large number of them, or a considerable proportion of them do not become teachers afterwards, Inspectors are obliged sometimes to have an excessive number of monitors in order to secure a sufficient supply of teachers to fill the vacancies as they occur.

5116. Then, if more monitors are employed than are necessary for the schools, it is because you hope to be able to increase the number of those monitors who will eventually become teachers?—It is; but then I do not wish you to understand that that is the case in a large number of schools. It is only in some schools.

5117. Are not all the monitors selected by the Inspector?—Yes; by the District Inspector.

5118. Has the manager any veto upon the employment of the monitors?—In every instance.

5119. But if the number is in excess of the need of the school, would not the Inspector be responsible for that?—Well, he cannot well be held responsible, because he is obliged, when recommending a monitor, to give the average daily attendance in the school, and the number of monitors, if any, that are already in service in the school.

5120. It is, then, the Commissioners that are responsible?—The Commissioners are responsible, or rather, I should say that the responsibility is shifted from the Inspector's shoulders to the Office.

5121. Judging from your experience, is the present plan of subsidy by payment of teachers' salary, which is the chief part of what the Board does, I understand, in the National schools, the best plan of helping the education of the poor?—I do not clearly understand the scope of the question. Am I to understand you as contrasting the present system of giving a fixed salary according to the class of the teacher with the system of paying by results?

5122. Yes; I meant to come to that?—Then I should say decidedly not.

5123. Would you rather pay by the proficiency of the children?—Partly; not altogether.

5124. With reference to a passage in your report for 1866, page 157, how would you secure the benefits of the monitorial system with a system in which the chief aid from the State was paid according to the proficiency of the children?—I think I have mentioned in that report, that whatever system of payment by results might be adopted by the Commissioners, or by the State, I thought the monitorial system should be left untouched, and paid as a distinct part of the system.

5125. In addition to the payment for the results of examination?—Yes, that there might be some scheme adopted by which the monitorial system, as at present established, should be secured in a permanent form.

5126. Have you considered how that could be done, for it is a very difficult question?—Well, I have thought of it so far as to conclude that the simplest way is to continue their payment.

5127. To continue the payments to the monitors in schools as at present?—Yes.

5128. You think that a system could be, without any great difficulty, adopted, which would secure the continuance of the monitorial system with the system of paying for results?—I do. I, of course, did not anticipate that I should be asked any questions as to what plan I would propose for securing that result; but I am sure that if I had had an opportunity of turning my attention to it, I should have been able to think of a feasible plan.

5129. Have you seen Mr. Keenan's paper, which has been printed for the Commission, on the system of paying by results?—Mr. Keenan and I have had frequent discussions on the system of paying by results since it was introduced into England; but I have not had an opportunity of reading that paper which he submitted to the Royal Commission.

5130. Is the annual examination of the children of a school, or is it not, a fair test of the teacher's work?—There are three examinations in the year.

5131. Is there not one on which the payment depends?—Well, no; but I think it might be made a fair test, by giving notice to the teacher, requiring that he should exert himself to have all the children present; because, I may observe, I should not approve of the plan which is in existence in England, of giving the teacher an option to produce for examination any pupil that he pleased, and hold back others that he did not think would pass. I should approve rather of having the present system of examination continued, whereby every pupil that is found in the school should be examined *bona fide* by the Inspector.

5132. Would it not be in his power to do exactly the same thing by desiring those children to keep away who would not pass?—It would be in his power; but I do not think that he would do it, and I do not think that the managers generally would approve of it.

5133. Is there any other way besides these annual examinations that you can think of by which the efficiency of a school can be tested?—I cannot think of any other way. By the annual examination, of course I mean annual inspection, not simply an examination of the pupils, but taking a full inspection of the whole school, and its working capacity.

5134. In the payment of public money it is important that some general rule should be adopted which constitutes a security, that the State gets a full equivalent for its contribution. What do you consider to be the test applied under your present system?—I

consider that we take very fair security that ample value shall be given for the money that is expended in the maintenance of the schools. We insist that the school-houses shall be fairly suitable for the purpose; that they shall be well supplied with apparatus and sale stock of requisites, and that the teachers shall be qualified; and having ascertained that all these conditions are fulfilled, we then ascertain by annual examinations that the teachers, being qualified, discharge their duties.

5135. Would you consider that the examination, without those other points being ascertained, would be sufficient?—Certainly not.

5136. With respect to school-houses, do you insist upon school-houses being kept in repair?—Well, fairly in repair. But we cannot be very particular as to that point, because many of our school-houses, I may say a very large number, are situate in very poor localities where there are no resident gentry, and nobody at all to look after the schools but the manager, who is generally the parish clergyman; and in those localities the parish clergymen are generally very poor, and have not the power to keep the school-houses in repair out of their own private funds. Consequently we cannot be very particular as to that point.

5137. Is it the case that the non-vested school-houses are kept in repair to a fair extent?—Well, they are kept in a moderate state of repair.

5138. I think I understood you yesterday to say that you thought it would be right that the State should do something towards the repair of those non-vested school-houses?—Oh, no; I did not intend that to be understood; but I thought, and it has long been my opinion, that the State should undertake to keep in repair every school-house which is vested in such a manner as to secure to the State that that school-house when kept in repair shall not be used for any other purpose than as a school. If it is secured in any form it becomes a vested school.

5139. Have you considered whether the expense of keeping up such school-houses should be borne by the central authority or by the locality?—I have considered that question, and I am of the same opinion as was expressed at the inquiry of 1854 by Sir Thomas Redington, one of our Commissioners of that date, to the effect that the school-houses which have been built by public money should be placed under the protection of the county authorities, and that *they* should be bound to keep them in repair, deputing the duty of inspection to the county surveyor. I think that would be a much more feasible plan than having them kept in repair by the central authority. Because if the duty of keeping all the school-houses in every part of Ireland in proper repair devolved upon a central authority, whether the Commissioners of National Education or the Board of Works, they should have an enormous staff of clerks of works and contractors all over the country, or there would necessarily be long delays before the repairs were effected, and the result would be that a defect that might be remedied for a few pounds, would, by the time the contractor got there, probably cost £25 or £30, or perhaps £100. I consider, therefore, that it would be very much more simple if the county authorities had the responsibility of keeping the school-houses in repair.

5140. Do you think there is any other part of the expense for public education that might be thrown upon the property of the locality with justice and fairness?—I do; I think that the locality ought to have the power to secure a site for a National school wherever it is wanted. Of all the impediments to the progress of education in this country with which I am acquainted, I look upon it as one of the most serious that it is very difficult—extremely difficult—for those local parties who take an interest in the education of the poor to obtain suitable sites for schools. Many of the landed proprietors will not give sites upon any terms. I know cases where managers are most anxious to build suitable schools, even from their own funds, and they cannot get a site from the landed proprietors.

5141. Supposing school-houses provided, do you think that the maintenance of the school or any portion of it should be thrown upon the locality?—Well, it is thrown upon the locality at present, and I think it is only fair that the locality should contribute something towards the building of the school, and the expense of working the school. The locality does contribute one-third at present.

5142. The school being built, I refer to the maintenance of the *school*—not the school-*house*?—I understand you then to refer to the question of a rate-in-aid.

5143. What is your opinion on that question?—Well, I do not think that that would succeed in Ireland. I do not think there is the slightest likelihood of such a thing succeeding in Ireland.

5144. Considering that the local contributions throughout the country annually amount to about £12,000 a year, and the rated value is supposed to be £12,000,000, is there not a case for putting the burden rather upon those who seem to neglect it?—*Primâ facie* there is. But when you come to consider that the rate, if imposed, would not be paid by those who really neglect the duty they owe to society in that respect, but by the poorer class of tenant farmers throughout Ireland, I think you will see that it would not be practicable; but I am sure that I should be very glad indeed if any scheme could be devised by which the landed proprietors of Ireland should be made to take a greater interest than they have hitherto done in the maintenance and promotion of popular National education in the country.

5145. On the whole I gather from you that payment from the Consolidated Fund is the proper way of providing for education?—I think so.

5146. Is there any security under your system that a person trained at the public expense as a teacher will always give his or her services in the teaching of the poor?—There is not. We take no bond from them. We do not bind them legally; but according to my experience—although I know that in this I differ from a good many Inspectors—trained teachers do not leave the service of the Board in any serious number.

5147. Have you ever had any ragged schools under your inspection?—Never. They do not exist in any numbers in Ireland.

5148. Did you not mention that in Cork there was a population that the National system did not reach?—Yes.

5149. Is anything done for the education of those children?—Well, there is a large number, such a number as persons unacquainted with Cork would have hardly any idea of, of adventure schools in the city of Cork.

5150. Do the parents pay for the education of their children in those schools?—Yes; in every such case.

5151. Do they pay to a large extent?—To a large extent.

5152. Have you seen the effects of gratuitous education on children?—I have.

5153. Do you approve of it?—I do not. I think the children whose parents are unable to pay anything should not, by any means, be refused the benefits of National education; and one of the great characteristics of *our* system is that such children are secured all the advantages of education if they choose to avail themselves of it. But I consider that every parent who is able to pay for the education of his children should pay something; and I am quite certain that both the parents and the pupils value the education the more when they are obliged to pay for it.

5154. Are young persons of fourteen or fifteen taught with young children, or are they taught in night schools generally?—Night schools prevail to a very small extent in this country. They have not succeeded. In my late circuit, which comprised about one-sixth or one-fifth of all Ireland, I had only seventeen night schools; and I cannot say that more than two of those were successful.

5155. In a mixed school—I mean of mixed religious belief in the children—do the children who form the minority get regular religious instruction as a rule?—Well, that is not often the case. I under-

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stand you to ask me whether they get regular religious instruction in the school-room or in the school-house?

5156. In the school-room, or from a minister of their own persuasion?—Oh, then I will answer the question differently. My belief is that throughout Ireland there are very few schools indeed, of which the pupils, no matter what denomination they belong to, do not receive *bonâ fide* and efficient religious instruction. There are a great many schools in which the minority do not receive that religious instruction in the school; but if there is one thing that is more carefully attended to than another in Ireland, it is the religious education and the religious training of the youth.

5157. As far as the schools are concerned, I understand you that the minority do not get regular religious instruction generally?—In a very small number of schools do they get religious instruction in the school. But do not understand me to say that because they do not get it in the school they do not get it elsewhere.

5158. It is only your general knowledge of the country which enables you to say that they get it elsewhere, but as far as your knowledge of the schools, as an Inspector goes, you cannot say that they get it there?—My general knowledge of the country, and the people, and the clergy, enables me to say so.

5159. Have the managers nothing to do with it then?—The managers are for the most part clergymen.

5160. Take the case of a Catholic school, the manager being Catholic, with a small Protestant minority of children, would the manager have anything to do with providing religious instruction for these children?—Certainly not; but then their own clergyman is all the more zealous in securing religious instruction for these children, because of their attending a school under a Catholic manager.

5161. Have you ever had complaints made to you that the rules of the Board, with respect to religious instruction, have been disregarded?—Not often.

5162. Have you ever?—A few times.

5163. Can you mention one particular instance that you remember?—Well, I can—that of a school near Limerick, called Cratloe, on the property of the late Mr. Stafford O'Brien. It is under the management of the parish priest, and the teachers are all Catholic. There is an occasional Protestant pupil, generally the son or the daughter of a policeman stationed in the nearest Constabulary barrack. One of the rules of the Board is, that during the time set apart for religious instruction no secular business whatever is to be carried on in the school. And it was reported that during the time set apart for religious instruction needlework was carried on in that school. The Inspector reported it, and I was instructed to inquire into the matter, but the manager, who was rather testy, refused to allow me to hold the inquiry unless I permitted a reporter from the public press to be present, which I declined to do, inasmuch as the public were not concerned, it being a mere question of fact between the Inspector, the manager, and the Commissioners, and we never allow public reporters to be present at any of our inquiries. He then declined the inquiry, and the matter dropped. That was one case, but it was a very trivial case.

5164. Do you recollect any case of a different kind where there has been a complaint made of a school under Protestant managers, by the parents or the relatives of some Catholic child?—I cannot recall a single case. These are rather rare, you know, in the South of Ireland, those schools under Protestant management. But would you allow me to add in reference to my former answer, that had I understood you to ask me whether I knew of any case where a real *bonâ fide* attempt had been made to tamper with the religious faith of a Protestant child in a school under Catholic management, I should have said at once that I have never met with any such case.

5165. Have you any experience of the other kind of school, a school with Catholic children under a Protestant manager?—Well, as I have mentioned, these are comparatively few in the South; and except one case which I had to inquire into a short time ago, I do not think I have ever met any. I had to make a very serious inquiry in that case a couple of weeks ago.

5166. Were you satisfied in that case?—Yes; I am perfectly satisfied that the school was used as a proselytizing school.

5167. If that case is established, I suppose the Board would refuse to aid it any more, would it not?—Certainly. I have no doubt of it.

5168. The *Chairman.*—Is that case under inquiry?—I have not yet reported upon it, my lord. I have all the evidence in my possession, but having the honour of being engaged before the Royal Commission, I have not had time to write my report upon it; but from my experience I can safely say that it will be decided as I have mentioned.

5169. The Rev. Mr. *Cowie.* — Do children of all social classes frequent schools aided by the State?—Well, except in a slight degree, children of the better classes do not attend National schools.

5170. Do they attend the convent schools or model schools?—The model schools—yes.

5171. Are not those schools supported by the State?—Yes; they are frequented by the children of persons who are very well able to pay for their education; but my belief is that the majority of children that attend the model schools belong to what we should call in this country the poorer classes, that is, they are chiefly the children of poor shopkeepers and tradesmen; but the indigent classes do not send their children to the town model schools. In the Dunmanway Model School, however, which is situate in a rural district, the great majority of the children belong to the very poor classes, and the great majority of them go to school without shoes on their feet, and very badly dressed.

5172. Are there not persons who can very well afford to pay for the education of their children, who obtain the education of their children at the public expense, or partly at the public expense?—Well, undoubtedly there are cases.

5173. In the convent schools, where I understand payment is made, so much per head——?—Per hundred.

5174. Is there no limit as to the children for whom the Board pays, referring to the ability of the parents to pay for the education of their children?—There is no limit in any National school in Ireland as regards that, and I presume the reason is that the poorer classes preponderate so vastly in this country over the better classes, that it would not be worth while indeed to make any limit. It would make very little appreciable difference in the annual expense.

5175. With respect to the same case, is there no limit as to the range of instruction?—Oh, there is. We have a programme of subjects to be taught in National schools.

5176. That *must* be taught?—That *must* be taught.

5177. In convent schools are there not a good many things taught beyond that?—Well, there are a good many extra subjects taught, such as vocal music and drawing, which are not provided for in the programme of instruction in National schools; because in the programme only the obligatory subjects are mentioned.

5178. In model schools does not the same thing prevail—are not some of the higher mathematics for boys taught in the model schools?—Yes, everything that would constitute a first-class English education is taught in model schools or may be taught.

5179. At the expense of the State?—Yes; at the expense of the State.

5180. With respect to children who leave school early, but who, it is stated, never have an opportunity of writing after they leave school, was it or was it not worth while to teach them writing?—Well, if we could have ascertained when such a child was commencing to write, that it would leave off schooling before it acquired a fixed running hand, we probably should say that it was not worth while educating it. But in all probability we could never in any single instance ascertain that.

5181. Does not the same argument apply to the objection to teaching grammar and geography to those poor children?—I do not make any objection to the teaching of grammar and geography.

5182. Are not objections made to teaching grammar and geography to children of that description?—Not in this country.

5183. Do parents value grammar and geography for their children?—They may not value these branches, because they have not learned them themselves. But when those who have learned them in the schools become parents themselves I am sure they will provide instruction in those branches for their own children.

5184. Does not a large proportion of the children never get beyond learning the parts of speech?—Yes; but I should not say on that account that it was of no service to teach them to distinguish the parts of speech, because the very effort of the mind that is required in children to distinguish the parts of speech is in so far a cultivation of the mind.

5185. A mental exercise?—A mental exercise, and so far it is useful and forms an element in the general education of the child.

5186. Mr. *Stokes*.—Would you, in the examination under a system of payment by results extend it to subjects beyond reading, writing, and arithmetic?—I would, most decidedly.

5187. What subjects would you consider necessary?—All that are in the present programme, and further. Perhaps I shall answer the question satisfactorily if I state that my opinion is that any National system of popular instruction will be defective if it does not supply to talented children of the poorer classes an opportunity of acquiring such an education as will enable them to rise to a higher level than that in which they were born. If you confine the instruction in National schools to mere reading, writing, and arithmetic, it will be impossible for talented children, children of real genius—and they are very numerous—ever to acquire such an education as will enable them to rise up to a higher level than that in which their parents lived; and society then in the country where that system was established would, in the course of two or three generations, come to be a society of castes nearly as distinct as those of Hindostan. That is the view I take of a system of National education.

5188. Did I understand you to say that the progress of children out of first class is impeded by the acquisition of other subjects besides reading and writing?—I do not think I said that.

5189. Did you not say that children cannot get through the first class in less than two years because they learn more than reading and writing in that class?—I think I answered a question as to the time that a child would take in passing from class to class in an Irish National school as compared with the time that a child would take to pass from standard to standard in an English National school; and I said that because the Irish child has to learn more in order to qualify for promotion from one class to another, it would take a longer time. I think a year is the time a child would take to pass from standard to standard in England, and I think a year would be insufficient, on the whole, for passing from class to class in Ireland.

5190. What does a child in the first class learn?—Reading, spelling, explanation, writing, geography, a portion of arithmetic, such as mental addition, counting, and numeration.

5191. Is there any subject except geography, beyond reading, writing, and arithmetic taught to children in the first class?—Yes; in some schools, for instance in convent schools, where there is an infant department, they are taught some little knowledge of grammar, and a variety of common subjects from object-lessons.

5192. But in your programme there is no other subject included?—No subject of much importance. They are to learn the vowel sounds, the days of the week, the months of the year, and some little matters of that kind which I regard more as filling-up matter than as subjects of positive instruction; because one cannot keep a little child learning from morning till night nothing but reading, writing, and arithmetic. There must be some little intervals that will have to be filled up with interesting matters, otherwise the child will get tired.

5193. Does the learning of these interesting subjects occupy a good deal of the time and attention of the child?—No, because they are taught incidentally.

5194. Then the progress of the child in reading is in fact not much impeded by the extra subjects taught to it?—I cannot say that it is.

5195. But you remain of opinion that two years are required for a child to get from the first class into the second?—Yes, at present; but I was not of that opinion some four or five years ago, because some four or five years ago our lesson books were a great deal smaller and less difficult than they are at present. The First Lesson Book is much longer now than it was then. My opinion five or six years ago was, that a period of one year ought to be sufficient for passing from class to class.

5196. Would you not say, with reference to any higher subjects, that they will be more readily and rapidly acquired after the child can read than before it can read?—Oh, true; but I do not consider that any subject that is prescribed for the first class in the school programme can come under the designation of a higher subject, because geography, which I presume you allude to, is merely taught from maps, not by tasks, and it forms the most interesting subject in the hands of a skilful teacher for the instruction of young children.

5197. I think you said that in your opinion the stipend of a master should not fall below the wages of a skilled mechanic?—I meant the whole income of the master. I did not mean the stipend from the State, but that his whole income should not fall below the ordinary income of a mechanic.

5198. Can you give any reason for that opinion?—The reason is, that I think less than that will not enable a schoolmaster to support himself and his family—for a great many of them have families—with decency, and a moderate share of comfort.

5199. Is the skilled mechanic assisted during his apprenticeship by the State?—No.

5200. Is he assisted at any time by the State?—Certainly not.

5201. Does not he work for more hours and days than the master?—Well, that is the fact, but I consider that his labour for about ten hours in the day, which I presume is as much as he really works, is not as exhausting to the constitution as the six or seven hours that the teacher has to work. And you are not to suppose that the teacher's work is restricted to the time during which he is actually engaged in conveying instruction to the children of the school, because the teacher, to discharge his duty efficiently, must devote a great deal of what we should call his leisure time, to study, in order to qualify himself for his daily work, and to obtain reasonable promotion in his profession. And I have to state further that in the case of the majority of our teachers their domestic study is carried on under the greatest possible difficulties, because they have bad lodgings, generally a little ill-ventilated room, they have bad light in the winter evenings, and they are subjected to a great deal of discomfort. I consider, therefore, that the National teacher who discharges his duty well and efficiently is at hard work from morning till night.

5202. Would you apply that remark about the necessity of domestic study to masters who have been for any length of time in the service of the Board?—I would; we consider that a master cannot discharge his duty efficiently if he does not study morning and evening the subjects which he has to teach in the school; and that if he goes into the school in the morning without having previously prepared the subjects that he has to teach, his teaching will be random teaching, and before the day is half over he will have lost sight altogether of his regular routine of business, and it will be a pell-mell work to get through it by the end of the day.

5203. After having gone through the Board's books

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annually for several years, is it still necessary for him to study those books?—I think the same necessity exists in his case as in the case of a professor in a university. I do not think a professor in a university would be able to discharge his duty properly to his class if he did not beforehand study the subject that he was about to teach. I consider the same holds good with respect to the humble National teacher.

5204. What are the common school-hours in your district?—Generally they are from ten to three o'clock. There is a little variation between summer and winter. In summer they are generally from ten till four; that is, actual instruction, including religious and secular, begins at ten o'clock in the morning, and ends about four. In winter it begins generally at ten o'clock and ends at half-past three.

5205. Do the children remain in the school from ten to four, or till half-past three?—Some of them do; but the children, I am sorry to say, do not attend very punctually in the mornings, and we seldom find all the children present at ten o'clock.

5206. Does the teaching go on continuously during those six hours?—There is generally a time for relaxation in the middle of the day, varying from twenty minutes to half an hour. The practice which prevails in England, of children going home to dinner, prevails to a very slight extent in Ireland.

5207. Do you know what are the school-hours in Dublin?—I think I do.

5208. At what hour do they generally leave school in Dublin?—In Dublin secular instruction generally closes at about half-past two, and from half-past two till three there is religious instruction.

5209. At what time of the day does the Inspector generally make his visit to the school?—It varies from half-past nine in the morning to four o'clock in the evening.

5210. What is the object of visiting so early as half-past nine when the business of the school does not begin until ten?—To see that the teacher is at the school, because the teacher is bound to have his school open twenty minutes or half an hour before that time, in order that children who have sometimes to walk long distances may not have to wait outside till the school is opened at ten o'clock.

5211. Does not the Inspector usually pay his incidental visits in going to, or returning from, the school where he is to inspect?—That is so. But the Inspectors very often inspect two schools in a day which are distant from each other. An Inspector will go to a school at ten o'clock, or a little before it, in the morning. He will probably have finished his inspection at half-past twelve, and will then go off to a school some miles distant, and will have finished with that about half-past three or four; and in passing from one school to another he generally drops in to any school that lies in his way.

5212. What is your practice with respect to marking the rolls?—Our rule is, that the number present must be marked on the rolls each day not later than 12 o'clock.

5213. In case of an incidental visit, say before noon, then the Inspector has no opportunity of checking the attendance?—Except for the previous day.

5214. But he would not have any opportunity of checking it?—He will see that it has been recorded at all events, and if he has any ground for suspecting the accuracy of the accounts, he may open the roll-book, and see what children are marked for the previous day, and then he may call out a name, and say, "Is such a child in the school to-day?" and should he come up, he may ask the child, "Were you present yesterday?"

5215. In convent schools are there any managers?—Yes, generally the parish priest is the manager of the convent school, but not always.

5216. Do the managers appoint the nuns as teachers, and can they remove them?—Certainly not. Indeed it is the nuns who appoint the manager in most cases; but having once appointed him, they would find it very difficult to get rid of him.

5217. I think I heard you say that you found great variety in the merits as teachers, of different nuns and different communities?—I did not say so, but such is to be expected.

5218. How then can the rule of the Board be maintained, which admits all the nuns as teachers without distinction, and sanctions them without examination?—Because we take for granted that they are well qualified; and all the nuns in a convent do not necessarily teach in the school.

5219. Now, I think you said you found great varieties in their merits as teachers, some being very good teachers and some very indifferent teachers?—No; what I said was this, that there are different grades of convent schools, as there are different grades of other schools, and that it must necessarily be so, as the efficiency of a convent school depends very much upon the same thing upon which the efficiency of an ordinary National school depends—the skill of the presiding teacher.

5220. And since it is true, is it not, that dress will not give that skill, it would not be impossible to find a nun who will not be able to teach well?—Oh, it would be quite possible to find a nun who is not able to teach well; but I generally find in convent schools that a nun is placed over the class for which she is supposed to be best qualified; and that those nuns who are not well qualified by age or for other reasons, will either be excused from teaching altogether, or employed in teaching the alphabet only, or taking care of little children.

5221. Is it not the case that the Commissioners accept the nuns as teachers on the strength of their religious profession only?—The Commissioners do not directly inquire into the qualifications of any of the members of a religious order whose school is connected with them.

5222. You used yesterday several times, I think, the phrase "the duty of managers?"—Yes.

5223. What would you take to be the duty of a manager?—The duty of a manager in the first instance is to see that the teacher he appoints is well qualified for his office; secondly, that having been appointed by him he attends to his duty diligently; thirdly, that he leads a moral, edifying life, attending to his religious duties, and abstaining in the whole course of his private conduct from anything that could give scandal to the young people whom he is to instruct and train up; fourthly, I think that the manager is bound to see that the Board are not in any way deceived by the person whom he has employed, either by absenting himself when he ought to be at his post or by falsifying the school accounts.

5224. Can it be said to be the duty of any individual or of any class to become the manager of a National school in Ireland?—It certainly is not; because it is altogether a spontaneous act on his part. Anybody may be a manager. The person who is regarded as manager of the school is the person who makes application for aid. That is a spontaneous act on his part, for nobody obliged him to take that office; but in taking that office he enters into a contract with the Board, and in a manner binds himself to discharge certain duties in return for getting aid from the Board.

5225. Is there any contract into which he enters?—Well, he undertakes, on receiving aid from the State, to see that the rules and regulations of the Board are carried out in his school. That is the fundamental condition on which he gets the aid.

5226. Do you regard the printed rules of the Commissioners as fixed and invariable, in making your reports as Inspector?—I do not clearly understand that question.

5227. In reporting upon a school, would you consider yourself free to recommend that one of the fixed rules of the Board should be altered or suspended in a particular case, for reasons stated?—Well, I cannot conceive any case at present where I should take the liberty of making that recommendation; but, perhaps, if you gave me a particular instance, if you are referring to one, I shall be able to give a more definite answer.

5228. It appears to be a rule of the Board that

premises of a decent character shall be indispensable for aid; and it appears to be reported by the District Inspectors in multitudes of cases, that the premises are wholly unfit for school purposes, yet that aid is continued to those schools?—I understand you to use the word "premises" as meaning the school-houses (because we attach sometimes a particular meaning to the word "premises." Having frequently to communicate with ladies in reference to the schools, we use the word "premises" for "out-offices"). We are obliged not to be very particular in regard to the repair of school-houses, or the suitability of school-houses, for this reason, that the managers themselves, who are the only parties who take a real interest in the promotion of the education of the poorer classes, labour under a great difficulty in procuring suitable sites for their houses, or any aid towards their erection.

5229. Who has authority to depart from the rules of the Board?—Nobody, but the Commissioners.

5230. What part does the Inspector take in the business—that is, in departing from the rules of the Board?—He takes no part.

5231. Has he the power to recommend or not, the allowance or refusal of grant in his report?—Of course. The grant will not be made unless he recommends it, except in very rare cases.

5232. Then if an Inspector visits a school which has bad premises, does he consider himself precluded from recommending that the grant should be made?—Well, he has to make his recommendation on a certain printed form. In that printed form he is obliged to give a most minute description of the school-house referred to—the length and the breadth; the materials of which it is built, the sort of roof it has; the height of the wall; the sort of flooring; the desks; whether there are out-offices attached; and on the whole whether he considers that the house is suitable for a school, and capable of accommodating the expected attendance. Now, if the Inspector were obliged to say solemnly whether this or that house corresponded with his ideal of a suitable school-house, he might say certainly not, but that it was suitable to the *locality;* for I may observe that although many of our school-houses cannot be regarded as coming up to the public ideal of what National school-houses should be, yet there are very few of them that are not very superior to the dwellings of the poor children who attend the schools.

5233. Would you recommend a grant to a school which had no privies of any sort at all?—I have done so repeatedly, because I am of opinion that unless these offices are properly constructed, affording ample accommodation and well ventilated, they are a nuisance rather than convenience, and that, at least in rural districts, they are perhaps better dispensed with if they are not thoroughly suitable. It is just that part of the school premises that must be thoroughly suitable to be tolerated at all. For instance, if there is not good sewerage to the office it will taint the air after a certain time and make the place most unwholesome.

5234. Do you not consider it a part of the moral discipline of the school to inculcate habits of decency?—Well, I should; but really in rural districts, where there are fields round about the school, I have never met any case of indecency.

5235. In the districts with which you are familiar, what is the extent of the religious minority protected by the rules of the Board?—Not very much.

5236. Considering that separate Protestant schools are opened wherever there is a suitable attendance, and that the Catholic parents of the children prefer the convent schools, there is only, I suppose, a small residuum attending schools where the managers and teachers are not of the religion of the children?—Only a small number, in the south of Ireland.

5237. Would you estimate it at one per cent. of the attendance at all the schools in your circuit?—I think it would be hardly so much; or if it were one per cent., that would be the most.

5238. Do you think that it would be possible to make use of the endowed schools, Erasmus Smith's schools, and let the minority board in schools of their own religion, away from their homes?—I think not, because the parents of Protestant children, at least in the south of Ireland, are either very well off, indeed, or only very moderately well off; and those that are very well off would not send their children to National schools at all, unless they were schools got up specially for themselves, and those that are very poor could not afford to board their children in Erasmus Smith's schools, or any other schools—could not afford to pay for them away from their own dwelling; that is what occurs to me at present, but the idea never presented itself to my mind before.

5239. You are not acquainted with any country in Europe where that scheme is carried out?—Well, I cannot say that I am.

5240. Is there any limit beyond which the wishes and interests of the minority should not override the wishes and interests of the majority?—I understand you to ask me whether there is any locality in which the minority is so small that it would have no right to claim for itself a non-sectarian system of education.

5241. I did not ask you about locality?—I thought you referred to my particular circuit.

5242. You may refer to it if you please?—Well, then, I shall say at once that if there were only three Protestant children in a parish, and that the State supplies money for the promotion of education in that parish, those three Protestant children have as much right to their share in the advantages of that education supplied by the State as 3,000 Catholic children that might happen to be in the same parish; it is not a question of numbers, but of individual right.

5243. But would the wishes of the three and their parents be entitled to as much consideration as the wishes of the 3,000?—Most decidedly, in the point of view of the State I should say so.

5244. Lord *Clonbrock.*—How long have you been in your present district?—Only since the 1st of January last.

5245. How long were you in the southern district?—I had been stationed in Cork since 1855, but as Head Inspector since the 1st of January, 1858.

5246. What is the number of schools in that district? I find by a report of yours that there are 1,007 National schools—929 of them being ordinary schools. That is your report?—That is my report. There has been an increase in 1867. The number is somewhat larger now.

5247. Did the number of National schools increase in that district during the time you were in it?—Yes; there has been an increase every year.

5248. And I think you said you were enabled to visit about 280 in one year, and I think somewhat about a similar number in another year?—I think it was 370 last year.

5249. Well, then, under the circumstances, were you enabled to see in process of time every school in your district?—Not every school during the number of years I had been there, for I visited some three times.

5250. And I understand there were other schools in the district that you never saw at all?—That is so.

5251. Do you consider that system of inspection sufficient?—Well, I may state to you that it did not constitute a system of inspection of the schools. Every school in that district was inspected by an Inspector under me. My proper function was to see, by taking a sufficient number of cases here and there, that the Inspector had done his duty efficiently, and by an examination of a sufficient number of samples to obtain a fair knowledge of the state of education in the district.

5252. And by that desultory examination, seeing some of the schools, but not all, you were able to see whether the Inspectors under you performed their duty?—I think so.

5253. Do you think the school accommodation—I mean the school buildings—was sufficient in that district?—No, I am sure there are localities still in need of schools.

5254. I wish to confine you to the accommodation in the school buildings; do you think they were suffi-

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cient?—Well, my lord, I think they were. There was a large proportion I should regard as fairly sufficient, but a very small proportion of them I would regard as coming up to my idea of what a suitable school ought to be.

5255. What proportion of these schools were vested, and what proportion non-vested?—I could hardly tell that at present, as regards my circuit.

5256. I suppose a very large proportion of them were vested?—No, the larger proportion were non-vested. The larger proportion throughout Ireland are non-vested. We have about 1,500 vested schools, to speak roughly; the larger proportion are non-vested.

5257. Non-vested schools are built entirely without aid from the State?—Yes.

5258. You say they are in much larger proportion than those to which the State gives aid?—Very much larger. One of the principal reasons why the number of non-vested schools is so much greater than the number of vested is that the managers, or those who take an interest in education, have found it extremely difficult, in many cases absolutely impossible, to get sites. The State will not grant money for the building of a school-house unless a site is secured for a number of years, rent free, and with a proper title made out, and this managers find it extremely difficult to get. Often our large landed proprietors will not give a site at all, and that, unfortunately, in the poorest parts of the country where schools are most wanted.

5259. Do you think the form in which the State sanction for the building of schools is satisfactory?—Well, on the whole it is satisfactory, with the exception I have stated—that the State has not provided any way by which the patron of a school, or any one wishing to establish a school, can secure a suitable site. I think the State ought to make some provision in that way.

5260. All the vested schools are built on one plan I imagine?—Not all.

5261. I thought they were. They are all according to the plans of the Board of Works I believe?—Generally so, but I may state that there is a general dissatisfaction felt with regard to the plans of the Board of Works. They are found to be very expensive, too expensive for the accommodation provided, and some managers, particularly in county Kerry, have struck out plans for themselves, and have got them sanctioned by the Board of Works, by which a nice school-house is built, affording greater accommodation for the same amount of money that the Board of Works would charge.

5262. Then the Commissioners do make grants for plans sent up to them by private speculators?—No, not our Commissioners. The plans must be sent to the Board of Works and approved by them.

5263. Then the Board of Works do not insist in all cases, on their own plans being carried out?—Well, if a vigorous protest is made by a manager against the plans recommended by the Board of Works, and that he can supply a proper plan himself, the Board of Works will yield.

5264. And upon the approbation of the Board of Works the grant is given?—Yes, the grant is made.

5265. You have said the plans furnished by the Board of Works are more expensive than are necessary?—I do decidedly.

5266. Are the non-vested school buildings as good as the vested schools?—Very rarely, unless I institute a comparison between the better class of non-vested schools, and the oldest of the vested schools. The early vested schools were built on bad plans, and many are almost as unsuitable at the present day as the non-vested schools.

5267. Do you think it desirable or necessary that there should be separate rooms for males and females in the school?—I think that it is very desirable; indeed I may say absolutely necessary where the sexes are in sufficient numbers to have separate schools.

5268. In a small school it would not be particular?—No.

5269. At what number would you say the separate system would be desirable, or should begin?—I mentioned yesterday, my lord, that in my opinion a school, unless under exceptional circumstances, should not command a less attendance than from thirty-six to forty pupils.

5270. That should be a single school?—A single school.

5271. And after that number?—Separate.

5272. That would add considerably to the expenses of the building?—Well, it would add something. It would not double the expense.

5273. It would add considerably?—Yes, it would.

5274. And I suppose it would add a good deal to the staff?—Certainly, something additional to the staff.

5275. What is the largest number of Protestants in any of your mixed schools? I suppose it is a Roman Catholic district altogether?—Very much so. Wherever there is a fair Protestant population they have established schools and connected them with the Board, and these are frequented simply by Protestants.

5276. Only by Protestants?—In a rare instance, here and there, a Roman Catholic will be found in them.

5277. What proportion of schools were there of the 1,000 or so in which there were pupils of a different religion?—I think, as well as I recollect, that in the last report, in which I referred to the subject, I stated that about one-third of the whole number had Protestant children attending them. About one-third, if I mistake not, was the number, but I am not certain, as I have a bad memory for numbers.

5278. Can you give any information as to what proportion existed in any school?—It was very small; only one, or two, or three.

5279. Do you mean Protestants?—Yes.

5280. In one school?—Yes. I have found cases where there were one or more Protestants in convent schools.

5281. In those, where there were one, two, or three Protestants, was there in that district any school exclusively Protestant, or were they in a district where the Protestant population would require a school?—Generally so; but in every parish where there is a rector resident there is generally a parochial school, which is exclusively Protestant. The people, however, have not confidence in the efficiency of these schools in general, and they very often send their children to the National schools, considering that they would there get a better education.

5282. Are these parochial schools generally independent, or are they under the management of the Church Education Society?—Some of them—I should say the majority of them—are connected one way or other with either the Church Education Society or the Irish Church Missions' Society, but strictly they are under the management of the rector of the parish.

5283. But from want of means I suppose they do not generally afford as good secular education as the National schools?—That is the opinion of the people generally, and the numbers attending them are very small; and my belief is, that where you have only a small number of children attending a school, the school is rarely efficient.

5284. I think you said there were rare instances in which both religions were taught in the schools?—Very rare, indeed. I recollect on one occasion the parish priest of Kenmare, who has a large number of schools under his management, applied to the Board for some assistance to build an additional schoolroom to one of his schools, in order to give suitable accommodation to the rector of the parish for giving religious instruction to the Protestant children attending the school, but for some reason or other he did not get the grant.

5285. In your opinion is a school where there is a large number of Roman Catholics, and only two or three Protestants attending it, a school for mixed education?—Yes, if the locality were not able to furnish any greater number of Protestant pupils; indeed in any case it is *pro tanto* mixed education.

5286. In the non-vested schools there is not, I imagine, mixed religious education. It depends in

that instance on the religion of the patron, and, in fact, the patron has the power, has he not, of settling what religion is to be taught in the school?—Yes.

5287. They don't profess to have mixed religious education in these schools?—There is no such thing as mixed religious education recognised in the system. There is only one religion taught in most of these schools. In a few cases it may be otherwise.

5288. And they are much the largest number of your schools?—Very much the largest.

5289. You stated you were favourable to the system of payment by results. Would you reckon attendance at school—exclusive of anything else—a result for which a teacher should be paid?—I should be sorry to give anything to a teacher for mere attendance at school.

5290. For mere attendance?—Yes.

5291. The reason I asked the question was, because one of the other Inspectors, Mr. O'Carroll, stated that he considered the irregular attendance was occasioned very much by the slackness of the teacher, showing that the teachers had the power in some way of securing better attendance if they did their work properly?—If the teacher is paid a certain sum according to the results attained in the school, as ascertained by the individual examination of the pupils, he will feel it is for his interest to secure the attendance of as many children as possible. The more regular the attendance the more likely the results would be remunerative to himself.

5292. You stated yesterday that there was a fault in the slow progress of the children from book to book?—I think it is not by any means satisfactory, but I added, I think, that it is improving from year to year.

5293. But at the same time you thought if a child failed in one book one year—it was fair to present that child at the next year's examination in the same book, and still claim for results?—Yes, or for a number of years.

5294. Don't you think that that would be an encouragement to teachers not to bring on pupils, that if they failed they could produce them year after year in the same class, and still be paid for the result?—I think not. In the first place, nobody contemplates, I conceive, allowing a teacher to be paid twice for the same pupil in the same standard. Having received payment for the pupil in the standard in which he was presented, a teacher should not be allowed to present him in the same class again.

5295. But he would be allowed according to your idea, which is different from that in force in England, to present the pupil in the ensuing year in the same class?—Yes. He ought to be, but that would not give him an inducement to retain the pupil in the class, for he would lose his payment for the year if the pupil failed.

5296. If he did not get payment for the result which ought to be the year before, and forced the pupil to another class to get it, don't you think that would be an incitement to carry him on efficiently?—It would be an inducement to superficial teaching; but the objection which I think presents itself to your lordship's mind, would be removed by giving the teacher a higher pay for preparing a pupil in a higher class than he would get for preparing a pupil in a lower class. Then he would have a *bonâ fide* interest in advancing his pupils as fast as possible. But the great objection that presents itself to *my* mind, to fixing a period within which the pupil should be prepared, and ruling that the teacher should not be allowed anything if he did not prepare him within that period, is this—that to avoid doing injustice the period fixed should be sufficiently long to enable the teacher to prepare the *dull* pupils of his class for promotion. Then, by giving that length of time, you do injustice to the *smart* pupils of the class who must be kept back; and in that case I conceive there would be great difficulty in working the school satisfactorily.

5297. That is, supposing the same pupils formed the same class always; but I don't see why one backward pupil should keep back a whole class? I assume that there will be an examination only once a year, and, therefore, that twelve months must be the time fixed for the preparation of the pupils of a class in their business. Now, if that time be barely sufficient for advancing the *smart* boys and *smart* girls of the class, it must be insufficient for advancing the *dull* children, and the probability is that these dull children, though they may have received greater attention from the teacher than the others, will, when brought up for examination, fail to pass. Then these children should, according to the rule your lordship mentions, be prepared in a *higher* standard for the following examination, within the same time that was found insufficient for preparing them in the *lower* standard, and of course they will fail again.

5298. About the duties of managers, you made an observation on yesterday to the effect that any examination of the pupils by the managers when they visited the schools was not only not necessary, but you thought was rather injurious?—I think, my lord, that at present I may say of the great majority of managers, that they have not that experience in examining children under our system of instruction that would enable them to ascertain the *bona fide* results of the teacher's instruction, and that consequently their examination would, most likely, give them an erroneous impression of the value of the teacher's instruction of the children; but I am far from thinking that the managers might not, under a system of payment by results, be made use of to some extent in examining the children in the periods intervening between the Inspector's visits.

5299. When a manager goes into a school, and inspects the children's copy-books, tries them in dictation, in geography and arithmetic, don't you think that would be useful, and though he had not the technical knowledge of an Inspector, don't you think if he was a man of common sense he would be able to form a good idea whether or not the school was improving?—That is so.

5300. Don't you think that would be useful?—A good many managers do so, and I think it very useful, but I do not think, my lord, that under our present arrangements it is *necessary*, or that under our present system of inspection the Commissioners or their officers have a right to expect the managers to do so.

5301. I merely thought you said it was injurious that they should do so?—I could not have expressed myself properly.

5302. I thought it was a strong term. In reply to a question put by the Rev. Mr. Cowie about gratuitous education, you said you preferred that parents should pay for the education of their children; and in that district that we were speaking of was not nearly all the education gratuitous?—I should not say so.

5303. Not in the rural districts?—In my district there was hardly a National schoolmaster who did not get some payment from the pupils, though not from all, for in almost every National school there is a number of pupils who do not pay anything.

5304. Was there not a much larger proportion that paid nothing than of those that paid anything at all?—I doubt that.

5305. I refer to the country, not to the towns?—I doubt it. I think they pay something fitfully, or at irregular periods, but still something. If a pupil attend an entire quarter he will pay something.

5306. I suppose it is in what is termed school pence?—Yes; and if the pupil attend another quarter irregularly the teacher will get nothing from him probably.

5307. Do you think the school pence form what you might call available assets for the payment of the schools?—Oh, yes, the annual amount of school fees varies from, I should say, £5 to £20 or £30 a year.

5308. I mean in the rural districts, excluding the towns?—The town schools are generally the very worst paying schools.

5309. Mr. *Dease*.—Can a manager prevent the giving of religious instruction in his school to a pupil of different religious denomination from his own?—He can, if the school is non-vested—not if it is vested.

5310. So that, practically, in case of a non-vested

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school, a manager may prevent religious instruction?—He may. He may prevent any religious instruction being given by anybody. There are two or three cases of that kind.

5311. There are some cases?—There are two or three. I visited one the other day.

5312. Professor *Sullivan.*—When did that rule come into operation?—I am not prepared to say positively, but I think it has been always the rule.

5313. Do you mean that that was the rule of the Board under Lord Stanley's letter?—No; under Lord Stanley's letter the clergyman of the parish, whether Protestant or Catholic, was supposed to have the right to go into any National school and give religious instruction to his own pupils.

5314. Vested or not vested?—Vested or not vested.

5315. When did the change of rule come into operation?—I am not prepared to say.

5316. You admit such a change did take place?—I think so; but I think I was not connected with the Board of National Education at the time.

5317. Mr. *Dease.*—Have you met many instances where a difficulty was found in procuring a site for a National school in cases where a gentleman wished to become manager and showed a probability of a sufficient attendance for a school?—A great many.

5318. Do you think it would be beneficial if proprietors were bound to provide a site, on proper payment for the same, in cases where a school is required?—I do think there should be the same rule in regard to National school-houses as to public roads.

5319. Have you any knowledge or experience of Christian Brothers' schools, external, of course, to your professional business?—Yes, I have some.

5320. Are you aware whether what you have stated in the previous part of your evidence, as to the greater inclination of pupils to attend convent schools than lay schools—I particularly speak of the part regarding the attendance of the poorer classes—applies to the schools of the Christian Brothers as well?—I admit that it does.

5321. In consequence of nuns not being necessarily trained teachers, would it not be a security to the State that they gave value for the money they receive if they were paid by results rather than by capitation grant?—I think so.

5322. Professor *Sullivan.*—Before the name of a child is struck off the roll for non-attendance, what time should elapse?—The longest time that our rules permit a child's name to be kept on the roll, in case of the child's absence, is thirteen weeks; but if the teacher is satisfied that the child will not return to the school, he is authorized to strike the name off on the Saturday immediately following the information being given to him.

5323. If the child attended once within the thirteen weeks the name would not be struck off?—No, because it would show that the child had the intention of resuming its attendance at the school.

5324. The reports are made up to the 31st of December in each year, are they not?—Yes, the reports of the Inspectors.

5325. On that 31st of December, we will suppose, in the year 1865, you have a number of children who have already left the school still retained on the roll?—You may have comparatively a small number of children.

5326. What per-centage do you think that would represent?—Really I could not put it in the form of a per-centage. All I can say is, according to my view, it would be a very small number of children because, as I have already said, if a child's parents leave the neighbourhood, or the child becomes an apprentice, or is frequenting another school, or if the teacher hears of any circumstance that will afford him a reasonable conviction that that child will not return to the school, he is not allowed to retain the child's name on the roll, except until the following Saturday; and hence those which are retained for thirteen weeks are the names of the children who the teacher has some sort of idea will return to the school.

5327. If you divide the number struck off the roll into the number on the roll, will it not give you the average time the child is at school, or, in other words, would it not tell you in what time the whole of the children would be struck off the roll?—I do not think so, because a name struck off the roll does not imply that the child has discontinued schooling; it implies that the child has ceased to attend that school for a given time, but that child may return to the school. In many parts of the country the children do not frequent their school for more than a quarter of each year.

5328. That is to a certain extent an explanation. I am taking the tables as they stand. By the tables, as they stand, for the year 1865, for example—it would appear that the number struck off the roll is annually about one-third in round numbers of the total number on the roll, so that the number who may be on the roll on the 31st of December in each year, and who have actually not been in attendance for thirteen weeks, would amount to 75,000 or 76,000 who would nevertheless appear on the roll without really attending at school. Is not that so?—I should say not at all.

5329. Will you explain how that could be avoided?—May I ask what you mean by being on the roll? Is it on the roll for a quarter, or on the roll for a year?

5330. On the roll as they are given in the tables; you give there the number on the roll on the 31st December. If no child's name should be struck off before an absence of thirteen weeks, children may have been at the date of that report actually not attending school for that quarter at all, to the amount of 75,000 or 76,000, according to the number struck off the roll in the year?—This return purports to give, first, the number of individual pupils who received any instruction during the year.

5331. Of individual pupils?—Yes—that received any instruction during the year in a National school; secondly, the number of those pupils whose names were struck off and did not return within that year; and thirdly, the number of pupils who were admitted to the schools in this year. Then I should say in this first column, giving the total number of individual pupils appearing on the rolls on the 31st of December, 1865, are included only the names of the pupils who received actual instruction for some time, however short, during the year in the school. All the pupils who are reckoned in this column may be set down as having received instruction in the school during the year.

5332. Are there not a number of pupils who have actually passed away from the schools, who are not nevertheless added to the number who are struck off the roll in that quarter, because their names are not struck off until after an absence of thirteen weeks—if they are not included in the number that are struck off does it not increase the other number?—Well, it is clear that the total number of individual pupils appearing on the roll for the year ending the 31st December, 1865, may include the names of some pupils who had been absent at the close of the previous year a less time than thirteen weeks and whose names consequently were not struck off till after the opening of this year of 1865. These names then would certainly be included in this column, for they were on the roll, and it is quite possible the pupils may not have been in attendance at all during the year.

5333. You stated that that represents the number of individuals who have attended the school?—Whose names appeared on the roll.

5334. Do you draw any distinction between the number of individuals and the actual number of persons—of distinct persons?—No; by individuals I mean the actual number of persons.

5335. Do you know of a return of the Board of Education itself—of a nominal return—for that year?—Yes.

5336. Are you aware that the number of distinct names that appear on the roll—that is, the names of distinct persons, as distinguished from the number actually given on the roll—differ by more than 100,000 from the number on the roll?—I am not. I do not apprehend clearly your question.

5337. How many were on the roll in '65—how many individual names were on the roll in '65?—There were in round numbers 427,000 boys and 386,000 girls.

5338. Making a total of 813,000?—Over 813,000.

5339. The total number on the roll in that year was however 922,084, the actual number in attendance according to the figures given in the nominal return that has been made, being 756,570; there is a difference of 165,514. We now come to the number in the First and Second Book?—May I ask you, what is the remark you make comparing the two papers?

5340. You will find in the table 64 per cent. in round numbers of the pupils in the National schools, that is of those on the roll, are in the First and Second Book of Lessons?—Yes.

5341. And bearing in mind that the nominal return, as distinguished from the number on the roll, shows a considerable diminution, and also a certain number of persons taken off from those who appear on the roll who might not be in attendance for 13 weeks previous to that; do you still adhere to the opinion which you expressed on yesterday, that there was a marvellous improvement in the education since 1851?—I do not clearly see any connexion between the two things.

5342. Do you believe that if 60 per cent. of the pupils only reached to the extent of the First and Second Book of Lessons, they are educated?—Certainly not.

5343. Now it appears 64 per cent. are in that condition?—Yes.

5344. That is 64 per cent. of those on the roll?—Yes.

5345. There is a very small margin for those who could be considered to be educated?—Yes.

5346. What is the ground you have for saying there is a marvellous improvement in the education of the country, when, in fact, there is only a margin of 36 per cent. of those who are able to read and write?—If I had the means of comparing the statistics of 1851 or 1852, when I was appointed, with the statistics of the last year, I think it would appear that there is a larger proportion of the pupils in the advanced classes now than there was then; and further, that the kind of education they receive now is very much superior to what they received in 1852.

5347. Have you made any change in the standard by which you estimate the amount of education now and in 1851?—No, except this, that the National school programme has been introduced between the two extremes of time. In 1852 there was no such programme. A programme has been introduced since then which has made the education more efficient than it was, both in respect to the teachers and the pupils.

5348. In what way is the education of the teachers more efficient now than it was then?—I consider that a larger proportion of the teachers answer satisfactorily at the examinations now than there did then, and that the examinations they have to undergo now are very much more difficult than the examinations they underwent in 1852. In fact the examination of teachers was only introduced in 1848.

5349. What you attribute that increase of knowledge to is the training they receive?—No, not specially to the training they receive, but principally to the fact that year after year we require an improvement in the schools, and therefore an improvement in the teachers. The questions set to the teachers are becoming more difficult year after year.

5350. Then am I to assume that when the teachers are trained and become fit to carry on the education, they remain with you?—My experience is, that very few trained teachers leave our service. I mentioned yesterday that from the reports of the Inspectors in many cases, their impression appears to be, that the trained teachers, being discontented, leave the service of the Board. My impression is the reverse.

5351. Can you support that view by any statistics?—I have done so in my reports. I cannot mention particular cases now; but I only recollect two or three that ever left the service of the Board.

5352. I mean not as to any district, but as to the whole country. Is that as to the whole country?—My experience arises from my own inspection, which extended over a very large district. If the thing were general it would be perceptible in my district.

5353. In every district you have been in, you find that the trained teachers remain in the service of the Board?—That is my experience—that the trained teachers, the higher classed teachers, generally remain in the service of the Board; that comparatively few of them go away for other employment.

5354. Does a large per-centage of the paid monitors afterwards take up the occupation of teaching?—A considerable per-centage, but not a very large one; nor as many as one would expect.

5355. If a very large number do not take it up, does not that prove that there is no room for the teachers for promotion—teachers don't in fact see any future before them?—No, the fact is that a considerable number of the paid monitors are selected by the District Inspectors with a view rather to supplement the teaching power in the schools than to rear up candidates to fill vacancies in the teaching staff generally, and it turns out afterwards, when we come to examine these monitors, that they do not manifest that aptitude for teaching, or those other qualifications that would make them good teachers; hence the result is that a very considerable number of the paid monitors do not become teachers at all, when they come to find they have not a natural aptitude for teaching.

5356. Then it is the want of natural aptitude that is the cause why so large a proportion of the paid monitors do not take to teaching as a profession?—I think it is chiefly the want of natural taste for the profession, and besides opportunities of earning their bread otherwise may present themselves to them.

5357. In what way?—In the cities and large towns they get occupation as clerks or attendants in shops, and various other ways, so much so, that in the city of Cork we found it difficult to secure a male paid monitor, and here in the city of Dublin we find it almost impossible.

5358. You stated, I think, yesterday, that on the appointment of any teacher as a probationer, he was immediately examined by the District Inspector?—I did not say, I think, immediately.

5359. Well, within a short time. Is it a matter of fact that the District Inspector does not examine until the annual examination, or do you correct your evidence on that point?—I corrected my evidence to some extent this morning.

5360. That is as regards payments?—What I would say is this, that the Inspectors actually examine the majority of unclassed teachers that are appointed, and furnish a certificate to the Board of their opinion as to the competency or incompetency of such teachers.

5361. That is a voluntary act?—No, it is prescribed in the rules.

5362. Point it out?—This is the code of instruction to Inspectors and was issued before the rule was made. In point of fact, the rule was made at my instance.

5363. That is a new rule?—I will give you the history of the rule. I was appointed in the year 1858 as Head Inspector. In that year the Head Inspectors under the Chief of Inspection at the time, Mr. M'Creedy, held a conference, as was customary in previous years, for the purpose of suggesting to the Commissioners certain improvements, and other matters which we thought ought to be adopted. Amongst the rest, it was suggested by me, as well as I recollect, in consequence of a certain number of unclassed and incompetent teachers being allowed, under the arrangements existing at that time, to remain in charge of schools, that a rule should be made whereby it would be compulsory on such teacher to submit himself for examination, as soon as possible after his appointment, to the Inspector, who would see whether he was competent, and if not, that he should be dismissed at once; and I also suggested, with a view of course of inducing the teacher to submit to that examination, that his salary should date from the period of his examination

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by the Inspector. I was under the impression that that suggestion was adopted. Having been engaged these ten years in the duties of Head Inspector, I have not had sufficient knowledge of these details, and I now find that though the Commissioners adopted the suggestion substantially, they left out the part whereby it would be compulsory on the teacher to submit himself for examination as soon as possible after his appointment. Now, that rule was made in 1858, so that it is ten years in existence.

5364. And the code of instruction which I have here was printed in 1864?—Yes.

5365. That ought to include the rule?—Yes.

5366. So that we are to conclude there is a considerable number of rules in existence for the guidance of the Inspectors—the Head Inspectors—which are not in the present code?—The code of instruction was issued for the guidance of the Inspectors in the practical performance of their duties. The object of the code of instruction was not to make the Inspectors acquainted with the rules and regulations of the Commissioners, because they have these rules and regulations in the reports forwarded to them, and they are expected as the first and fundamental duty of their office, to make themselves acquainted with them; but there are certain practical things which that code of instruction was intended to guide them in.

5367. Are there many of those rules which do not appear in the printed forms circulated amongst the Inspectors?—Every rule that is sanctioned by the Commissioners is communicated to the Inspectors.

5368. In print?—In print.

5369. But not put into this form?—Not put in that code of instruction, but put in their rules. It would not be a rule unless it appeared amongst the rules and regulations of the Commissioners.

5370. The *Chairman.*—The code of instructions does not profess to give the rules and regulations of the Commissioners? — Nor was it intended as a means whereby the Inspector should become acquainted with the rules and regulations.

5371. Mr. *Gibson.*—The practice of the office in regard to the mode of granting payments is totally different from the instructions given to Inspectors?—It is a totally different thing.

5372. The *Chairman.*—I suppose many minor points will be communicated to the Inspectors in circular letters from the Board?—That is so.

5373. Professor *Sullivan.*—Have any of these instructions been of a character that the Inspectors or Head Inspectors would not carry them out or declined to carry them out?—I do not know of any such case, and I do not think that any officer of the Board would consider himself authorized to depart in any way from the orders of the Board.

5374. Have you ever heard of a case where the Head Inspectors protested against a rule?—I heard of a case where they protested, but there is a great difference between protesting against a rule and declining to carry it out.

5375. Then they have protested against a rule?—They have.

5376. And it was of such a character that it required to be protested against?—I do not agree in that. It was one of those things I should have refused to have anything to say to. I was not a Head Inspector; I was a District Inspector at the time. But I was asked to take steps for expressing my opinion on the subject, and I declined, on the ground that it would be an act of insubordination which would be inexcusable on my part as an officer of the Board.

5377. That is, you are of opinion that any instructions whatever given to an Inspector, he is bound to carry out?—Yes, leaving, as the Commissioners do to the Inspectors, full permission to make any representations they please for the consideration of the Commissioners as to the inexpediency of carrying out such and such regulations. But they are bound to carry them out.

5378. And when they make such representations, what is the result generally?—According to my experience I have always found the greatest readiness on the part of the Commissioners to consider dispassionately any representation made to them, but of course there have been numerous cases where the Commissioners did not agree with us.

5379. On that particular occasion when the Inspectors agreed that the rule regulating their labours was unwise, and ought not to be carried out, what was the result?—I am afraid I do not distinctly understand what you refer to.

5380. Were not the rules they objected to, and which they protested against, rules regulating their relations with the Sub-Inspectors? Did they not protest against these rules as not being rules that could be carried out by gentlemen?—I really cannot say that that is so. I have only to repeat that I was not then a Head Inspector, but only a District Inspector, and that I was asked by one of the Inspectors to write him a letter which he might show to the Commissioners stating that I disapproved of some particular things. I forget what the particular things were. I think they were certain forms prescribed for teachers to fill up and submit to the District Inspector, and I believe the objection to these was that they imposed a great amount of labour on the teachers and Inspectors. I was asked to state in writing that I had an objection, and I declined.

5381. What is your opinion as to the fitness of the Inspectors for judging of the practical merits of a teacher?—I think that of the Inspectors we have at present in the service, the great majority are very well qualified to form a just opinion as to what the qualifications of a teacher should be; but I admit that a good many years ago, when Inspectors were appointed by patronage and without undergoing an examination, some incompetent men did manage to gain admission into the service; the number, however, is becoming smaller every day, and at present I think the majority of our Inspectors are very well qualified for their duties.

5382. Have you heard it as a complaint that the Inspectors did not show themselves qualified in many of the subjects required for the classification of teachers, and that in consequence the teachers were prevented going in for a higher classification?—I have never heard that complaint, and I cannot recollect such a case.

5383. If that statement were made would it be correct?—I do not think it would be correct, for this reason, that the oral examination of teachers is conducted for the higher classes principally by the Head Inspector. The District Inspector—at least it has been my own practice—has been allowed to select for himself any subjects out of the programme he thinks proper to examine the teachers in; and it has been my practice to take the remainder of the subjects; and that has been the general practice, I think, with the Head Inspectors.

5384. Now, with regard to the teacher himself, has he not a great number of obstacles to contend with in the present condition of the educational system in this country?—Most undoubtedly he has, and the force of these impediments to the efficient discharge of his duties is, I am sorry to say, not sufficiently felt either by the public or the Inspectors.

5385. Perhaps you would state your opinion as to the obstacles which now impede the action of the teacher?—One obstacle, of course, is the irregularity of the attendance. The majority of our schools are situated in the rural districts, and in those districts the manual labour of the children during a considerable portion of the year is required in the fields; during that portion of the year the children will not attend. Then, when an Inspector comes to the school, although he may find a considerable number of children present, perhaps nineteen out of twenty of them have attended only in such a way that they cannot do any credit to the teacher, yet in examining them their failures, for which he ought not to be held responsible, are debited against the teacher. I have always considered that that was one of the points which an examination of our schools rather failed in, for, to do justice to the teacher, an Inspector should separate the regular attendants

from the irregular, and judge of the teacher's merits by the regular attendants. I used to do that when I was District Inspector in Clare, but I have not done it since, because my duties have increased enormously. That is one impediment. Another impediment is, that the children attending the National schools are imperfectly acquainted with the English language, which is the medium of instruction in nearly all Irish National schools. A third is the little encouragement the teachers receive from those in a better position in society in the neighbourhood of their schools, as the gentry take very little interest in promoting education in their localities. I think these are the impediments.

5386. Are any public examinations held in any of the schools throughout the country; I exclude, of course, the examinations held by the Inspectors?—There are rare cases of the kind, but our Inspectors are bound to have a public examination once a year.

5387. And is that well attended by the public outside?—Certainly not; as I said, the gentry take little or no interest in the matter.

5388. Do you think it would conduce very much to the success of education if the people outside took an interest in these matters?—I think it would very much if the gentry did.

5389. Are any premiums given by the Commissioners of Education to the pupils in any of the National schools?—No, except the model schools.

5390. Is not the want of fuel very often felt in parts of the country in winter?—Yes; in the turf-growing parts of the country it is not felt, but where there is not a good supply of peat there is a very scant supply of coal for fuel.

5391. Is that a subject that has attracted any attention amongst the Inspectors?—It must have attracted attention particularly for their own comfort in examining the schools; but I am far from saying the want of fuel has the same effect on the pupils that it has on the Inspector, for this reason, that the pupils in the schools are accustomed to that sort of thing; they do not require the fuel to the same extent that the Inspector does; they do not feel the want of it.

5392. You think it materially affects the quality of the inspection?—Not the quality of the inspection, but the comfort of the inspection. I do not wish to say that it is a serious impediment to the progress of education; I think the Inspectors may have made too much of it.

5393. Do you think a cold cheerless room in winter is a great inducement for a child to spend four or five hours in school?—It is not a cheerful thing for a child; but, as I mentioned in a former part of my evidence, the vast majority of the school-houses are far more comfortable than the children's own residences.

5394. Do you think it would be very useful if the people of the locality attended to that particular point?—I agree with you that everything that contributes to the comfort of the school-room will make the children more attached to it.

5395. Are teachers fined often, or depressed in classification?—They are, of course; we have a large number of teachers and a large number of cases of that kind, but they have not occurred in my experience. I do not believe during the seventeen years I have been connected with the Board I have ever recommended a teacher to be depressed, because I disapprove of it in principle.

5396. But has it not been carried out to a very great extent?—Formerly it was, and to a great extent, but not latterly so.

5397. Did not the Inspectors remonstrate against it in 1857?—I cannot say.

5398. That is within the time I think you were connected with the Board?—Yes.

5399. You are not aware that they remonstrated in '57, against this constant fining of teachers?—I have an impression on my mind that there was some representation made upon the subject, but I really cannot say for certain.

5400. If that representation were made by the Head Inspectors in '57, surely it must have been made because of the abuse?—Well, I should not say so.

5401. That power of the Board over the teachers was not contemplated by Lord Stanley's letter?—I don't think it is inconsistent with anything in Lord Stanley's letter.

5402. You are quite sure the Board has that power—the power of fining the teacher?—I don't think there is anything in Lord Stanley's letter to deprive them of the power.

5403. Is the power which the Board exercises at present—the power that has led to the remonstrance of 1857—is it consistent with the statement which I read from the explanation the Board has given of Lord Stanley's letter:—

"The Board understand that the control over teachers of schools is vested primarily in their local patrons and conductors, and that the power required by the Government to be conceded to the Board of fining and dismissing teachers, is to be exercised only in case of such local patrons and conductors after receiving grants, seeking to protect teachers in violating the rules of the Board, or retaining teachers found on trial to be incompetent."

Does the Board at present adhere to that explanation, or does it exceed that?—I think the action of the Board is entirely within that, according to my experience, but I should say that I have had rather a limited experience regarding the depression of teachers. Teachers have been depressed on my reports, but not on my recommendation.

5404. Your impression is that the action of the Commissioners is within this explanation?—Yes, that the action of the Board is confined within that.

5405. You stated in your evidence yesterday, you thought it would be impossible the teachers could receive monthly payments?—I think that it would be very convenient for the teachers if it were possible, but I believe that it is impossible.

5406. Why do you think that monthly payments would be impossible?—These payments should be made in such a way as to secure as much as possible the State, or the Commissioners, from loss—that is the department here should take such steps as would amount to a security that the money remitted would reach the proper quarter. In order to do that, they must ascertain beforehand that the party to whom the money is due is actually in existence at the time, or discharging the functions for which he is to be paid. Now there are in the service of the Board between 11,000 and 12,000 people; and if there should be a payment to each of these every month, there should be issued twelve times 11,000 or 12,000 Post Office orders in the course of a year. To make these payments would require an enormous staff here in the office; and it would require a very complicated machinery indeed to satisfy the Central Department every month, that all these parties who are supposed to be entitled to this money were actually in the schools at the time.

5407. That is assuming that is to be done by Post Office orders?—The money must be remitted somehow, and no matter how it is remitted the Board must be satisfied that it will reach the quarter for which it is intended.

5408. Could no mode be adopted of paying it through the Inspectors?—I think it would be quite impossible, because the Inspectors have other duties to discharge, that require their whole time, and if an Inspector, besides discharging the functions of examiner of schools, were also to become paymaster to the teachers, I do not think he would be able to do either efficiently. One duty would certainly interfere with the other. There are 60 Inspectors, who are all, I believe, honest, honourable gentlemen, but there is a danger in placing large sums of money in the hands of individuals; and though I, as an individual, may feel perfect confidence in the integrity of these gentlemen, the State or a department of the State would not be justified in reposing the same amount of confidence in any individuals, without getting competent security.

5409. Could not the payments be made in a way to prevent that?—Then after all you should make the

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payments in the shape of Post Office orders, or orders on a bank, if you don't give actual cash.

5410. Suppose an order on the bank?—Then a bank being a considerable distance from many of the National schools, the teacher would have to travel to the bank to get the order cashed.

5411. Do they go to the bank for change of a pound note?—I do not suppose the case of the money being remitted in bank notes.

5412. No, in some way that would be negotiable in the same manner?—Well, theoretically the thing is possible. One can *imagine* such a case. When I come however to think of the machinery that should be devised to carry it out, I conclude it would be impossible.

5413. In speaking about the monastic schools how many were in your district of Cork?—Two monastic National schools in Cork, and two in Kerry. There was another monastic school, which was built for the purpose of being made a National school, and the Commissioners refused to receive it.

5414. In what part of the city is that?—That is situated in the very worst—the most backward part of the city of Cork; in a place where formerly all the criminals were executed in Cork.

5415. Gallows-green?—It was called Gallows-green. The monks who built the school-house managed to change the name into the more euphonious one of Greenmount. They built the school at an enormous expense, having got the site from the Treasury on the sole condition that the school should be made a National school. When they had expended their money in building a magnificent school-house, and proceeded to fulfil the conditions on which they had got the site, the Commissioners turned round on them, and said they would not have the school. They hold the site therefore and the building erected on it, on a condition which it has not been possible for them to fulfil, in consequence of that rule of the Board which will not allow of the Commissioners accepting a monks' school as a National school.

5416. The other schools are on Douglas-street and on the Western-road?—Yes.

5417. You stated just now, with regard to the National school, that the education was low, because the very lowest class of people attended them?—I said, not the education, but that the instruction was low.

5418. Is it your opinion that the instruction in the Western-road or Lancasterian School is lower than in the ordinary National schools about Cork?—There is this difficulty in instituting a comparison between monastic and National schools——

5419. I want a categorical answer to the question. Is it your opinion still that that school on the Western-road is inferior in point of instruction to the ordinary schools in and about the city of Cork?—If you allow me to answer the question in this manner:—If an Inspector examined——

5420. I beg your pardon. I would rather you would answer the question, and you can explain after?—Then I think probably it would be found so.

5421. Will you state why?—If an Inspector examined that school, and made a per-centage of the good answerers for each class, and if he then proceeded to a first-class ordinary National school——

5422. I beg your pardon. There was no mention of "first-class." Take an ordinary National school?—Well, if he went to an ordinary National school and struck the per-centages in the same manner, he might, and probably would, find larger per-centages of good answerers in that school than in the Lancasterian (or other monastic) National school. The reason is this: that a vast proportion of the pupils in the monastic schools belong to a class that never attend the ordinary National schools at all—the indigent class. Every one who is acquainted with schools knows that it is much more difficult to teach that class; that it requires more time and trouble to teach the child of a pauper than the child of a shopkeeper, both because it requires a longer time to accustom it to the discipline of the school, and also in consequence of its imperfect knowledge of English. A pauper child seldom knows more than a couple of hundred words of the language; hence it takes a longer time to bring such a child on from class to class than a child more favourably circumstanced. Now there is a larger proportion of such children in the monastic schools, and therefore it is that the monks have greater difficulties to contend with than the ordinary National teacher ever knows in his experience.

5423. You take "instruction" to mean that which is actually manifested by the pupil, not that which is given by the teacher?—I take instruction to mean simply that which produces those results which are ascertainable by an Inspector's examination.

5424. You qualify your former answer therefore; when you said the instruction in the monastic school was lower, you meant as measured by the result of an Inspector's examination?—Not as to the quality of the education given by the teachers.

5425. You did not refer to the quality of the instruction given by the teachers?—I did not refer to the quality of the *education* given by the teachers; I draw a distinction between education and instruction. I think that the poor children who frequent monastic schools may have a superior education to that which the children in ordinary National schools receive.

5426. What do you mean by the distinction—I do not quite understand it?—I do not look upon instruction and education as synonymous terms at all. I use the word education in this sense:—it implies the cultivation of the mind, the training of the habits, and the morals, and the enlightenment of the conscience of the child; that is education.

5427. We were not discussing that point at all, we were only discussing how we were to judge of the instruction given in a school, confining it to secular matters, reading, writing, &c.?—I adhere to my former answer.

5428. I want to know does not your statement that the instruction given in the Lancasterian school is inferior merely apply to it, as it would be decided by an Inspector as the result of the pupils' answering?—Certainly.

5429. And then I want to know would you not qualify your former answer by not referring it to the instruction as given by the teacher, but to the instruction as exhibited by the pupil?—I don't clearly understand the point of your question.

5430. Does not the teacher instruct; what do you call what he gives the pupils?—Instruction.

5431. Does your answer apply to the instruction as given by the teacher, or to the instruction as received by the pupil, and exhibited to the Inspector?—I conceive we can only judge of the efficiency of the instruction imparted by the teacher by the results manifested or exhibited by the pupil.

5432. I want to know whether we are to assume that you imply that the instruction given in the monastic schools is inferior to what it is in ordinary National schools?—Certainly not. I never intended to imply that.

5433. Now, as to the education; what is your opinion as to the education given?—Infinitely superior in the monastic school to what it is in the ordinary National school.

5434. Am I to assume that the answer you have just given would apply also to convent schools?—Certainly.

5435. You think the instruction *given* as distinguished from that *exhibited* by the pupil to the Inspector, is not inferior to what it is in the ordinary schools?—Certainly not; it is superior.

5436. You have stated that a number of Roman Catholic children prefer not going to convent or monastic schools?—Yes.

5437. Do you make that statement of your own knowledge?—Certainly.

5438. Did you find that in many instances?—In a sufficient number of instances to justify me in forming an opinion.

5439. In 100?—Oh no. I had not 100 convent and monastic schools in my whole district.

5440. I speak of persons; how many persons objected to them?—I could not tell you the number of individuals, but I could give you in a few instances, if you thought proper, specimens of the data on which I formed my opinion.

5441. I should like to hear them?—In the city of Cork there are four or five Christian Brothers' schools. These schools—at least a couple of them—have the repute of being about the most efficient schools in Ireland of the kind. In one part of the city of Cork close to, or at least within immediate view of the most important of these Christian Brothers' schools, a National school was established.

5442. Would you mention the place?—Blackpool.

5443. Blackpool is a large place—what part of it?—Near Peacock-lane.

5444. In what street?—It is near the end of Clarence-street.

5445. Where it joins Great Britain-street?—Yes; the school is built where the two streets join.

5446. How far is that from Peacock-lane school?—I think about three minutes' walk.

5447. Would you walk that distance in three minutes?—Well, the question of the accurate distance is not of much importance.

5448. Is the distance nearly a mile?—Oh no, nor the eighth part of a mile.

5449. Are you certain of that?—Certain.

5450. Proceed?—Well, that school was not established two days when it was filled with pupils. The question of the exact distance from the Christian Brothers' school I will not adhere to; the impression on my mind is that it is only about three minutes' walk; but the important fact I wish to advert to is, that the school had not been opened for more than two days when it was filled to overflowing with pupils, a number of whom came from the Christian Brothers' school, and a very large number from the district which supplies the Christian Brothers' school, but who never had attended that or any other school.

5451. Is not the place you speak of sufficiently distant from the Peacock-lane schools to render it important that a school should be established there?—Not in consequence of the distance.

5452. Are you aware it was once contemplated by the Christian Brothers to build a school in that locality?—I am not aware of that, because their school is in the locality.

5453. In that locality?—Yes. I should call it that locality.

5454. You never heard that they intended building a school really within three minutes' walk of the place you speak of?—I have never heard that.

5455. And that that was on the ground that the other school was at too great a distance?—No, I never heard it.

5456. Do you know Spring-lane?—I do.

5457. Was the National school in fact attended by children from that district?—I should not say so at all.

5458. Where did they come from?—Generally from Great Britain-street, Clarence-street, and that direction.

5459. You ascertained that particularly?—I cannot say I ascertained it particularly, but I am impressed with the conviction that it was so.

5460. What provision is made for the education of the district around Spring-lane?—My conviction is that in no part of Cork is there a sufficient number of schools for the population.

5461. Is there not behind the locality you are alluding to, a large district unprovided with schools by anybody?—There are no schools provided by the Board, but the number of private adventure schools in that quarter is really astonishing.

5462. Has not that arisen from the want of public schools?—I should say partly so, but the pupils of these schools had the opportunity of attending the Christian Brothers' schools, if they had chosen.

5463. The Christian Brothers' schools are overcrowded, are they not?—I believe they are very well attended indeed.

5464. You have arrived at the conclusion that these people would not go to the Christian Brothers' schools, because they did not like it, and you have not, in coming to that conclusion, taken into account the circumstances of the locality. Is not that the case?—I think not. I do not think I have made any error at all in my answer, nor have I completed my answer, as I have only given one instance, and I can mention others. I intended to mention that in the same locality, when I first went to the district, there was a crowded National school at Sunday School-lane, not far from Peacock-lane.

5465. Is not that more than three minutes' walk from Peacock-lane?—Well, it is not five minutes' walk.

5466. You admit it is five minutes' walk. Now, how much further is the other place?—They are on different sides. I will not be very positive as regards the distance, but I adhere to this, that the National school to which I refer was established in the immediate vicinity of the Peacock-lane school—so near to it that both schools might properly be said to draw their pupils from the same locality.

5467. Do you adhere to that, taking into account the extensive district which is unprovided with schools, as I have pointed out?—I have already admitted that no part of Cork is sufficiently supplied with schools.

5468. Could it not be that there were other reasons for the circumstance you mentioned?—Do you mean for the children coming to the National school?

5469. Yes. May it not be that the objection, if any, is not to the monks' school, as such?—I do not know. Of course there may be other reasons that I am not acquainted with.

5470. You alluded to the difference between cloistered nuns and nuns that go into the world. How much of the world would Sisters of Charity see in matters of education?—I did not say matters of education.

5471. What was the meaning of saying there was a difference between cloistered and non-cloistered nuns as respects their capacity for education. What was the object of making the distinction?—What I think I said was this, that, apart from my experience as Inspector, were I asked the question which of the two classes of schools—those of the Presentation Order or those of the Sisters of Mercy—would likely be found most efficient, I should have said the Sisters of Mercy schools. I was asked why, and I replied, because the Presentation Nuns, being cloistered nuns, know little of the outer world, and, perhaps, may not have the same sharpness of intellect and quickness as Sisters of Mercy, and that for that reason I should have considered that probably the Sisters of Mercy would have better schools; but I added that, according to my experience, each order of nuns had schools of the first character, and that, on the whole, I should find it difficult to institute a comparison between them.

5472. Then in point of fact am I not right in supposing that the conclusion you came to was a mere speculative opinion; as to which of the two classes of schools would be found more efficient?—Yes.

5473. Is it not much more likely that persons who devote themselves entirely to education would be more efficient than persons who only give a portion of their time to it?—Yes, I think I mentioned that—that I should have formed that opinion, notwithstanding that the Presentation Nuns devoted themselves exclusively to education, whereas the Sisters of Mercy had a variety of functions to discharge.

5474. One of the schools in which you said the education was of a rather low standard was the Ursuline?—I do not think I said that. If I said so it would not be correct. What I intended to convey was this, that the National school which was under the charge of the Ursuline Nuns would, as compared with other convent schools, be regarded as of moderate efficiency.

5475. Are there any peculiar circumstances in the locality of that convent which account for that fact?—There are, decidedly. The boys' National school in the same locality has never been an efficient school. The children are extremely difficult to manage. From

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their vicinity to the city they are constantly employed running of messages here and there, their attendance at school is consequently very irregular, and they do not attach that importance to a good education which they do in other parts of the city and neighbourhood.

5476. They are employed on errands by the surrounding gentry?—Yes; a large number of them also are children of fishermen, and those pupils, as a rule, are not as attentive to school as others. I did not mean to convey that the nuns in charge of that school are inefficient as compared with other nuns.

5477. Then of course your observation is not comparative as between two classes of schools, but rather as to the circumstances of the locality?—Well, I think I was asked a question as to that particular school, and I said it would rank as a school of moderate efficiency.

5478. I understood your observation to apply generally to the systems pursued, not to the circumstances of the locality?—I could not compare the two systems—if by the two systems you mean the system of schools under the Ursuline Community and those under the Sisters of Mercy—because I have never had but one school under the Ursuline Nuns, and it would be impossible to compare one school with a large number of schools.

5479. I think Kenmare was in your district?—It was.

5480. Do you know what the state of education was in Kenmare prior to the convent school?—Yes.

5481. How many National schools were there in Kenmare for girls prior to the establishment of the convent school?—One.

5482. How many scholars in that school?—The attendance in that school never rose to 100.

5483. How many in the present convent school?—I think something close on 400. I am not certain as to the number, but I think I am safe in saying close upon 400.

5484. You have inspected the ordinary National school and you have inspected the convent school. What is your opinion as to the efficiency of the teaching, that is, of the instruction given?—Well, the National school that preceded the establishment of the convent school was what we generally considered a really good National school. The teacher who had charge of it was a very skilful teacher and conducted the school in a very satisfactory manner, indeed. I believe I am right in stating that she has since joined a religious order herself. But she never succeeded in attracting as many as 100 pupils to the school, whereas the convent school has attracted four times that number. As regards the amount of instruction given in the two schools, that given in the ordinary National school was confined to the National school programme, but the instruction given in the convent school of Kenmare is of the very highest order that you would suppose could be given to children of the poorer class.

5485. How does that agree with your theory as to sharpness of intellect? Are they not cloistered nuns who have charge of the convent school of Kenmare?—They are.

5486. How does the fact that they have gathered together 400 children and give them this high education agree with your theory of sharpness of intellect being confined to the non-cloistered nuns?—I am sure you will bear in mind that I stated that my experience did not bear out the theory. I said that according to my experience each order of nuns possessed most efficient schools.

5487. Do you not think so far as the education of the poor is concerned that it is much more likely to be successful in the hands of educated persons as distinguished from persons of the poorer class who take up the occupation of teachers as a means of living?—Yes, certainly.

5488. You stated that it was not a rule to hold public inquiries by Inspectors?—No; not what is generally understood by a public inquiry, with the public and the press present.

5489. Has there been any instance of a public inquiry in that way with witnesses called on both sides?—My practice (and I have had a large experience of the matter) has always been to exclude the press, and likewise to exclude witnesses; but, whenever it was not likely to produce inconvenience, I did not prevent residents of the locality, who took an interest in the matter, being present, provided they did not interfere in the proceedings.

5490. That is left to the discretion of the Inspector who holds the inquiry?—Yes.

5491. What is your experience with regard to the class of children who attend model schools?—My experience is that the model schools in towns and cities are attended by children of all classes. We have some gentlemen's children, and we have children of the poorer class of shopkeepers and mechanics, but not many children of the indigent classes.

5492. Is the model school of Clonmel in your circuit now?—It is not now. It was some years ago under my superintendence.

5493. Then you can perhaps tell us what the classes of pupils attending that school were?—In the model school of Clonmel you would have found in its palmy days (for now it has a very small attendance) all classes represented. But you would have found, according to my experience, a larger number of children belonging to the class for whom National schools were strictly intended, than you would of those belonging to the class who could well afford to pay for education.

5494. As a matter of fact, did not the sons of local physicians, of members of the Society of Friends, shopkeepers, and small proprietors, predominate in the school at one period?—Not in my experience, nor do I think at any period. There are not so many of those classes in Clonmel, that their children could predominate over those of the poorer shopkeepers. Clonmel is not a wealthy town; there are but few persons in easy circumstances in and round it, but the physicians who resided in the town did send their sons to the model school.

5495. What classes go to the model school at Cork?—The model school at Cork has perhaps a larger proportion of that class of persons, because the persons who would really find an advantage in sending their children to the school are not allowed to do so, and hence the others step in.

5496. And the persons who send their children to it have no other place to send them to?—Well, they have private schools in Cork, but parents attach greater value to the education given in our model school, than to that given in the private schools. I do not believe that it is because the education is cheaper that they send their children to the model school, for parents have come to me and said they were willing to pay us a guinea or two guineas a quarter for the education of their children if we would allow it.

5497. Is there not a great want of middle-class schools all through the south of Ireland?—Yes, and throughout Ireland generally.

5498. The absence of such schools has driven these persons to send their children to the model schools?—Well, in our model schools we do not give the education one would expect to find in a middle-class school; for instance we do not teach classics.

5499. What is your opinion as to the importance of giving education in classics in National schools?—My opinion on that question has already been given to one of the Royal Commissioners who examined me in reference to it. I should consider a system of National education defective that did not afford talented children of the poorer classes an opportunity of acquiring such an education as would enable them to raise themselves to a higher level than that in which their parents moved. I entertain that opinion, not only because it would not be fair to call an education which failed in that respect National, but because it is for the benefit of the State that the talented children of the poorer classes should be raised from a position wherein they could not have an opportunity of exercising their talents, and where they would, in consequence, be dangerous to society, to a level in which

they would have an opportunity of exercising their abilities.

5500. Would not you be afraid that the mixing-up middle class and lower class education—I use the term in the sense of grade—injuriously affect the efficiency of the primary schools?—I think it would, if it were likely to be carried out in all the National schools, but I cannot suppose the possibility of its being carried out in any except town National schools. There, I think, it would be really an advantage.

5501. Still, I presume, you would not restrict it to town schools if the teacher were competent and had a class?—No, I would not restrict it: still I cannot conceive the possibility of having all our teachers competent to teach classics and French.

5502. Are vested schools on the increase?—They are—at least they were in my late circuit.

5503. On the whole, in the country, is the proportion between vested and non-vested schools—the relative proportion—in favour now of the vested schools?—It certainly was so in my late circuit.

5504. That is to say, the patrons vest more frequently now than formerly?—Decidedly; and they would vest much more frequently if they could get sites.

5505. That is, you consider the chief obstacle to the vesting of schools is the difficulty of obtaining sites?—I think so now, since the alteration of the rule with regard to vesting in the Commissioners.

5506. Do you think that explanation would be satisfactory for all Ireland?—I will not undertake to speak for all Ireland, but I undertake to say so for the south of Ireland, where the opposition was very strong—much stronger than in any other part of Ireland—to vesting in the Board.

5507. Was it strong in the county of Kerry?—It was very strong at one time in Kerry.

5508. Is not Kerry the county where the greatest increase in the number of vested schools has been?—Yes.

5509. At the present moment, is not the objection to the present system less in Kerry than in any other part of the country?—Yes.

5510. Am I, therefore, entitled to infer from that that there was some other cause besides the difficulty of obtaining sites operating against the vesting of schools?—That difficulty operates in Kerry to some extent; it operates, I should say, to a greater extent in other counties. I could give you numerous instances, except that I do not wish to mention names.

5511. Is not the present unsatisfactory state of the question the chief cause of the schools not becoming all vested in the south of Ireland?—I do not think so. Indeed, I could mention a whole tract of the county Cork where vested schools are not built, simply because two proprietors will not grant sites.

5512. Supposing that there was an Act of Parliament passed compelling proprietors to sell sites, do you think that would remove all difficulties with regard to vesting the schools?—Not all the difficulties.

5513. Do you think the number of vested schools would increase?—I do indeed, and to a large extent.

5514. Can you give me the number of vested schools in your late circuit?—I am sorry to say I cannot; but I could ascertain it for you if I should have the honour of appearing before the Commission again.

5515. Are many of the vested schools in your late district in ruins now?—I cannot recollect any instance in my late district; but I had several instances when I was stationed in Galway. I had to travel nearly sixty miles to visit a school which had crumbled down to within a couple of feet of the foundation. That was a vested school, and I had to visit it three times a year and report upon it.

5516. The *Chairman.*—Was it occupied as a school?—No, my lord, it was a mere ruin. It had formerly been in operation, but when the Catholic archbishop of the province denounced the schools, the children were, of course, all withdrawn, and the school was left empty, with nobody to take care of it. The roof fell off, the sashes were torn out, and, finally, the walls crumbled down till barely a trace of them was left above the foundations, yet I had to visit it three times a year, and report upon it.

5517. Professor *Sullivan.*—Were there no means of putting it on the list as a suspended National school?—It was on the list as a suspended school for a long time, and for aught I know it may be on the list still; but at that time we had to visit every school on our list, whether vested or not. That rule is, I believe, altered now.

5518. All vested schools are now vested in trustees, not in the Board?—Some even lately erected are vested in the Board; but the great majority are now vested in trustees.

5519. The growth of vested schools which you spoke of applies I suppose chiefly to schools vested in trustees?—Certainly.

5520. Were they not at one time solely under the Board?—Yes.

5521. When vested exclusively in the Board, did not that operate greatly against the extension?—Greatly.

5522. Does not that imply that it is not merely the difficulty of getting sites operates against their extension?—I did not say the difficulty of getting sites was the sole cause.

5523. I know you did not?—It, no doubt, was one of the reasons.

5524. Would not the Board of Education be more likely to get a site than local trustees?—No; the Board never take any measures for getting sites. The site must be obtained before any communication is opened with the Board at all.

5525. Quite so, but when vested, the landlord would have to deal, not with local parties, but with the National Board, that is the Crown?—Not in the first instance.

5526. Well, ultimately, would not any person giving a site for a school know that he would have to deal, not with the persons who took the land from him, but with the Government?—Yes.

5527. Of course then in that sense he knew with whom he was dealing?—Yes.

5528. Would not a public Board of that kind have more facilities for getting land for schools than local trustees, by whom the landlords would have no certainty that the trusts would be fulfilled?—I think as a rule landed proprietors were more disposed to give sites when the schools were vested in the Commissioners than they are now, when the premises are vested in trustees.

5529. Does not that prove that the chief obstacle to the vesting of schools is the character of the relations between the Commissioners and the country?—I should say not at all now, because the objection has been removed to a great extent by the fact that the Commissioners will now give a grant towards building a school—the school premises to be vested in trustees selected by the manager, and approved of by the Board, and the Commissioners bind themselves further to give up all right to the school to the trustees at any time they choose to refund the money contributed by the State towards the erection of it.

5530. Just so; that is the point I am aiming at, and it proves my case. I asked the question whether the chief cause of the non-vesting of schools was not the unsatisfactory relations between the Board of Education and the country?—I consider that was the chief cause before the alteration of the rule. Now, I consider the chief cause is the difficulty of obtaining sites, and perhaps the difficulty of getting up the local contribution.

5531. Mr. *Gibson.*—You were asked about the payment of the school pence—do you know whether that payment is on the increase generally throughout the country?—I think it is slightly on the increase.

5532. Have you looked over the returns lately with reference to that?—I cannot say that I have. I do not recollect.

5533. Where a model school is established in a country district does it not drive away the schools to which the better class of children were in the habit of

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going before, and does it not prevent the private competition of schoolmasters and drive them out of the market?—Well, it is said it generally has that effect.

5534. Are you aware that the facilities for obtaining classical instruction in the country have been greatly diminished since the National system was introduced?—I should say that, except in large towns, they have disappeared altogether.

5535. They did exist formerly?—Yes.

5536. The *Chairman.*—Do the children who leave while in the lower classes of a school retain any knowledge of grammar for any length of time?—I think not. The amount of knowledge of grammar obtained while in the junior classes is very limited indeed; it consists simply in the ability to distinguish the easier parts of speech.

5537. Do you think they attach much meaning to the distinctions they are taught in the study of grammar?—Not in the junior classes; the instruction is rather mechanical in the junior classes; it is only when they come into the third class they begin to learn grammar in earnest.

5538. In the districts of which you have had experience were there many instances of an undue multiplication of schools?—Not many instances; but there have been some instances. For example, in the county Cork fifteen per cent. of the schools have an average attendance of less than thirty-five.

5539. Did that arise from the schools belonging to different religious bodies?—It arose to some extent—I should say to a considerable extent, from that fact.

5540. Supposing at any moment the objections entertained by the Church Education Society were removed, and that their schools were to come in union with the National Board, would that lead to many schools being given up?—No, I think not. I think it would rather lead to an increase in the number of small schools.

5541. In a system of payment by results would you contemplate examination more than once a year?—I think if it could be effected it would be very desirable that there should be an examination every half year, in order that the teachers might be paid half-yearly; but on considering the matter, I have come to the conclusion that it would be hardly feasible, without a very large increase in the number of Inspectors.

5542. Have many instances come to your knowledge of undue delay of the Board of Works in effecting repairs?—Yes, a very considerable number, and very great dissatisfaction is felt by the local managers in consequence. I have known schools to be waiting two years after the grant was made by our Commissioners, and before the works were commenced.

5543. Do you think in those cases of which you speak, proper and formal notice had been given to the Board of Works?—Oh, I am certain of that; but if I may be allowed to use a homely phrase, I think the Board of Works have too many irons in the fire. I should very much prefer our former system, that of building our own schools and looking after the repairs ourselves.

5544. Is sufficient attention paid in the ordinary National schools to teaching the girls needlework?—In convent National schools that branch receives most satisfactory attention, and in a great many—I may say in most—of the city National schools it is well attended to; but in rural National schools, all Inspectors are of opinion that the female children do not receive sufficient instruction in needlework. I have already explained, however, that there are serious obstacles in the way of giving instruction in needlework in these schools, in consequence of the difficulty of procuring materials.

5545. Is it the habit in Ireland for schools to take in work, and execute it for persons?—Where workmistresses, that is, teachers of needlework, are employed in National schools, it is customary for these persons to take work from the people in the locality to be executed, such as shirts or dresses for girls; but it is only where there is a considerable population of well-to-do people that there can be a supply of material got in that way.

5546. Do you inspect any workhouse schools?—Yes, I have inspected these as well as others.

5547. In those workhouse schools you have inspected has the teaching power been sufficient?—There is a tendency in many of them to diminish the teaching power in order to diminish the burden upon the rates, but in many of them the teaching power is sufficient. But I have had myself a great deal of difficulty in inducing guardians in many cases to supply a sufficient number of teachers.

5548. Taking the workhouse schools within your area as Head Inspector, do you consider the greater part of them are sufficiently or insufficiently provided with teaching power?—I should say very many of them are insufficiently supplied with teaching power. It is with workhouse schools as with other schools—there are some very good schools indeed, some fair, some middling, and some bad. I have in my mind several schools in which there are very inefficient teachers still, although the inefficiency of the teachers is known to the guardians, the guardians persisting in retaining them simply because they have them at a poor salary. We have dismissed teachers for inefficiency, yet the guardians retain them in spite of us.

5549. Are the workhouse schools carried on generally by trained teachers?—Those in large towns generally are, in smaller places they are not; very often they are conducted by mere probationers who have never been classed at all.

5550. Are the guardians bound to pay a classified schoolmaster the salary of his rank?—No.

5551. Do you think it would be desirable either that the teacher should be entitled to receive the pay of his rank or that some superior body—either the Poor Law Commissioners or the National Board—should have the power of fixing the salary of the schoolmaster?—I think it would be far better that the teacher of every National school, whether under guardians or under lay managers, should receive the salary of his class from the Board of Education, which would thus have a greater control over him, and if he did not discharge his duty could dismiss him.

5552. Do the Poor Law Inspectors visit workhouse schools?—Yes; it is imposed upon them by the Poor Law Commissioners, as a part of their duty, that they shall inspect and report upon them.

5553. Do the Poor Law Inspectors ever confer with the National Board Inspectors as to the condition of the schools?—Sometimes when they happen to meet there may be a sort of conference between them, but there is no settled thing of the kind.

5554. Do the Poor Law Inspectors examine the schools in as great detail as the National Board Inspectors?—I do not think so. It is no easy thing to examine a school; it requires a certain amount of experience which, I think, the Poor Law Inspectors do not possess.

5555. Do either the Poor Law Commissioners or Guardians pay attention to the observations of the National Board Inspector?—Well, all Inspectors complain that they find it very hard indeed to make an impression on the Boards of Guardians. I have had, myself, to contend for several successive terms with Boards of Guardians to induce them to adopt my suggestions.

5556. Are there many cases in which schools stand still for a time for want of teachers?—I do not think there are many such cases, because managers will put in some sort of teacher into the school. I cannot call to mind many such cases at present.

5557. Supposing a system of payment by results to be adopted, should you contemplate throwing any part of the responsibility of producing those results upon the monitors?—I should not. I would make the teacher responsible for the results produced in his school.

5558. Do you look on the payment of the monitor as affording more than a mere maintenance to him?—I do not look upon it as affording anything like a

maintenance to him, as he is generally a lad living with his parents. But I consider it an inducement to him to devote some portion of his time to the duties of teaching a class.

5559. In a system of payment by results do you think the teacher's interest in the efficiency of the school would be sufficient to induce him to obtain the best monitors he could?—The appointment of monitors rests with the Inspectors; and there would be a check by the annual examination of the monitors upon the teacher. We should ascertain by those examinations with sufficient accuracy whether the teacher devoted proper time and attention to the instruction of the monitors.

5560. The difficulties you have spoken of as to sites—did they arise from a dislike on the part of landowners to the system?—In many cases from the dislike on the part of landowners to the system, in some cases from indifference to education generally.

5561. Have many cases been brought to your knowledge in which a willing landlord was unable to give a site from only having a limited interest in his property?—I think there are not many such cases. But I recollect one or two.

5562. Do the Commissioners insist upon any troublesome or expensive investigation of title, when a site is offered?—They must be satisfied that the title is *bonâ fide*.

5563. Have you ever heard of complaints by persons that when they have offered a site the Commissioners have insisted on too great particularity with regard to title, and thus caused the landowners disproportionate expense?—I think I have heard of some cases of the kind; at all events I can imagine a case where a landowner would not wish to have his title investigated in a very searching manner. But I have heard of a number of cases where landlords were willing to give sites provided they were themselves or their agents appointed managers of the schools and invested with the power of appointment and dismissal of teachers; and the local clergymen would not accept the sites upon those terms.

5564. Do you think it would be desirable to afford additional legislative facilities to landowners for giving sites?—I think it would be very beneficial.

5565. Professor *Sullivan.*—Have the salaries of teachers in Workhouse schools been very much improved by the recent Act, by which part of their salaries is paid out of the Consolidated Fund?—My experience does not enable me to answer that question.

5566. Do you know what proportion of the salary is paid out of the Consolidated Fund?—I do not.

5567. Rev. Dr. *Wilson.*—You have been asked with reference to children of respectable parents, who can pay well, attending schools supported by the State—is there any provision made for such children in schools of a higher class than ordinary National schools?—There is no provision by the State, but in different cities and towns there are schools kept by private individuals which these children might frequent, but I do not believe the parents have much confidence in the efficiency of these schools.

5568. But for the advanced children of the middle class have you not provision by the State for their instruction—for instance, in Trinity College, the Queen's Colleges and Maynooth?—Yes.

5569. Can you see any objection to the children of such persons taking advantage of the ordinary National schools which are considered to be efficient, though supported by the State in part?—I will say I not only see no objection to it, but I have always thought it an advantage. I think it is advantageous to have children of the better class mixed to some extent with the children of the poorer class, it must have an influence on their manners.

5570. You have also said you would not confine the instruction in ordinary schools to reading, writing, and arithmetic—you would give such children as possessed the requisite abilities an opportunity of rising?—I would.

5571. Are you aware many children have so risen by means of the instruction in ordinary National schools?—I am sure if I had time to think the matter over I could give a large number of examples of children educated in the National schools, having risen to a far better position than that in which they were born, and who, but for the National schools, would have remained tillers of the soil, or earning their bread by some menial occupation.

5572. The *Chairman.*—Could you furnish us with a return of cases of that nature?—I fear, my lord, I could not furnish you with a nominal return, because, after all, I have not kept a record of their names.

5573. As a specimen, could you furnish us with some cases?—I think I could. For example, there are most of our National teachers, the teachers of the model schools, a good many of our Inspectors, and some of those young men who have got situations by competitive examination.

5574. Rev. Dr. *Wilson.*—You know the Ahane school?—I do.

5575. Are you aware that a boy left the Ahane school, taught by the teacher of that school, and took first place at an examination in the Queen's College, Galway?—I have heard of that case. I have known the son of a National teacher at Newcastle West, who was instructed in his father's school; went from that to the Queen's College, Cork; passed through it most creditably, and is now enjoying an income of £600 a year in India. If that boy had not had an opportunity of rising he would have remained all his life in the lowest stratum of society, and being possessed of genius, would have been discontented with his position. It is always dangerous to the State to have a class of persons possessed of genius and talent placed in a position wherein they cannot usefully and honourably exercise their abilities.

5576. Would there have been any likelihood of success in that boy's case but for the National school?—I should say were it not for the National school his chance would have been nil.

5577. In reference to the question as to religious minorities, an idea was thrown out as to Erasmus Smith's foundation supplying that want for the Protestant children of the South of Ireland?—Yes.

5578. What is your opinion as to that?—My opinion is Erasmus Smith's schools would not supply the want—the requirements of the minority would not be supplied if the present non-sectarian schools were displaced for those of Erasmus Smith.

5579. Is Erasmus Smith's Board a sectarian Board?—I believe it is.

5580. Are you aware that it does not meet the case of Presbyterians or Dissenters?—I believe so.

5581. You mentioned a few cases in which schools are attended by two or three Protestants with a large number of Roman Catholic children?—Yes.

5582. Are you aware that in ordinary National schools there are found Protestant children where the managers and the teachers are Roman Catholics, though the Church Education and other schools under Protestant managers and Protestant teachers are in the same district?—Well, I think there are some cases of that kind.

5583. I wish to call your attention, as a sample of Roman Catholic minorities, to three schools within the bounds of the congregation of which I was formerly minister: I refer to the National schools of Carnmoney and Ballycraigy, in the county of Antrim. Take Carnmoney male school; what are the numbers of the children of each denomination attending that school?—(Refers to report.) Established Church, 13; Presbyterian, 89; Roman Catholic, 3; other denominations, 1.

5584. Take the next case—Carnmoney female school—how is that classified?—Established Church, 15; Presbyterian, 91; Roman Catholic, 1; other denominations, 1.

5585. Now take Ballycraigy male school: what are the numbers?—Established Church, 2; Presbyterian, 80; Roman Catholic, none; other denominations, 8.

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5586. In those cases you have a similar state of things to what you find in the south of Ireland, except that the case is inverted?—Yes, pretty much the same.

5587. You were asked a question with reference to your teachers and you stated you consider them improved now in comparison with what they were some years ago; would you go so far as to say that the second class teacher now is equal to the first class teacher of a former period?—I think the second class teacher of the present day is equal to the first class teacher of 1848, when the system of examination was introduced.

5588. With regard to the children of the higher classes in model schools, are the poor in those schools excluded in order to accommodate the rich, and those who are supposed to be better off?—Certainly not.

5589. Are the children of the rich in the habit of completing their education at these model schools?—I do not think they complete their education at the model schools as a general rule. In some cases, where the boys may be intended for mercantile pursuits, and do not require a classical education, they, perhaps, complete it there.

5590. Is it, in your opinion, owing to their supposed superiority, that the parents of such children send them to these schools?—Certainly it is.

5591. Does the money question enter to any appreciable extent into their minds?—I really do not think it is for the sake of cheap education they send their children to the model schools; I think they would willingly pay a guinea a quarter or more, and in fact, would rather do so, if they were allowed.

5592. Professor *Sullivan.*—I believe you said you had not much experience of your new district as yet?—No, not yet.

5593. In your late district, could you account for the low average attendance in workhouse schools, as given in the Commissioners' reports, especially when we take into consideration that the children in those schools all being on the spot, the average attendance ought to be very high. There are about 17,000 children returned in the report for 1866, as being under instruction in workhouse schools, yet the average attendance is little over 8,000, little more than 50 per cent.?—You will perceive that the average daily attendance is compared, not with the average number on the rolls, but with the total number of individual pupils that happened to appear on the rolls for even a single day during the year. There is an enormous fluctuation of pupils in the workhouse schools. People will come in, remain a fortnight, three weeks, or three months, and then go out. They will come in again perhaps, in two months after that, remain in the house a short time, and go out again.

5594. So that in fact the relative proportion exhibited in these tables does not give a fair idea of the attendance?—Not at all. The average daily attendance should be compared with the average number on the roll, not with the total number. I perceive from this return that the attendance is more regular in workhouse schools than in the ordinary, because the average daily attendance, the average number on the roll, and the total number of individual pupils, are, generally, in the ratio of one, two, and three, while in this case the average number in daily attendance bears to the total number of individual pupils on the roll about the ratio of one to two.

5595. Do they keep in workhouse schools also, the names on the roll for a period of thirteen weeks after they have ceased attending, as in other schools?—I am sorry to say in many cases they do, though they have no right to do it.

5596. The *Chairman.*—Why do you say they have no right to retain the name of a child on the roll for thirteen weeks, when the book supplied to them is the ordinary book which instructs them to do so as in the case of an ordinary National school?—The instruction in that book is that if a teacher has good cause for believing that a child has permanently left the school he should strike the name off at once, without waiting for the thirteen weeks' interval to expire. Now when parents have left the workhouse and taken their children along with them, the presumption is, that the children have gone to some school outside, so that if the workhouse teacher keeps them on the roll the names of the same children will be on the rolls of two schools at the same time.

5597. Might not that be the case in any ordinary change of schools?—It might be the case, and is the case to some extent, but as I have said, the teacher is bound by his instructions to strike the name off the roll the moment he is satisfied the pupil has left the school.

5598. Except in the case of emigration or death how can the workhouse schoolmaster be able to judge whether the parent may or may not come back again with his child within the thirteen weeks?—That is the excuse they give; they say they have no security the child may not come back. I reply that the moment the parent has left the house the right of the child to attend the school ceases, and the child is no longer a pupil of that school.

5599. Do you think it would be desirable to establish on that point a special rule for workhouse schools as distinguished from other National schools?—I do not think it would be a special rule. The very same rule applies to ordinary schools—the moment a teacher is satisfied that a child has left the school his duty is to strike the name off.

5600. Mr. *Gibson.*—Do you consider that it is more certain that a child has left the workhouse school when his parent has left the house, than it is when he ceases attending an ordinary school, because in the one case he has changed his residence, while in the other he may be still residing at his father's house, and his absence from school, may be only of a temporary character?—Yes.

5601. The *Chairman.*—What was the reason of the rule of keeping the child on the roll as long as thirteen weeks?—The reason was, that in many parts of Ireland the children attend school pretty regularly for a certain time until the spring work or the harvest work commences, and then they may remain away for two or three months, and come back again to the school.

[Adjourned.]

SIXTEENTH DAY.—DUBLIN, TUESDAY, JUNE 2, 1868.

PRESENT:

The Right Hon. The Earl of POWIS, *Chairman.*

The Right Hon. the Earl of DUNRAVEN, K.P.
The Right Hon. and Most Rev. the Lord Bishop of MEATH.
The Right Hon. Lord CLONBROCK.
The Right Hon. Mr. Justice MORRIS.
Sir ROBERT KANE, F.R.S.
WILLIAM BROOKE, Esq., M.C.
Rev. DAVID WILSON, D.D.
JAMES GIBSON, Esq.
SCOTT NASMYTH STOKES, Esq.
WILLIAM K. SULLIVAN, Esq., PH.D.
LAURENCE WALDRON, Esq.

GEORGE A. C. MAY, Esq., Q.C., D. B. DUNNE, Esq. } *Secretaries.*

JOHN EDWARD SHERIDAN, Esq., further examined.

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5602. Rev. Dr. *Wilson.*—Mr. Sheridan, I wish to refer to a few of the answers you gave on a former day. To query 5563, near the close of your reply, you say, "I have had a number of cases where landlords were willing to give sites provided they were themselves or their agents appointed managers of the schools, and vested with the power of appointment and dismissal of the teachers, and the local clergymen would not accept sites upon those terms." Can you say on what ground the local clergymen refused the sites on such terms?—Yes, on the ground that the landed proprietors and their agents were of a different religious denomination from the majority of persons in the locality, and they refused to concede the right of directing the education of the Catholic children of the locality to gentlemen who were of a different religious denomination.

5603. Then I need scarcely ask you to tell me to what Church the clergymen belonged?—The Roman Catholic Church.

5604. Can you say why Roman Catholic clergymen desire to manage schools to such an extent to the exclusion of the laity?—Well, I could not undertake to state what were their motives, but I think it is reasonable that they should desire it, and I think also that they are the fittest persons to have it. May I add that the most efficient managers I know of are clergymen, no matter what denomination they belong to. Lay managers, except in very few cases, do not discharge any duties in relation to the schools except merely the signing of official documents.

5605. And what other specific duties could clergymen discharge?—They could visit the schools and see that the children are regular in their attendance, and that the teachers are diligent and faithful in the discharge of their duties.

5606. And is it your experience that clergymen are more attentive in these matters than the laity?—It is indeed, Dr. Wilson, and I think further that they have more time and more inclination for the duty. As a rule the gentry do not give any attention to popular education.

5607. Do you not think it would be of advantage to the education of the country if the Roman Catholic laity and other laity took a more prominent part in the management of schools?—Well, I think it would be of great advantage if they manifested a practical interest in the promotion of education amongst the poor, but I do not think that they would make better managers than the clergy.

5608. You have stated that the laity do not take such an interest in the education of the poorer classes as the clergy do?—They certainly do not according to my experience.

5609. Do you think that if local clergy seek to exclude them from management, when they give, or offer free sites for schools, landlords or agents can fairly be expected to take an interest in the education of the country?—Well, I think it is an unreasonable claim on the part of a landed proprietor to require that the whole management of the school shall be placed in his hands, simply because he consents to give a worthless piece of ground as a site for a school-house; for the sites they give us are generally plots that are useless for agricultural purposes.

5610. Do you not think with the aid of the local clergymen for moral purposes, it would be most desirable such lay gentlemen should become managers of schools, and thus bring a double influence to bear on the children of the locality, that is, with the local clergy attending to the moral and spiritual wants of the children, would it not be a great advantage to have the local gentry in the management of schools, bringing their personal and social influence to bear upon the children of the district?—I think the influence of the local gentry could be brought to bear in promoting popular education in a district very beneficially, without their having the exclusive management of the schools. I believe conscientiously, that clergymen, and I do not speak of clergymen of one particular denomination, are the proper persons to have the management of the schools, and I find too that the teachers who are under clerical managers, and again I do not confine my remarks to clergymen of one denomination, are more faithful in the discharge of their duties, and more tractable to the Board's Inspectors, than teachers that are under lay managers.

5611. In answer to another question you stated that parish clergymen are generally very poor, and you added, "They have not the power to keep the school-houses in repair out of their private funds;" would it not be an advantage in view of that fact, to have landlords and agents, who have the means to do so, in the position of managers?—I think the landlords and their agents can keep the school-houses in repair, and may reasonably be expected to do so, whether they are managers of the schools or not. If the schools are intended for the education of the children of their own tenantry, I think it is a reasonable requirement.

5612. Can you say when a clergyman is poor, Mr. Sheridan, or what means you have of knowing as to the poverty of a clergyman?—Well, when I spoke of the clergymen being poor, of course I meant the Roman Catholic clergymen, who depend for their support upon voluntary contributions, and I had in view principally Roman Catholic clergymen in the rural parts of Ireland, and really, compared with other gentlemen in society, their incomes *are* small.

5613. But in comparison with other clergymen, is not their income good, is it not equal, if not superior to that of dissenting clergymen?—I do not know that. I should say on the whole not. But I will not undertake to answer the question positively.

5614. Your opinion of a school is that it should have a minimum average attendance of from 35 to 40, and a maximum of from 100 to 140—you say so in answer to question 4915?—I said, if I recollect rightly, that I did not approve of very small schools, neither did I approve of very large ones, and that I thought the most efficient schools would be found to be those that had an average daily attendance of from 35 or 40, as the minimum, up to 100 or 150 as the maximum.

5615. You also stated the average daily attendance in National schools in Ireland to be 49, I think, at

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present?—Yes; I said that according to the Report for 1866, the average daily attendance for all the National schools was at the rate of 49 per school.

5616. And that in county Cork 15 per cent. of the schools have an average attendance of less than 35?—That is so.

5617. Have the Commissioners of National Education, administering professedly a non-sectarian system, in your opinion, not yielded too easily to sectarian demands for new schools and schools with an attendance below even your minimum?—I do not think that the Commissioners have ever yielded to a demand for a sectarian school.

5618. That is not the question, Mr. Sheridan; it is, as administering the funds of a non-sectarian system, have they not yielded to the demands of representative men of different sections, multiplying schools when the schools in the locality sufficed?—Well, I know that schools have been established in different parts of my late circuit to meet the wants of particular sections of the population, as regards religious denomination; but I think the reason why the Commissioners gave grants in support of those schools, was that they were generally for the education of children of minorities in the population, which children were debarred from receiving religious instruction in their own faith in the existing schools; and therefore the Commissioners considered it was reasonable that if they had an attendance sufficient for a National school they should have a National school in which their own clergymen would have the right to give them religious instruction in their own faith. That was the principle that governed the Commissioners.

5619. Then your answer is, that the Commissioners have acted in this way?—There are certainly multitudes of those schools throughout Ireland.

5620. Now, do you think that their action in this matter has sometimes occasioned and increased bitterness of feeling on the part of men representing different churches?—Really I do not think so, Dr. Wilson; except in the case that I alluded to, I think, the last day I was examined, that is a case in my present circuit, where I told you that I had discovered that the school was really employed as a proselytizing school; and I know, as a matter of fact, that a very strong feeling has prevailed in the locality against the Commissioners for having given any aid at all to that school. I think that is the only case I can recollect.

5621. You stated also that mixed education has been neutralized to a certain extent by the disinclination of the Protestant section of the population to unite with others?—That is so.

5622. Does the same statement apply to the Roman Catholic portion?—I think not at all to the same extent.

5623. Do you distinguish between the priests and the people?—I do not understand your question.

5624. I mean have you ever heard that Roman Catholic children have been instructed not to attend, and their parents instructed not to allow their children to attend schools under Protestant management or Protestant teachers?—Oh, I am sure that is the case.

5625. Then you should not be surprised to hear that Roman Catholic children in the city of Limerick have been so interfered with in attending schools under the National Board where the patrons are Protestants?—Certainly, that is the case, both in the city of Limerick and in the county, and elsewhere.

5626. And have you ever heard of any case in which even the priest has gone into such a school and insisted upon examining the class rolls with the object and view of preventing Roman Catholic children attending such schools in future?—Yes; that has been the case in the Limerick Model School. I do not know whether I ever heard of it in any other schools?

5627. I speak of schools under the managers?—I do not know of a case of that kind, Dr. Wilson. I know it occurred in the Limerick Model School.

5628. Have you ever heard of such a case in the male and female Villiers schools?—I cannot recollect that I ever heard it; but I think it is very likely to have been the case.

5629. Then do you still adhere to your statement that "whatever of united education exists in Ireland exists to a certain extent in consequence of the liberality or the acceptance of it by the Roman Catholics"?—I do, sir, and for this reason—(perhaps you will allow me to explain the reason why I say so)—that those schools to which you refer, which have been established in the south of Ireland for the education of the children of minorities, have been established because the parents and pastors of those children refused to accept the principle of united education.

5630. Are you taking the case of the Villiers schools, Mr. Sheridan?—No; I am taking the class of such schools generally in my late circuit.

5631. But I should like a specific case?—But you asked me generally did I adhere to the opinion I had expressed.

5632. You have made a statement just now with regard to schools in the immediate neighbourhood of the city of Limerick, and the action taken there to prevent Roman Catholic children from attending schools of the National Board?—Well, if you confine your question to the city of Limerick——

5633. If there were any other specific district with which I was acquainted, and which you had named, I would take you to it?—I said, on my previous examination that I believed that whatever of united education exists in this country exists mainly in consequence of the acceptance of the principle of united education by the Catholics.

5634. To the exclusion of any others?—"Mainly," I say; and the reason why I stated so was this, that in my late circuit, the National schools which have been established for the education of the children of the minorities, have been rendered necessary, simply because the parents and pastors of such children refused to acknowledge and accept the principle of united education; whereas in the North, where united education chiefly exists, it exists because Roman Catholic parents send their children to schools under Protestant management and under Protestant teachers.

5635. Does the same observation apply to Protestant children in reference to schools in the south and west of Ireland under Roman Catholic managers and Roman Catholic teachers?—It does, to this extent, that where those minorities are unable to furnish an attendance in order to obtain a grant of salary from the Board, they then send their children to the National schools as a *dernier ressort*, I should say.

5636. Will you assign any reason for the statement that you have now made that it is as a *dernier ressort*?—Because I have found that wherever they have been able to furnish an attendance of eighteen or twenty or thirty pupils, they have there established National schools for themselves, or else they send their children to parochial schools or other schools unconnected with the National Board.

5637. Do you know any localities where a school existed under a Protestant manager and taught by a Protestant teacher, and where the Roman Catholic priest of the district requested another school to be established by the Board?—I cannot recollect any particular case. There may be such.

5638. You acknowledge that you do not know much of the north of Ireland?—Except from reading the Commissioners' reports and from conferences with Inspectors.

5639. From reading those reports have you ever discovered that the managers of almost exclusively Presbyterian schools have appointed Roman Catholic principal or assistant teachers where the Roman Catholic children formed a very small minority?—I cannot answer that question positively; but I should say that it is very unlikely to have occurred in many cases.

5640. Would you be surprised to learn that there was such a case in the county Antrim, the first National school I ever visited?—Oh, I should not be surprised to find it in your case, Dr. Wilson, for I know that you are very liberal.

5641. Do you know the circumstances under which the schools of Trinity Presbyterian Church, Cork, to

which you referred on the last day, were established?—I do not.

5642. Are you aware that those schools were the gift of one Presbyterian gentleman?—Oh, I think you refer to the Carmichael National schools. The Trinity-street school preceded them.

5643. Do you know the circumstances to which the Trinity Church Presbyterian schools, the Carmichael schools, owe their origin?—I know they owe their origin chiefly to a grant made by a merchant in the city, Mr. Carmichael.

5644. They were erected at a cost of upwards of £1,100?—I cannot say the precise cost, but they are beautiful buildings.

5645. Are you aware that it was owing to an educational want still felt in the community that that gentleman thought his money would be well spent, and the city benefited by the erection of those schools?—I am sure he must have considered that the Presbyterian people of Cork wanted such schools for the education of their children.

5646. You have visited those schools?—Yes, I have inspected them.

5647. Are they mixed schools?—They are mixed as regards different denominations of Protestants. There are no Roman Catholic children attending them.

5648. Are you aware that the Presbyterian children do not form half the children in attendance?—I cannot say really; but I know that the teachers are Presbyterians, and that all the pupils are Protestants of different denominations.

5649. Do you regard that as a mixed school?—Well, I should, so far.

5650. Do you think it was with the design of establishing a sectarian school that these school-houses were built?—Oh, really I could not say what was Mr. Carmichael's intention; but I know that there were very good National schools pre-existing in the city of Cork, and I think I can state positively that those schools had not been availed of for the education of the children who are now frequenting that school.

5651. Do you not believe that Mr. Carmichael was a liberal minded man?—I merely know that he was the person who chiefly contributed the funds for the erection of these school-houses.

5652. Are you aware that he contributed to Roman Catholic charities as readily as to Protestant charities?—I have not heard so, but I think it not unlikely.

5653. Do you acknowledge that there was a want felt which these schools in part supplied?—Oh, decidedly; for this reason, that Cork has not at all a sufficient number of National schools for the education of the population—not by any means a sufficient number.

5654. Then you acknowledge that there was a want which these schools supplied?—Certainly.

5655. There has been a large increase I perceive in the monitorial staff since 1860?—A very large increase has principally taken place since 1860.

5656. On looking to your report for 1860, in your group of districts, I find that you had before that time 187 monitors?—That is about the number.

5657. On the 31st of December, 1858, what was the number?—187.

5658. How were they divided?—Ninety-three males and 94 females.

5659. On the 31st of December, 1859, was there any increase?—The number had increased to 265, namely, 129 males, and 136 females.

5660. What was the increase on the 31st of December, 1860?—The number had increased to 334.

5661. Do you remark any change that year in the *character* of the proportion?—I see that the increase has principally taken place in the *female* monitors.

5662. Has this increase been continuous, Mr. Sheridan?—I think it has. In my last report there has been a still greater number returned.

5663. Has the proportionate increase of *female* monitors over males also been continuous?—I think it has.

5664. Perhaps you would just refer to your report for 1866, page 157—will you give the number of paid monitors in your group of districts?—Six hundred and fifty-seven.

5665. The number of males?—Two hundred and thirty-five.

5666. And females?—Four hundred and twenty-two. In my report for the year 1867, the number has increased to 725.

5667. Then you have the proportion of females double that of males in your group of districts?—Very nearly so.

5668. How many male first-class paid monitors in your group of districts in 1866?—One.

5669. And female?—Thirty-two.

5670. How were the female monitors distributed—I mean in what classes of schools?—I think they were chiefly, but not exclusively, in convent National schools. Would you allow me to state why?

5671. I simply wish to know the fact?—But allow me to say that it was because one of the conditions of appointing these first class paid monitors is that the school should be a large one.

5672. Exclusively of the three model schools, and the forty-two convent schools, and omitting also the workhouse and gaol schools, how many ordinary National schools had you in your group of districts in 1866?—Nine hundred and seventy-one.

5673. How many male, and how many female ordinary National schools?—I do not think I distinguish them in the report, and I have no private memorandum.

5674. There was but one male first-class paid monitor—was there only one school in all your group of districts entitled to a first-class male paid monitor?—There were probably more, Dr. Wilson, but it is quite possible that there may have been but one school in which a candidate sufficiently qualified, was to be found. I had not the appointment of those first-class monitors, and therefore I cannot answer.

5675. Had you anything to say with regard to the recommendation of them?—No.

5676. You attribute very much of the efficiency of the schools to the services of the monitors as a class, I perceive, Mr. Sheridan?—I do, indeed.

5677. And think that but for them the supply of candidate teachers would be very inadequate?—I think so.

5678. In fact you look to them largely to supply the teaching staff for all National schools?—Yes, largely; but not to the same extent to which they supply teaching power in the schools in which they are employed.

5679. You give a list of 971 schools to which paid monitors are eligible—can you assign any reason why their services are not taken advantage of to a greater extent?—There are two or three reasons, sir. One is, that to entitle a school to the services of a paid monitor it must not only have a certain average attendance, but it must be conducted by a teacher of a certain class. A teacher who only ranks in the first division of the third class is entitled, under the rule of the Board, only to a junior monitor. To be intrusted with the training of a senior monitor, he must, as a general rule, be at least a second-class teacher.

5680. Am I to understand, Mr. Sheridan, that all these things are not taken into consideration in your report where you say, "I have in detail set forth the number of monitors in each of my ten districts, and also the number of schools in each to which paid monitors are eligible?"—Oh, decidedly, I took all these things into consideration.

5681. Then, would you assign these as reasons?—Oh, no; I did not refer particularly to this report.

5682. Can you assign any reasons?—I can. The principal reason is, that it is very difficult to get young lads or young girls willing to undertake the office of paid monitor. The remuneration is very small, and though they may be qualified as regards literary acquirements, they may not have that taste for teaching which would induce them to undertake a very laborious office for a very small remuneration.

5683. Do you mean that the localities do not furnish

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the material?—Partly so; but when I say the material I do not mean that the schools do not furnish pupils sufficiently well qualified in literary subjects to discharge the duties of monitors, but that it is not easy to get young people who have made up their minds to become teachers, and who will, therefore, undertake the office. Many very well qualified persons will not become paid monitors because they have other objects in view.

5684. Do you think that would sufficiently account for it—would there not be an inducement in the small sum given to a paid monitor to induce parties, even though they had not so made up their minds, to accept the office?—Well, I cannot answer the question further. If you put a specific case to me perhaps I could. I do not recollect any other reasons.

5685. You also state that in some schools there is a larger staff of monitors than is required for the teaching of the children, can you say in what schools or class of schools this redundancy is chiefly found?—Well really I cannot, because it exists in a very small number of schools. The Inspector of the Dublin district, Mr. Sheehy, who was formerly associated with me in Cork, told me not long since that because of the difficulty he found in providing suitable assistants in schools, he has actually recommended a larger number of monitors than the average attendance in the schools would require in order that he may rear up a class of candidates.

5686. And were those paid monitors?—All paid.

5687. And the Commissioners sanctioned the appointment and the payment?—I believe they did in some cases; but I wish to repeat that I think that the excess exists in a very small number of schools.

5688. In accounting for a considerable number of Roman Catholic children not attending convent schools, you mentioned that certain restraints are imposed on them in those schools that are not in ordinary schools. What are those restraints, may I ask?—In convent National schools the children are required to attend more punctually in the mornings than they are in ordinary National schools. They are required to be more regular from day to day than in the ordinary National schools. They are obliged to come with faces and hands scrupulously clean, their hair nicely combed, and their dress as decent and proper and clean as can be expected from their position in life. They are required also to be very attentive to their religious duties and to their religious instruction, and in the school to be most orderly and quiet and silent and attentive to their business; and I find that a considerable number of children have dispositions that make them reluctant to submit to this sort of discipline.

5689. And in all these respects are restraints greater in convent schools than in model schools?—I think they are as great in model schools as in convent schools except one perhaps—that is the attention to their religious duties.

5690. You stated also that some did not attend these convent schools because they are frequented by the indigent classes?—That is certainly true.

5691. And that in all those convent schools the education is gratuitous?—Well, yes; that is, they will never refuse to accept a pupil simply because the pupil cannot pay anything.

5692. Oh, is that your idea of the education in those schools being gratuitous?—Yes; that the vast majority of the children never pay anything. In all the schools conducted by the Presentation Nuns, the education is positively and exclusively gratuitous. They are not allowed by the rules of their order to take any fee. But in the schools conducted by the Sisters of Mercy, they sometimes take school-pence from the children in order to furnish the school with maps, and the children themselves with copy-books and lesson-books, and other such things.

5693. Are you aware that in some cases they take more than pence?—Oh, when I said school-pence, I meant school-fees.

5694. Are you aware to what extent in any case?—Always to a small extent compared with the number of children.

5695. But in reference to one child paying, or the number of children in one family, what would the charge be?—I really could not say.

5696. Would you say the charge is in many cases so high as ten shillings a quarter?—I have not any means of knowing.

5697. Have you checked accounts for those schools?—I have.

5698. Are they properly kept in convent and ordinary schools?—I do believe they are kept with substantial accuracy.

5699. Are they kept in a particular form?—The same form for all schools.

5700. And is there any audit of those accounts—that is, of what you comprehend under the term "the school-accounts?"—The District Inspector is bound to examine the accounts every time he visits the school. The Head Inspector is bound to examine them too, or, at all events, to see that there is no *primâ facie* evidence of incorrectness.

5701. Then, with regard to ordinary schools, he examines the columns as to pounds, shillings, and pence received by the teacher quarterly?—I think so. I know we have to return the amount of the school fees.

5702. Do you return the amounts of school-fees received by the nuns?—Yes.

5703. Might not fees be paid by the children and yet not be acknowledged in those accounts?—That may be the case in all schools, and I think it is the case in a good many schools. On receiving very small sums the teachers may forget to put them down.

5704. In reply to a question on the former day, as to the attendance of the children of the better classes at convent and model schools, you said they attended the model schools—should the Commission infer that they do not in any proportion attend convent schools?—Oh, not at all. I did not mean to say that they did not attend convent schools.

5705. Then the children of the better classes do attend convent schools?—Some convent schools; but the convent National schools have been established I may say, exclusively for the education of the poorer classes, and the others are educated simply by courtesy, which is just the case in the Christian Brothers' schools.

5706. But they are admitted?—They are admitted, because in the convent schools they act upon the rule of never refusing admission to a pupil.

5707. Then you think that those children of the better class pay for the education in the convent schools?—I think they pay something, and are very glad to be allowed to pay something, in the Sisters of Mercy schools, but nothing at all in the schools of the Presentation Nuns, because it would not be received from them.

5708. If a gentleman in the city of Limerick, whose fixed income is about £200 a year, did not pay for the education of his children, would you think that fair towards the State?—I should think it made no difference towards the State, but I am quite sure that if such a gentleman sent his children to a convent school, and did not pay school fees, he would give a liberal subscription to the convent for the sustainment of the school.

5709. Then, to a large extent, the education in convent schools is gratuitous, Mr. Sheridan?—To a very large extent, so large that I have always regarded the education as gratuitous.

5710. And would you be surprised to find that a Protestant gentleman with a fixed income of say £200 a year withdrew his children from the model school because they would have to pay five shillings and two shillings and six pence a quarter, in order to have the education of his children in a convent school at a cheaper rate?—I do not know that I ever heard of that case, and I should be very much surprised to hear of such a case indeed.

5711. Does the Board give a gratuity to all teachers, including nuns, for the extra instruction of the monitors?—Yes.

5712. Have you ever heard, or would you suppose it to be true, that monitresses have ever been charged for any instruction they received on the harmonium, for instance, in convent schools?—I have never heard of a case of the kind.

5713. Is the money paid to convent schools all spent on the pupil teachers and monitresses?—Should I understand you as referring to the gratuities paid for the instruction of the monitresses?

5714. I refer to the capitation grant paid by the Board as distinguished from any separate payment to monitresses. It was a question put to a former witness—is the money paid to convent schools all spent on the pupil teachers and monitresses—is any of it spent on them?—I should say it is all spent on the schools.

5715. But not all spent on the pupil teachers and monitresses?—Oh, it could not be; but I suppose they get their share of the advantage. The money that is paid by the Commissioners to the convent schools is expended altogether in promoting the efficiency of the schools. The convent communities never appropriate a shilling of it to their own support; they are bound by their rules to expend it all on the schools, and then the pupil teachers and monitresses come in for their share of the advantage.

5716. Have you any special means of knowing the qualifications of each of the ladies of the convent who take part in the education of the children?—No special means further than the examination of their particular classes.

5717. Are they in the habit of examining their classes in your presence or in the presence of your Inspectors?—They never manifested any unwillingness to do it, but I have not often asked them.

5718. Have they ever examined in your presence?—Oh, yes.

5719. And then what was your opinion?—I will answer that question with perfect candour. On the few occasions that I asked them, I thought they elicited the information of the children more satisfactorily than I had done myself—probably from the children being more acquainted with their method; but that is likely to be the case even with lay schools.

5720. You have stated in regard to that that some are good teachers, some indifferent, and some very clever—some indifferent notwithstanding of course their own education at good private schools?—Are you certain that I said that?

5721. It is in reply to question 5219, which I read?—On referring to that question I find that I did not say what you have just mentioned. What I really said was this, "that there are different grades of convent schools, as there are different grades of other schools, and that it must necessarily be so, as the efficiency of a convent school depends very much on the very same thing upon which the efficiency of an ordinary National school depends, namely, the skill of the presiding teacher."

5722. Now, is this diversity not to be expected in these ladies?—Yes, it certainly is to be expected. We could not possibly suppose all the nuns in a community to be good teachers.

5723. Amongst the ladies outside those establishments with similar advantages I suppose you should expect a similar result?—Precisely. We find the same diversity even in our model school teachers.

5724. Do you think it advisable to have the qualifications of these ladies as teachers tested by examination, as in the case of other teachers of ordinary schools, as they are paid by the State?—I do not think it advisable or necessary.

5725. Are you aware that in England those ladies do not object to such an examination?—I am aware that one member at least of a community must be a certificated teacher, but I am aware that they do not approve of it. At least I have heard, in a way that satisfies me, that they do not approve of it; and I am quite certain that they would not submit to it here.

5726. The convent schools I understand are not exclusive schools, Mr. Sheridan—you do not regard them as denominational?—I do not regard any school under the Board as denominational.

5727. I see by one of your reports, I think for the year 1863, that in one of those schools there were two sons of a Protestant rector of the locality—are you aware of that case, it was in your district—it is the report of one of your officers, Mr. Sheehy, I think, the report for the year 1863, page 265?—Yes.

5728. He says—"As to the charge of being exclusively Roman Catholic schools I cannot give a stronger proof of the contrary than by stating a fact in connexion with the school just mentioned. For many years after its opening it was attended by more than forty Protestant pupils, two of them being sons of a Protestant rector?"—Perhaps he is referring to a monastic school.

5729. Mr. *Gibson.*—I should rather think, in order to prevent misunderstanding, that in the usage of the Commissioners, a convent school means a convent of females and not a convent of males?—Well, that is the popular meaning. It is the popular meaning in this country; but to avoid multiplication of terms we, Inspectors, call all schools in connexion with religious bodies convent schools.

5730. Are you sure of that?—At least, I have been in the habit of doing that. Unless where it was necessary to distinguish between a monastic school and a nuns' school, I have been in the habit of calling them all convent schools.

5731. Rev. Dr. *Wilson.*—At any rate this was a school under the Board of National Education conducted by persons of a religious order?—Possibly it was. I merely suggested that it was a monastic school, for I do not know the case.

5732. The school, I find, is Milltown Monastery National School, county Kerry?—Oh, yes, that is a monastic school.

5733. Do the general rules of the Board apply to that school also?—Certainly.

5734. And to all convent schools?—And to all convent schools.

5735. This rule, for instance:—"If a school-room is in any way connected with a place of worship there must not be any direct internal communication between the school-room and such place of worship." Is that rule observed in reference to all convent schools?—It is, decidedly. There is no immediate communication between the school-room and the church belonging to the convent school.

5736. Does this rule also apply:—"Religious instruction must be so arranged that each school shall be open to children of all communions; that due regard be had to parental authority; that, accordingly, no child shall receive or be present at any religious instruction of which his parents or guardians disapprove; and that the time for giving it be so fixed that no child shall be thereby in effect excluded directly or indirectly from the other advantages which the school affords." Does that apply to convent schools?—That applies to convent schools, and I should say that it is more strictly enforced in regard to convent schools than ordinary National schools; because Inspectors, according to my experience, are more strict in enforcing the observance of the rule in nuns' schools than in ordinary National schools; and I may state a case which bears on the question just put to me; it is this, that in the Tralee Convent School a couple of Protestant children who attended remained at the time religious instruction was about to commence, and the nuns having a scruple of conscience as to whether they should exclude those children, applied to their Bishop for instruction on the matter, and he told them that they should oblige these children to leave the school, for that the evils resulting from the enforced attendance of Protestant children on Catholic instruction would be greater than any good that could possibly be done thereby. From that day they put them out.

5737. Then are we to understand that managers of all denominations with whom you have come in contact are very careful in their observance of the rules of the Board, according to your experience of the south of Ireland?—That is my experience in the south of Ireland.

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5738. Are those schools as easy of access as other schools?—I think they are.

5739. Complaints have been made that the doors are often found closed. Are the doors closed during school-hours?—I think they are, but not in order to keep out strangers, but simply to enforce punctuality on the part of the children, who, if they are sent after a certain hour, are not let in.

5740. Would it not be better to have those doors open, and so remove the cause of complaint?—Well, in a very large convent school, if the door is left open, children will slip out without anybody noticing them, and I think it is advisable that they should be kept closed; but I have never found any difficulty in gaining access to them at all times.

5741. I must say that is my own experience, and I did not put the question because I thought otherwise. What is the earliest age at which children begin to attend these convent schools?—The age is much earlier than in the ordinary National schools.

5742. Do you think does the mode of payment—that is, the capitation grant—tend in any way to that?—Really I do not think it does. I think that parents find it very convenient to send their little children to those convent schools, where they know they will be taken care of; and I am quite certain they would not send them to the ordinary National schools, because there they would be mixed up with grown children, and they fancy they would not be taken care of.

5743. You acknowledge that in those schools there is a large class who cannot be regarded as school children receiving education?—Oh, I cannot acknowledge anything of the kind, for even in our model schools we have children three years of age.

5744. Do you know what the relative proportion is in convent schools and in model schools of the attendance of children of three years of age?—I do not, but I know that in the Cork model school, we had a very considerable number of children only three years of age or thereabouts.

5745. Does the system of payment tend to keep young women in the convent schools who should be out of those establishments and earning a livelihood, and attending to domestic duties, that is young women of eighteen or twenty years of age and upwards?—I do not think so.

5746. How do you account for so many young women from eighteen to twenty years of age and upwards attending convent schools?—I think they come to like the nuns and like the education, and not finding employment general for young women they continue, and are induced by the nuns, perhaps, to continue at school to have their education completed.

5747. You had forty-two of those schools under you in the year 1866?—I had.

5748. Did you in reference to them prepare a table as to the literary classification of the children similar to that given by you in reference to the model schools at pages 109, 111, and 113 of your report for 1866 in reference to Dunmanway, Cork, and Limerick, and you seem to have prepared this with great care, and it is a very important one?—I have not.

5749. You have not prepared a similar table with regard to the literary classification and promotion of the pupils in the convent schools to that with regard to model schools?—I have not, but I should be able to do it if it were desirable—not for these forty-two schools, but for the convent schools generally.

5750. But for the convent schools under your own immediate eye?—I do not think I could do so, because Idid not inspect them all, nor have I the returns from all.

5751. In reference to the inspection of the convent schools may I ask you do you inspect indiscriminately or choose the better class of schools?—Oh, no, I do not choose the better class of schools. On the contrary, I choose some good and some of lower standard.

5752. Then you might regard the table so prepared by you as suggested a fair average table?—I think it likely it would be. I will look over my returns this evening or to-morrow, and if I can possibly find material for preparing it I shall have great pleasure in doing so.*

5753. There has been a considerable improvement of late years in reference to convent schools?—Yes, I think there has been in reference to all schools, including convent schools.

5754. Has there been also an improvement in regard to ordinary National schools?—Certainly, a marked improvement I consider.

5755. Can you report a similar improvement with regard to model schools?—Well, I think model schools have improved too as regards the instruction given in them, and the proficiency of the pupils.

5756. I see by this return that you do testify to progressive improvement in the classification of pupils in all the model schools under your care in your late group of districts?—Yes, I directed my attention particularly to that, because I was not satisfied with the rate of progress in the model schools. It was not on the whole superior to the rate of progress in the convent schools or better class of ordinary National schools, and I thought it ought to be much better.

5757. Read your testimony now if you please, at page 108, as to the literary classification of the pupils—and this refers to the Dunmanway District Model School?—"In the following table the literary classification of the above 510 pupils is given according to the highest proficiency attained by them in the year 1866. In first and second class there were 48·8 per cent. of the total number of pupils. In the senior classes, third, fourth, and fifth, there were 51·2 per cent."

5758. Do you regard that as an improvement in reference to the Dunmanway Model School?—I do.

5759. And in reference to the Limerick school, at page 111,—the literary classification of pupils?—Yes.

5760. Just give the result?—In the boys' school, in junior classes, 33·7 per cent., and in senior classes 66·3 per cent. for the year 1866. In the girls' school, in junior classes, 51·8 per cent., and in the senior classes, 48·2 per cent.

5761. And the number of promotions from class to class which took place in that year?—Was 65·7 per cent. of the average daily attendance, which was not satisfactory.

5762. In reference to the Cork school, page 113?—56·7 per cent. were in the junior classes, and 43·3 in the senior classes.

5763. May I ask you what means you took to ascertain these results?—I obliged the teachers at the end of the year to furnish me with a nominal return of every pupil that received instruction in the school during the year, setting forth the number of days on which that pupil might have attended school had the pupil been perfectly regular, and secondly, the number of days on which the pupil actually attended school. That is one. Then I obliged them to furnish me with a return of the number of promotions that had taken place during each quarter of the year from each class; and comparing that, of course, with the average daily attendance, I got the rate of progress of the pupils. And I can assert as to those returns upon which my reports of the model schools have been based, that every possible precaution has been taken by me to secure perfectly accurate returns.

5764. Has there been any improvement in the matter of regularity of attendance at these model schools in consequence either of your own attention, as now indicated, or other causes?—I think the attendance has become more regular, and I think the rate of progress is more rapid.

5765. Is French taught in any of these model schools?—It has been taught in three model schools that I was acquainted with.

* The following answer was subsequently supplied by the witness:—

"In 1866 I did not inspect any convent school, and consequently cannot prepare any such table as the Rev. Dr. Wilson required in reference to convent schools."

5766. Would you think it desirable to have French taught in all those schools?—Certainly, and classics.

5767. Do you consider a commercial education complete without a knowledge of French, now-a-days?—Certainly not.

5768. Can you see any objection to the teaching of French in the model schools?—None whatever; on the contrary.

5769. And what is your opinion as to the teaching of Latin and Greek in those schools?—I think it is absolutely advantageous, and I do not think that those schools fulfil the functions that they ought to fulfil, so long as classics and French are not taught.

5770. Would you think it desirable in some districts, and in connexion with some ordinary National schools, to have Latin and Greek taught?—I do—in town schools particularly.

5771. Would you restrict the teaching in these, or any of them, to children only who had passed through the Fourth Book?—I would not; but I would not allow the teacher to teach these, or attempt to teach these, to the junior classes.

5772. If you restricted the teaching of these to the children who had passed through the Fourth Book, would there not be a very small number of children to learn these?—I think so. Still, if children were anxious to learn classics, it probably would be an inducement to them to remain at school in order to have the opportunity. But I would give the opportunity to all pupils who were in the third class or higher.

5773. Which class of schools furnishes the best specimen of regularity of attendance of the pupils—your ordinary National schools, your convent schools, or your model schools?—I think the attendance in most of the model schools is as good as the attendance in even private schools—schools for the education of the children of gentlemen. In regard to the other schools, I think the attendance in the convent schools is both more punctual and more regular than in the ordinary National schools.

5774. I see from your report for 1860, in accordance with your own recognised measure of regularity of attendance, that the centesimal proportion of average daily attendance to the average number on the rolls in 1858, 1859, and 1860, was 68, 70, and 73 respectively. Is not that a considerable improvement?—Very considerable.

5775. Can you say what it was for 1860?—I did not give that in my report for 1860, for this reason, which I think I mentioned in a former part of my evidence, that in that year, and I think the two preceding years, the Inspectors' reports were not furnished to me. The practice of submitting them to the Head Inspector for revision was discontinued some years ago, and therefore in writing the report I had not the means of giving the statistics you refer to.

5776. You are dependent on the District Inspectors for your materials as to that?—I should be, and therefore I cannot make the return.

5777. Are Saturdays reckoned as school days in the model schools?—Yes, in my model schools.

5778. Is that the case in the convent schools?—No, There is usually no school on Saturdays.

5779. Could you say, according to the same standard, what was the average attendance at the convent schools for 1858, 1859, and 1860? You have given the average attendance at the model schools, and I wish to know if you could give a similar return of the average attendance at the convent schools?—I should be able to do so.

5780. Be so kind as to furnish it?—I will furnish the average daily attendance in the convent schools for the years 1858, 1859, and 1860.*

5781. In looking at the report for 1866, I perceive that in Dunmanway model school there are children of the Catholic Church, Established Church, and Dissenters?—Yes.

5782. For many years there were no Dissenters attending this school?—I am not aware.

5783. Yes; I have gathered that from looking at the reports. Can you say there were not Dissenting Protestants in the district up to that period?—There were very few up till a late period. There are still few.

5784. You have a large number of Roman Catholic children attending the Dunmanway model school?—Yes. The population is chiefly Roman Catholic.

5785. I see by the report that there were 471?—Yes.

5786. Has not the attendance of Roman Catholic children at the model schools diminished of late years?—Generally so, but not so much in Dunmanway as in the others.

5787. Can you account for the large attendance of Roman Catholics at Dunmanway model school as compared with the others—as compared with Limerick, for instance?—I can account for it in this way, that the local clergymen and the Roman Catholic Bishop of the diocese have not insisted on the children being withdrawn from the school.

5788. Is the Roman Catholic Bishop of Cork the bishop of that district?—Yes, he is, and he insisted on the Roman Catholic children being withdrawn from the Cork model school.

5789. In the Cork model school I perceive you have a large number of Established Church children, and very few Roman Catholics. Can you give the numbers?—There were only 234 Roman Catholics out of 1,146 pupils.

5790. How many are of the Established Church?—There are 728 of the Established Church, 65 Presbyterians, and 119 of other denominations.

5791. You observe in the report that 20·4 per cent. of the children were Roman Catholics?—Yes.

5792. And relatively to the religious denominations in Cork there should have been 84 per cent. of Roman Catholic children in attendance?—Yes.

5793. In your report you state—"It is in the Roman Catholic element that we observe a very considerable deficiency, occasioned, it is needless to remark, by the unceasing hostility of the Catholic bishop and clergy?"—Yes, that is so.

5794. Then this "increasing hostility" has been effectual so far as the Roman Catholic children in Cork are concerned?—Certainly.

5795. Why is it not exercised at all in reference to Dunmanway?—For this reason. The Dunmanway model school, which was one of the first erected by the Board, has been for many years in operation there, whereas the Cork model school, the bishop states, was erected in direct antagonism to his wishes, and to mark his disapproval of it, and his general disapproval of model schools, he issued a command that Catholic parents should not send their children to that school.

5796. Am I not entitled to infer that he is not unfavourable to model schools from the large attendance of Catholic children at Dunmanway, and his non-interference?—He is *not* favourable to model schools.

5797. Are they not both conducted on the same principle?—Precisely the same, but the Dunmanway model school has been in operation for a large number of years, and its extinction would probably create great inconvenience to the people of the neighbourhood.

5798. Mr. Sheehy was the District Inspector in Cork?—He was for many years. He is at present in charge of the Dublin district.

5799. I perceive in connexion with your report for 1860 that he states that the Roman Catholic bishops expressed their desire that the Roman Catholic clergy should visit the ordinary National schools more frequently?—Yes.

5800. Are they not under the same system with the model schools?—They are.

5801. And the same Board?—Yes.

* The following return was subsequently supplied by the witness in answer to this question:—

"In 1858 there were 36 National schools in connexion with religious communities in my late circuit, and in these the gross average daily attendance for that year appears to have been 9,457. In 1859 there were the same number of such schools in my late circuit, but returns appear to have been made by only 34. In these 34 schools the average daily attendance for 1859 is stated to have been 8,670. In 1860 there were 39 such schools in my late circuit, and in these the average daily attendance for that year appears to have been 9,698.

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5802. And the same inspection?—Yes.

5803. And use the same books?—Yes.

5804. Are they not equally open to the Roman Catholic clergy as to all other clergy to give religious instruction to children of their own communion?—They are.

5805. I wish to read part of your own report for 1860 on the model schools. With reference to Dunmanway, Limerick, and Clonmel model schools, you say—

"In my reports for the years 1858 and 1859, in consequence of the efforts that had been made during these years to get up a public pronouncement of want of confidence in these institutions, I considered it expedient to enter at considerable length into their history, and to explain fully the rules and regulations under which they have been conducted from the commencement. In these reports I showed:—

"(*a*) That these schools have always been managed on principles that afford most satisfactory guarantees to parents, not only that their children shall receive there a thoroughly good literary education, but also that their faith and morals shall be perfectly secure.

"(*b*) That owing to arrangements made by the Commissioners the children attending these schools have ample opportunities of obtaining, and do actually obtain, a moral and religious training quite as good as, if not superior to, that which children receive in the ordinary National schools that are under the exclusive management of clergymen.

"(*c*) That no attempt, direct or indirect, to tamper with the faith of the children, while within the walls of these schools, has ever been made by any person, or could possibly be made without immediate detection.

"(*d*) That no complaint has ever been made by any parents regarding the treatment their children have received in these schools.

"Having proved all this in a way to defy refutation, I think I may fairly spare myself the trouble of travelling over the same ground again, the more particularly as I am satisfied—what the opponents of these schools also seem convinced of—that their repeated denunciations have failed to make any permanent impression upon the public mind."

Do you adhere to that testimony now?—I do; except that I must allow that they *have* made an impression on the public mind.

5806. Quite so. Have these model schools exercised a beneficial effect on education generally in their immediate neighbourhood?—I think a most beneficial effect.

5807. Do you think that convent and ordinary schools are benefitted by them?—I think they are from the influence of emulation.

5808. Do you concur in the opinion given by the Commissioners of National Education, that "these model institutions are in fact schools for the benefit of the surrounding districts, and they have exercised a powerful influence in stimulating and improving education in the localities in which they have been established?—I am quite of that opinion.

5809. Mr. *Stokes.*—What authority have you for saying that in England, nuns disapprove of the examination which they undergo?—I have heard it stated in private conversation by parties who, I think, ought to be acquainted with their sentiments.

5810. What compulsion do you imagine is being exercised on Sisters of Mercy, Faithful Companions, Sisters of St. Paul, and members of other communities to the number of about thirty a year to attend examinations for certificates?—I do not think there has been any direct compulsion, but I believe that under the rules of the Committee of Council they would not receive any aid from the State if they did not.

5811. Are you aware that the original Christian Brothers in France do not object to the examination?—I am not aware of that, but I think they object to it in England.

5812. Not the French Brothers. Is not your examination of the schoolmasters and schoolmistresses partly oral?—Yes.

5813. Are you aware the examination in England is conducted entirely in writing?—I am aware of that.

5814. Could not the District Inspectors, who do not now collect female teachers for examination in all cases, very easily attend in convents, and conduct a written examination of religious teachers, without insisting on conditions to which any reasonable persons could object?—It could be done.

5815. Do not many female teachers, after being classed by the Board, join convents?—Some do. I cannot say whether many do.

5816. Technically, do not those persons continue qualified to teach in every way?—Certainly.

5817. Do not you believe if the Board required that an examined and classed teacher should be found in every convent school, that means could be adopted in the convent schools to comply with the rule?—I think so. I think I suggested that myself.

5818. Have any of your reports to the Board been suppressed?—Well, my Report for 1860, that created such discussion afterwards in this country, was not published.

5819. Is that the only report of yours treated in that manner?—Well, it is the only report. But another report of mine was—I cannot say suppressed—but returned to me by one of the heads of the office for revision, in order that I might omit a very large portion of it which referred to the very subject you have been speaking on, namely, the convent schools, and which, in deference to his opinion, I did omit, although very much to my own regret.

5820. Was the Report of 1860 subsequently published by order of the House of Commons?—Yes.

5821. Did you, through any public organ, issue an explanation of your views upon that subject?—I did, because when that report was published it was seized on by a large number of the public newspapers and public speakers, and opinions were expressed in reference to the convent schools as on my authority, or on the authority of statements in my report, or alleged to be in the report, which were not in it at all. Opinions were attributed to me which I had never entertained, and such a strong feeling was excited in consequence against me personally, as a Catholic official, and against convent schools, that I deemed it my duty, a duty both to myself and to the convent schools, to publish a letter addressed to the Editor of the *Dublin Evening Mail*, which was the principal organ employed in denouncing convent schools, and in holding up my report as authority for those denunciations.

5822. Can you give the Commissioners a copy of that explanation?—I can do so. I can read it for you now if you think it necessary.

5823. Read the letter?—It is dated 2nd May, 1864.

5824. Does it refer to the Report of 1860?—It does; the Report of 1860 was not brought before the public until about four years after it was written. In the meantime great changes had taken place. [Reads the letter omitting the exordium and also the concluding paragraph:]—

"It has been said, that I am 'dissatisfied with the rapid growth of convent and monastic schools.' Sir, there is not a sentence in my report which could warrant such a conclusion, and it is not true. So far from being dissatisfied with the extension of this class of schools, I view such extension with the sincerest satisfaction, and hope I shall live to see the day when there will be found such a school in the midst of every mass of Catholic population in this country, because I know that it is only by means of these schools that the blessings of a sound, moral, and religious training and suitable literary instruction can be conferred upon a class of children whom the influence of the ordinary National schools has never been able to reach—I mean the thousands of homeless, friendless, destitute children, who, if neglected, are sure to be the means of contaminating society with immorality and crime, but who are sought out by these devoted men and women, and gathered into their schools and asylums where they are nurtured, and clothed, and instructed, and trained with an untiring tenderness and solicitude to which even the children of the happy and the wealthy are often strangers. In my general report for 1861, after showing that the female pupils in the ten school districts comprised in my circuit are considerably more numerous than the male pupils, I observe:—'In my opinion this preponderance of female pupils over males is mainly attributable to the influence exercised by the convent schools. It is observable in every one of the ten districts except two. In the Limerick and Cork districts in which convent schools are numerous, the preponderance is most observable, while in the Macroom and Bantry dis-

tricts, in the former of which there is but one small convent school, and in the latter none, the number of male pupils exceeds that of females. This proves, I think, that the convent schools succeed in attracting a large number of children, who, if such schools were not in existence, would, most probably, never attend any school.'

"It has also been said that my report 'shows very clearly that the effect of the convent and monastery schools upon the education of the people will be of the worst kind.' Excuse me, sir, for stating bluntly that my report shows nothing of the kind, but rather the direct contrary, The following is one of the passages which you did not quote:—

"'It is undeniable that their schools do an incalculable amount of good. Their pupils receive a moral and religious training of the highest order; they are educated to habits of truth-telling, modesty, order, and cleanliness; and such of them as attend with fair regularity, and continue at school till they reach the upper classes, are sure to receive an excellent literary education.'

"The following is another:

"'I have no unfriendly feeling for the convent schools. On the contrary, no one can appreciate more highly than I do the great good they have done in the localities where they have been established; and it is for this very reason, and because I am convinced that with more judicious management their sphere of usefulness would be vastly increased, that I have ventured to call the attention of the good nuns to those defects in their school system, which in my humble judgment must seriously mar the effects of their zealous and charitable labours.'

"Now, what were 'those defects in their school system' to which I called the attention of the nuns, and out of which such capital has been made by their enemies? Allow me to enumerate them, sir.

"I.—I stated that I apprehended that many of the nuns, from not having any opportunity of receiving a technical training as teachers, have a very limited acquaintance with those improved methods of teaching and school organization which have received the sanction of experience, and that the want of such technical knowledge is most apparent in their management of the junior classes.

"Well, sir, this is true, and it is undoubtedly a defect, which, however, is not incapable of remedy. But does it constitute an inferiority on the part of the religious teachers generally to the lay teachers generally? Not at all. The majority of the lay teachers in the service of the Board are untrained; and this is true, not merely of the lay teachers throughout Ireland, but of those in the province of Ulster, where all this agitation took its rise, and where I find from the Commissioners' last report, about 63 per cent. of the lay female teachers have received no technical training whatever.

"But there is this difference between the two classes, that whereas the general education of the untrained lay teachers, and of most of the trained, is limited to a knowledge, more or less imperfect, of the subjects taught in ordinary National schools, the nuns, on the contrary, are all well educated women, of cultivated intellects, of refined taste and quick perceptions, and, in so far, much less likely to feel the want of technical training, than teachers of humbler abilities and more limited acquirements. The following is another of the passages in my report, which it did not suit you to quote:—

"'It is undeniable that the majority of them are infinitely better educated than the teachers of ordinary National schools; while it is equally true that they bring to the discharge of their duties a disinterestedness and devotedness to which even the most zealous of the lay teachers can have no claim.'

"II.—I stated that it is a characteristic of these teachers that they are impatient of competition, and that a rival school, if it can possibly be extinguished, is not allowed to exist. But I added, and this, sir, is another of the passages which you forgot to quote:—

"'Now, I am perfectly convinced that in pursuing this policy these worthy teachers are actuated by good motives. They have faith in themselves, as all earnest, devoted teachers have, or ought to have; and believing conscientiously that their own schools are best adapted for the proper training of youth, they consider themselves justified in using all their influence to remove other schools out of the way.'

"In this part of my report I made use of a term which I ought not to have used, both because it is an objectionable term in itself, and also because it is one very liable to be misinterpreted. I refer to the word 'intolerance.' The sense in which I employed it in my report is obvious enough from the context, viz., 'impatience of competition,' but it is clear that you, sir, and others, have attributed to it the meaning in which, I admit, it is commonly understood in this country, viz., 'religious intolerance;' and if any of the good nuns have understood it in that sense, I hereby publicly retract it, and offer them my sincerest apology for having employed in reference to them a term susceptible of an interpretation at once so offensive and so undeserved. I say 'undeserved,' because I believe in my conscience that the charge of religious intolerance is one that cannot justly be laid at the doors of the convents in Ireland. To their hospitals the Protestant invalid is as welcome as the Catholic. In their seminaries for young ladies, Protestant professors and teachers are freely employed, whenever the services to be rendered can be more efficiently performed by such than by Catholics; and in the National schools connected with convents and monasteries, I have frequently found Protestant pupils whose literary instruction was as carefully attended to as that of the Catholics, while I am satisfied that the most scrupulous care was taken to secure such children from any interference with their religious belief contrary to the wish of their parents."

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"III.—I stated that in every mass of population there is always a not inconsiderable number of children who would readily attend lay schools, but cannot be induced to frequent those conducted by religious teachers, and that consequently when the lay schools are extinguished a considerable portion of the children of the locality are deprived of the means of education.

"This is quite true. It is partly owing to the fact that many parents object to send their children to schools where they will have to associate with, and compete with, and not unfrequently be distanced by, the children of the poorest of the poor, the little ones of the friendless and the destitute of the locality; and it is partly owing to the fact that many children have a repugnance to the restraints imposed upon the pupils of convent schools in respect of the observance of order, punctuality, propriety of demeanour, and cleanliness and tidiness of person and dress—all of which are much more strictly enforced in convent schools than in the ordinary lay schools.

"But I have never said, sir, as one of your contemporaries says I did, that 'the Roman Catholic people do not relish convent instruction,' or that 'convent schools are utterly inefficient as places of popular education,' or that 'I considered lay teaching to be the best and soundest, and conventual and monastic instruction to be intolerant as well as ineffective.' I have never said that while the ordinary National schools exhibit 'a comparatively efficient system of education,' the convent schools exhibit 'a depreciated, inferior, worthless system of sham teaching.'

"Such statements on my part, or statements leading to any such inferences, would have been gross untruths, because I am perfectly well aware that some of the very best National schools are convent schools, and that there are convent National schools in my own group of districts unsurpassed by any schools under the Board.

"Neither have I said that convent schools are unfit places for the training of National teachers. I believe exactly the contrary. I have the best reason for knowing that the young teachers at present in training in these schools (I mean the paid monitors attached to them) answer infinitely better at the examinations than those trained in the ordinary National schools, and that, when they fail, their failure is more frequently to be attributed to carelessness on the part of the Inspectors in selecting incompetent candidates for the office of paid monitor, than to the inefficiency of the instruction imparted by the nuns. I am also well aware that some of the very best teachers in the Board's service have been educated and trained in convent schools, and I venture to affirm that there is not an Inspector of judgment and experience in Ireland who would not concur with me in stating that teachers so educated and trained not only answer more creditably than others at the annual district examinations, but also conduct their schools with greater zeal, energy, and success.

"IV.—Another defect, and the only other one, noticed in my report, was this:—that the conductors of convent and monastery schools admit pupils without limit, and without any reference to the available teaching power; and that as a consequence the rate of progress is extremely slow—that it takes a very long time for a child to work her way from the lowest to the highest class—and that, in point of fact, comparatively few ever reach that goal.

"This was quite true at the time referred to in my report, viz., 1860. But I am happy to say that the defect has since been remedied to a very great extent by the extension of the monitorial system, which has had the effect of lessening very materially the disproportion between the teaching power and the number to be taught; and I have every reason to believe that a striking improvement in the schools has been the result."

5825. When last under examination, you appeared to admit that the religious minorities of the North and South of Ireland met with similar treatment in schools. Are you acquainted with any cases in the South of Ireland where Protestant children receive Catholic in-

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struction?—I have never known a case of the kind except one. That was in Drimoleague National school in the county Cork, and I held an investigation in consequence. The rector of the parish complained that some children of his denomination in the National school were receiving Catholic instruction, but when I held the investigation the father of the children came before me, and stated in the presence of his clergyman that it was in consequence of his express orders that they attended religious instruction, and that no attempt had been made to give religious instruction until he went to the school, and gave express orders to that effect. That is the only case of the kind that I am aware of.

5826. Can you tell us how many cases there are in the North of Ireland of Catholic children receiving more or less Protestant instruction?—It appeared from the return ordered by Major O'Reilly, that in a vast number of cases the Catholic minorities were induced, by some means or other, to accept of Protestant religious instruction.

5827. Is it the case that the minorities in the North and the South receive similar treatment in matters of religion?—Certainly in matters of religion they have not received it, but that is remedied now. At the time the return was made out they did not; I have never known an instance in the South of a Catholic manager or teacher endeavouring to interfere with the faith of the Protestant minority; but there have been numerous cases in the North of the Catholic minority having been induced by some means or other to receive Protestant instruction, and the practice has brought great unpopularity on the system.

5828. You mentioned a case in Cork in which the Commissioners refused to accept an institution because it was taught by monks or brothers?—Yes.

5829. Had you seen anything to call for their exclusion from State aid?—None whatever. The rules and regulations of the Commissioners are observed faithfully in the monks' schools, and monks' schools are as much open to children of all denominations as any other school. I may add that the monks' schools I am acquainted with are fully as efficient as any other class.

5830. At what number would you estimate the daily attendance at primary schools of all kinds in Ireland?—Forty-nine on an average, in each.

5831. Can you tell the total?—I could tell the total by referring to a document I have.

5832. It appears from the Census of 1861 that on the 17th May in that year the whole number of children in attendance at primary schools of all kinds was 443,333?—Yes.

5833. What proportion do you claim for National schools?—I cannot exactly tell, but the correctness of that statement has been questioned by those well acquainted with National schools.

5834. Was not the actual daily attendance at National schools about 320,000?—Yes. I should say it was about 300,000 in 1867.

5835. What is the number in daily attendance at convent and monastic schools?—About one-tenth of the whole attendance of children, and one-fifth of the whole attendance of female children.

5836. Is not the number about 50,000?—Yes.

5837. Do the convent schools require as constant supervision as other schools on the part of the Inspectors?—I do not think they require more constant supervision, for I think they are conducted as faithfully in accordance with the rules of the National Board as any other. They require more time for inspection, for there are larger numbers of children to be examined in them.

5838. Do they require supervision equally as constant as the ordinary schools?—It is possible they do.

5839. How many of the special reports on convent schools for 1864 were drawn up by you?—Three.

5840. Did you not specially report on the Kenmare, Killarney, and Tralee schools?—Yes.

5841. Did you report on any others?—I think not.

5842. Does it not appear from the reports that the Inspectors paid only incidental visits to these schools—Killarney, twice in four years; Kenmare, once in three years; and Tralee, not once in four years?—That is so.

5843. They did not judge it necessary?—They did not.

5844. Do you not believe that nuns whose intellectual qualifications are accepted by the Commissioners without inquiry are beyond doubt morally qualified to teach children?—Beyond a doubt.

5845. Is it your conviction, whether inspected or not, nuns will give due time and all their skill to the education of children in their schools?—I believe the inspection by the Board has not the slightest influence in that respect, and that if their schools were not inspected by the Board they would be as faithful and diligent, and as attentive to the moral training of the children as at present.

5846. In reference to other schools where there is not equal confidence in them, does not the supervision of the manager supply what is wanting?—Certainly.

5847. You have said that the influence of the managers is very salutary?—I think so.

5848. Their visits to schools frequent, and the efficiency of teachers in regard to punctuality, diligence, and good conduct greatly due to their supervision?—That is my opinion.

5849. You have also given your opinion that managers are bound to see that the Board are not deceived by the teachers in any way, either by unseasonable absence or by falsification of school records?—That is so.

5850. Suppose the qualification of the teachers to be ascertained, and the managers to discharge the functions of superintendence in the admirable way for which you handsomely and I have no doubt truly give them credit, do you not think a thorough examination of the schools once every year would afford to the State the further assurance that is needed?—It would, afford all the assurance necessary to satisfy the State that the funds are not misapplied, but it would not afford to the local parties the means of obtaining as much of the public aid as they would be entitled to under a system of payment by results, for on the occasion of the annual examination a considerable number of the children who had been instructed by the teacher during the twelve months might happen to be absent, and the teacher would get nothing for them.

5851. Taking into account the remote position and small attendance in the case of many schools, how many children do you think an efficient Inspector should examine in a year?—I should say he would be able to examine 10,000.

5852. You think 10,000 would be a moderate number to hold an Inspector responsible for?—I think so.

5853. That would be at the rate of fifty children a day?—I was calculating it in that way, taking the average attendance at about fifty.

5854. At that computation could not fifty Inspectors—that is, forty-four District Inspectors and six Head Inspectors—once a year thoroughly examine all the scholars in primary schools of any kind throughout Ireland?—If they had nothing else to do but to make one examination each year.

5855. Do you not consider inspection, if carried beyond the point where it is necessary to ascertain that school work is regularly and effectively conducted, to be little better than waste of public labour and money, and of scholars' time?—I should.

5856. Be so kind as to tell me what subjects are taught the children of the first class in the schools, for I find a discrepancy in your account and that of another Inspector?—I am aware of that, and I was thinking of it. I stated that among the subjects taught in the first class was geography, because in point of fact it *is* taught, but I found on the evening after I was examined last, on referring to the programme, that it is not now mentioned as one of the subjects. I know, however, that in point of fact geography is taught by maps, though not by task.

5857. You have said that in your opinion, National schools should afford to talented boys an opportunity to raise themselves?—That is my opinion.

5858. Is it not the aim of National education to make the bulk of the people industrious and contented in their own sphere of life, rather than to help a few to rise out of it?—That is the main object, but both can be attained, and I think there is great danger to the State and to society in allowing the talented children of the poorer classes to remain with abilities uncultivated, because if they have genius, they will even in a low stratum of society have an influence over their fellows, and these are the persons who get up secret conspiracies throughout the country. The man of no ability never initiates any movement dangerous to the State.

5859. The *Chairman.*—What do you say are the functions of a model school, as you said in answer to a question from Dr. Wilson that Latin and Greek should be taught?—The functions of model schools are two or three. One is that they should be as training schools for teachers; another is that they should serve as models to all the schools of the surrounding neighbourhood of what National schools ought to be and might be made, and a third is that which I have been alluding to—that they should afford an opportunity to the talented children of the district, of getting such an education as would enable them to raise themselves to a respectable position in society.

5860. Do you think it necessary for the teachers of ordinary National schools that they should be acquainted with Greek and Latin?—Not generally so, but it is most useful that the teachers of the first class schools in towns where there is a large population should be capable of giving instruction in Greek and Latin, and generally the more a teacher knows the better qualified he will be to conduct his school efficiently.

5861. Taking the case of ordinary National schools in considerable towns: for what walks in life do you consider it desirable that the children taught in them should learn Greek and Latin?—I merely meant that by learning Greek and Latin they would have an opportunity of getting situations in several positions which they could not aspire to if they did not know Greek and Latin.

5862. What positions?—For instance, apothecaries, doctors, attorneys, clergymen, and a variety of other positions. In many of the competitive examinations, too, classics are of the subjects in which they would have to answer.

5863. Do you consider the preparation for being an apothecary, or any of those other professions you name, the work of a primary school?—I do not consider it to be necessarily the work of a primary school; but a National system of education, to be efficient, should provide for the children of the poorer classes the means of raising themselves, and therefore there should be schools connected with the National system that would give that education. With regard to the primary schools, I do not consider it is their only function, nor do I consider that in any such school it ought to be the most important function. I consider the most important function would be to educate the masses of the poorer children in reading, writing, arithmetic, &c.

5864. Do you think you could get a large class of teachers in Greek and Latin, without an additional class disproportionate to the advantage?—It would be difficult to get it now, but if the thing were introduced we soon should, and it would not add much to the expense.

5865. Are monitors trained best in large or small schools?—I think they are more likely to be efficient teachers if trained in large schools; but it depends more upon the teacher than upon the school.

5866. Are monitors trained best in the model schools or in the large, effective, ordinary schools?—I think they are trained better in the model schools. At all events that ought to be the case; but some of the best monitors have come from large ordinary schools, and the very best monitors have come from convent schools.

5867. Do you find in the examination of monitors when they come to be probationers, any difference between those from model schools and those from ordinary schools?—I do not know that I have found any marked difference, for when they are examined as probationers they are not examined on many of the subjects they are taught in model schools, and there is then no superiority shown in those from model schools; but when they are examined for the second class they show a superiority over the others.

5868. Do you think it necessary to put a check on convent and monastic schools, to prevent overcrowding?—Not more than upon other schools. It would be desirable, that in all schools there should be some such check, if it could be done without offending parties, but the convent schools are bound to accept every child that offers. And, indeed, I have never found, in any school, ordinary, model, or other, that a single child was ever rejected for want of space except in Dunmanway Model School.

5869. How came it that the convent schools that were named had not been visited once a year by the Inspector?—There is a difference between a visit and an inspection. In our technical language a visit means an incidental visit, but I am sure it will be found that the schools were inspected more than once. They were inspected three times a year, but there was only one incidental visit.

5870. Lord *Clonbrock.*—I see an observation that you made the last time you were here, that the gentry took very little interest in the education of the locality in which they reside—that is in reference to the teachers. Are you familiar with the working of this system in the west of Ireland?—In the south-west of Ireland particularly.

5871. Are you aware that at the present moment the gentry of Ireland—where they are Protestant—are absolutely debarred from being managers of National schools?—I think, my lord, that the Catholic clergy would not consent to their setting up National schools, and becoming managers. I think they would not approve of the children attending those schools.

5872. They will not even consent to a proprietor in his own country district being the manager of his own school?—I cannot say that that is the general rule, but I know they have an objection to it. If the proprietor were a gentleman who made himself active in forwarding religious instruction, or in religious matters, they would prevent it.

5873. Suppose I was to tell you of a proprietor who proposed to the clergymen and bishop to build a school on his own property, and not to interfere in the slightest degree with the education given in it, but to commit it entirely to the best Roman Catholic master they could get, superintended by a National Inspector, and assisted, as he had reason to hope, in every way by the Roman Catholic clergymen, and supposing I was to tell you that that offer was utterly rejected unless he would make over the school entirely in fee to the Roman Catholic bishop and priests, would that be a usual thing?—I do not think it is usual, because I know of many cases where Protestant landowners have established National schools, and are by themselves or their agents the managers, having entered into an understanding, however, that they would appoint Catholic teachers, and that the Catholic pupils should be under the supervision of the clergy.

5874. Do you know why the Roman Catholic ecclesiastical authorities have an objection to Protestant managers?—I think I do.

5875. Is there not an objection to the admission of the very best Roman Catholic masters into their schools, that is, of one whom you yourself would think most competent as a teacher?—It is true they will not take any master trained since 1862.

5876. Does not that fact in itself account for having a low character of masters put over your schools?—Their not allowing a master or mistress trained since 1862 to take charge of a school in their parish, must have the effect of diminishing the number of efficient teachers.

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5877. Is this the fact or not? It was asserted to me yesterday by a Roman Catholic clergyman that they object to masters out of the training school because that religious instruction is given in the training school to both denominations at the same time by one lecturer?—I never heard of that objection, and I know that it is not the fact. No such thing has ever occurred.

5878. A Roman Catholic clergyman asserted that to me, and I denied it was the fact so far as I had been able to make out. Is the religious instruction always separate?—Always. It is the fundamental principle of our system, and distinguishes the National system from every other. Religious instruction must be separate.

5879. In fact that objection had no foundation?—Certainly not.

5880. Practically, I believe, very few of the gentry are managers in the west of Ireland?—Very few. On Lord Monteagle's property nearly all the National schools are under the management of his agent, and some of the schools on Lord Castlerosse's property are under the management of his agent.

5881. Professor *Sullivan.*—You have stated, Mr. Sheridan, that in the Dunmanway Model School the chief reason why that school has succeeded is, that it is established for some time?—That was partly the reason. It was established in 1849, and continued in operation without giving offence to any person in the locality up to the time that the opposition to the model schools assumed a serious form. The Roman Catholic clergy and the Roman Catholic bishop did not issue any strong command to the Catholic parents to withdraw their children from that school, and accordingly it has continued up to the present to be well attended.

5882. How many teachers are there in the Dunmanway school?—Six, I think, besides monitors and pupil teachers.

5883. How many of them are Roman Catholics?—Four.

5884. The head master and second master, what are they?—The head master and head mistress are both Roman Catholics.

5885. Has not that circumstance a good deal to do with the success of the school?—Well, I really think not—the same is true of almost every one of the model schools.

5886. Have they been there for many years?—They have not been there many years, because there has been a succession of teachers in that school.

5887. Were they there before the opposition to the model schools began?—Yes; but that is true also of Limerick and Clonmel, for the teachers were there for years before the opposition commenced.

5888. You don't think it has anything to do with the personal character of the teacher?—I am quite sure it has not.

5889. You are acquainted very well, I suppose, with the Cork Model School?—It has not been long in operation, but I think I am as well acquainted with it as an Inspector can be who has been over a school for only a short time.

5890. What class of persons attend that school?—When I was examined before I think I stated that one would find in the Cork Model School a larger proportion of children of a better class than would be found in other schools, for the reason that Roman Catholic children were not allowed to attend it, and other children stepped in.

5891. Are you aware that it is quite a common thing for carriages to call for children?—I know that it is not a common thing for carriages to call. Small conveyances call for some of the children, because a vast number of young children attend the school. The south of Ireland is very wet, and whenever there is a wet day some conveyance calls for such children.

5892. Have you often heard of a carriage and pair calling?—Indeed I have not unless with visitors.

5893. Is it a common thing for persons to pay first-class railway fare from the Bandon district to attend the school?—I know that some children came from Innishannon, some from Queenstown, and some from Passage West and other localities, for the purpose of attending that school.

5894. Then in giving that high per-centage of persons in the higher books, you have not taken into account that they belong to a totally different class from those attending ordinary schools?—I have not, but I think the classification rather low in the Cork school.

5895. But still, as a model school, the class of persons who come there would be more constant in attendance than the children at other National schools?—Yes.

5896. And would be better attended to at home?—I don't know that. We found the children who came there first lamentably deficient—children of parents in good position.

5897. Is not that common throughout the country?—Indeed I think it is. Unless the pupils who came to the model school had attended the ordinary National schools; we found them generally, though very fair readers, quite unable to explain the meaning of a word. We found they knew nothing of grammar, or geography, or arithmetic.

5898. What are the extra subjects taught in the National schools that you have had connexion with?—Drawing, vocal music, physical science. These are about the only extras.

5899. Now, with regard to physical science, what training do the teachers of the model schools get from the Commissioners?—They are generally men who had spent a considerable time in training here in the Central Department in Dublin, where they got lectures regularly in physical and applied science, as well as in pure mathematics.

5900. What is the official meaning of physical science?—It really means with us mechanics, hydrostatics, geology, electricity, heat, pneumatics, and other things.

5901. Are lectures given on all those subjects?—There were, I know, and I think there are still.

5902. Have you the means of teaching those subjects in the model school?—Yes.

5903. A laboratory?—A laboratory.

5904. And apparatus?—And apparatus.

5905. The apparatus works?—Yes.

5906. You are quite sure?—Yes.

5907. I assume you know practically it works?—Yes.

5908. The electrical apparatus, for example?—Well that subject has not been gone much into; but it formerly, in the Clonmel Model School, formed the principal branch, because the Inspector in charge had a great taste for that subject.

5909. As a matter of fact, are not the apparatus supplied to the model schools mere toys?—That is not the fact.

5910. Have you yourself seen them worked?—Yes.

5911. What are the particular things?—I should find it extremely difficult to enumerate them all; but everything a teacher would require is furnished to him, and got from the very first makers.

5912. Are they got from the first makers very recently?—I believe they are. I believe the apparatus department, in Marlborough-street, which supplies these articles, gets them from the best makers.

5913. With regard to the teaching of geology?—Geology is taught simply with reference to diagrams, and that sort of thing—a sort of elementary course.

5914. You also teach natural history?—Slightly, I mean by diagrams.

5915. Do you think the classification of vertebrata and invertebrata by Professor Owen are subjects for boys and girls of ten years of age?—For boys; girls don't attend the class at all.

5916. Mr. *Gibson.*—Do you know Paterson's work on zoology?—I do; that is the school-book.

5917. That is much used in the National schools?—That is the book that is principally used.

5918. Professor *Sullivan.*—Do you think that would be a subject for boys and girls of ten years of age, just learning the Third Book—to learn a list of names of

fishes derived from the Greek?—They don't learn those names.

5919. Then it is a sham to exhibit these things to a stranger, as being taught to a class which is called up before him for examination?—Do not understand me as saying that they are not learned at all. The children you speak of are not required to learn them.

5920. Suppose I or another person saw a class in a National school which was called up for the purpose of showing the progress the children had made, and the subject of instruction was the classification of invertebrate animals according to Professor Owen—very long names—and no one in the class being above twelve years, and that they get the most of these names by heart, do you think it would form a proper subject for occupying the time of the children?—If it were confined to that, I think it would not, but I do not admit it is confined to that. I think they get a very fair knowledge of these matters, such as will give them a taste for acquiring a fuller knowledge when they come to a mature age. The third class in National schools is capable of learning a good deal of these subjects.

5921. Is it with such long names as those, which children are not able to pronounce—names such as I can hardly pronounce myself?—Cetacea, pachydermata, infusoria, &c., are not names difficult to pronounce.

5922. Are you acquainted with Professor Owen's classification?—I am.

5923. Are all the names in that easily recollected?—They are not by any means, but a great many of them are; and, in general, I do not think there is so much importance attached to learning these names as to learning the characteristics by which the classes are distinguished.

5924. The teacher, you say, receives instruction in Marlborough-street on subjects such as natural history?—Yes, and in some of the model schools where he has himself been trained.

5925. Who is the person that has charge of teaching such things as geology and natural history, and all those other subjects in the central training department?—I will not undertake to say who has particular charge of geology. I think it was Dr. Sullivan. I think Professor Butler has several subjects, and Mr. O'Sullivan, the assistant professor, has some. I will not undertake to say how they divide the subjects between them. I think that duty falls principally to Professor Butler.

5926. But is he not professor of mathematics?—He is; but since Dr. Clarke's death there is no particular professor for physical science.

5927. Then he is the professor for the whole range of natural, physical, and mathematical science?—Do not ask me as to that. I am not acquainted with the division of their duties.

5928. Do you think a teacher can be trained in all these subjects in six months?—Unless he had received some instruction before, he could not. But he may have been a pupil-teacher in a model school and have received considerable instruction in them there, he may have been five months afterwards in training, and after that get into the special class for a year, and in that time he will acquire a pretty fair knowledge.

5929. Do you consider that in two seasons he could acquire that knowledge. Would not the course be the same in both sessions?—I think not; it is more extensive in the special class. I think they have special lectures for the different periods. I think they get a more extensive course in the special class, or at least they learn the same subjects more thoroughly. But I mentioned that I would not undertake to answer all these questions with precision.

5930. You are not aware of your own knowledge whether any provision is made for teaching any of these subjects except mathematics?—I am sure they are taught.

5931. What is the text-book employed?—The only text-book employed is the one prepared by the late Professor M'Gauley.

5932. Is that accurate science?—I have a very poor opinion of that text-book.

5933. Do you think that is up to the present condition of science?—I think not, and never was.

5934. Do you think it right to teach obsolete science?—I do not; but I think the professors do not restrict themselves to the statements or reasoning in that book.

5935. Is this not the state of affairs: that the teacher, or lecturer, or whatever he may be, lectures to a class—suppose on the experimental sciences in one way, and the pupils learn in their books a different account? Is not this the contradiction between the two?—I admit it is a very grievous defect.

5936. That is a fair representation—is it not—of the state of things?—I should say it must be.

5937. Has it come under your notice that that really is the state of affairs on this subject?—I think it is—that is to say, if that text-book is the only book that can be put into the hands of the pupils; but I think the teachers do not derive their knowledge exclusively from that book, for the teachers may consult any books they like. I am sure they don't use that book much in their lectures now. It is a very bad book.

5938. With regard to grown-up girls in convent schools, is it not a fact that one of the functions which the nuns perform towards the girls in their schools is to endeavour to obtain employment for them?—Certainly.

5939. And that such girls are kept there solely with that view when they arrive at a certain age?—No doubt of it; and I may say they are the only schools in Ireland in connexion with the Board that do obtain employment for such children; but I may also observe that wherever there is a school conducted by a good teacher, whether lay or not, you will find *grown* children attending that school.

[Adjourned.]

SEVENTEENTH DAY.—DUBLIN, WEDNESDAY, JUNE 3, 1868.

PRESENT:

The Right Hon. The Earl of POWIS, *Chairman.*

The Right Hon. The Earl of DUNRAVEN, K.P.
The Right Hon. and Most Rev. the Lord Bishop of MEATH.
The Right Hon. LORD CLONBROCK.
Sir ROBERT KANE, F.R.S.
WILLIAM BROOKE, Esq., M.C.
Rev. DAVID WILSON, D.D.
Rev. BENJAMIN MORGAN COWIE, B.D.
JAMES ARTHUR DEASE, Esq.
JAMES GIBSON, Esq.
SCOTT NASMYTH STOKES, Esq.
WILLIAM K. SULLIVAN, Esq., PH.D.
LAURENCE WALDRON, Esq.

GEORGE A. C. MAY, Esq., Q.C., D. B. DUNNE, Esq. } *Secretaries.*

June 3, 1868.

EDWARD BUTLER, Esq., Professor in the Training Department, Marlborough-street, sworn and examined

Edward Butler, esq.

5940. The *Chairman*—What office do you hold in the training department?—I am at present Professor and Superintendent of the training establishments and central model schools.

5941. How long have you held that appointment?—Nine years and a half now.

5942. Had you previously held any other appointment under the National Board?—I held the appointment of District Inspector for eight years and a half, and also the office of Head Inspector for eight years and a half; then I was four years out of the service of the Board, during which time I was in the Catholic University. I returned to the Board's service in the year 1859—the beginning of 1859—and I have been in it since then.

5943. What is the department in which you are professor now?—The science department.

5944. On what subjects do you give lectures?—I give instruction to the masters in geometry, the elements of trigonometry, mensuration, mechanics, and some few lessons on physical science. To the mistresses in training I give lessons in the elements of arithmetic, and some general notions on geometrical figures, definitions, and terms.

5945. Into how many classes are the masters in the training department, to whom you lecture, divided?—The teachers in training are divided into two classes, the general class and the special class; the general class, who are mostly the teachers of schools in the country brought up for training here, is divided into two divisions—the mistresses as well as the masters.

5946. How often does a new set of masters come to the training college?—They are summoned early in January, and early in August, each year. They come up twice in the year, the first course being longer by about two weeks than the second course. It is the general class I am now speaking of.

5947. How long does each class remain in the training department?—Five months about in the spring course, and four months and a half in the second course—that is the autumn course.

5948. Into how many classes do you generally divide the male pupils who come up, say at the beginning of each half year?—They are divided into two classes—two divisions. The first division or senior division, and the second division or junior division; for certain purposes the two divisions go together.

5949. For which purposes?—For instance, for Dr. Sullivan's lectures—the instructions he gives are given to the teachers in a body.

5950. On what subjects?—His branches are in the English department, namely, grammar, the lessons on money matters, geography, the principles of education. These form the chief matter of Dr. Sullivan's teaching.

5951. Do you keep the class that comes up in the autumn separate from those that come up in the beginning of each year?—They are always separate. The general class does not remain, except for the five months for the one course of training. Those who come up in January—about the 15th of January—leave us about the 15th of June; and those who come up early in August—it is generally the 3rd and 4th of August they come up—leave us a few days before Christmas. There are two distinct sets of teachers in the year forming the general class.

5952. Are the number of teaching days evenly balanced between the two half years?—Not quite; there is a difference of about eight days—from eight to twelve days.

5953. Which is the shortest term?—The autumn term is the shorter one of the two.

5954. Do you find any inconvenience from that difference?—Why, of course, the instruction in some of the subjects has to be rather curtailed in consequence of having a smaller number of days to give instruction to the teachers.

5955. Has it ever been contemplated to balance the two half years more evenly?—Not in my time.

5956. Do you consider the loss of a fortnight in the shorter term prejudicial?—It is to some extent, as every loss of instruction is. It would be better if the second course were longer by a fortnight, were more equalized with the other.

5957. What would be the practical difference of making the arrangement?—One difficulty would be the intervention of the Christmas holidays, another would be the occurrence of the summer vacation, which in the central model schools does not generally close until the end of July, and we always wish to have the schools assembled about a week or so before the teachers come up to the training department.

5958. How long have you held your present post of professor in the training department?—Nine years and a half.

5959. Do you find any improvement in the course of these nine years in the acquirements of the masters on their first coming up for training?—In some respects I think there is a great improvement in them, especially in those who have served an apprenticeship as pupil teachers in the model schools. These young men generally come up to us very much better prepared than those who have schools of their own, but who have not had the advantage of passing through a model school, or of being trained in any way previously to their appointment as teachers of schools.

5960. Do you find any improvement in the female teachers during the last five years?—There is an improvement in them also, and it is due to the same cause. As in the case of the masters, many of the young persons that come to be trained in our female establishment have served their time as paid monitresses in some of our good schools through the country; and these generally come better prepared than those who have received their appointment as teachers without passing through the same preparation.

5961. Have you many teachers that come up for training who have been educated elsewhere than in the National schools?—We have had a few of late years. Among the female teachers especially there have been a few from time to time who had no connexion with National schools, and who have been recommended and trained by us.

5962. Where have these female teachers been educated?—In private schools, generally speaking; perhaps at home; but, generally speaking, they were in private schools previously.

5963. Do masters or mistresses ever come to the training college that have been educated in the Church Education schools?—We have had some.

5964. Did you notice any distinction between their general proficiency as compared with those educated in the National Board schools?—I cannot say we did; I took no notice on that point.

5965. Do children ever come to the training department that have been educated in convent or monastic schools?—Many teachers have come to us who were taught in the convent schools—the National convent schools; very few have come to us from the monks' schools.

5966. These monks' schools are not under the Board?—They are not under the Board. I think there are but two under the Board.

5967. Did you notice any deficiency, either in the capacity or in the training of those that have come from other than National schools?—Some of the young people who have not passed through the National schools we found rather deficient as compared with those who had passed through National schools. Those who had been educated in private schools we found, generally speaking, deficient, as compared with those who had been taught in the National schools.

5968. What was the state of preparation of those who had come to you from convent schools?—They were generally exceedingly well prepared.

5969. And the male monastic schools?—I cannot at present call to mind any young man who came in my time from the male monastic schools. My colleague, Dr. Sullivan, has always spoken of the young persons who came from the convent schools as being amongst the best prepared of those that he came across. This was specially so previous to the opening of the model schools in the country, and since then we find that the girls who come from the convent schools are equally well prepared with others on the whole.

5970. Do you consider that the acquirements of those persons who come to you to be trained has risen at all during the last few years?—Their acquirements on admission?

5971. Their acquirements on admission?—Yes, they have.

5972. Do any of the pupils in the training school stay more than one half year?—Some few have been recalled for a second course of training—more especially among the female teachers—to the general class; but the members of the special class have all received a course of training in the general class before they are brought back to the special class.

5973. What is the special class?—The special class consists of young men and women who in passing through the general class have distinguished themselves, and who appear likely to become, by some additional training, very good and very efficient teachers. Our selection is at present very much confined to young people who would have no school on leaving the general class; they are mostly the pupil teachers or paid monitors who have come to us from model schools. Those we recall form the special class. We consider that they would be going away from the training course without having any employment, and that during the year they may remain in the special class many opportunities may offer for their employment in country schools. In the meantime they will be improving in their acquirements and in their qualifications.

5974. To what class do persons so recalled for a second period generally attain?—They generally reach the second or first division of the second class. Some few leave us in the first class.

5975. Will you go on detailing your duties with the various classes during the week?—With one division of the masters I am engaged on Mondays and Thursdays for an hour—and on Wednesdays for half an hour. At the end of two weeks the other division comes to to me. On Tuesdays I have the two divisions of the general class together for an hour, and on Fridays for half an hour. On Wednesdays and Fridays I give an hour to the male special class teachers. With the mistresses in the general class I have half an hour on Mondays, and on Thursdays and towards the end of the course they receive an additional hour in the week for about three or four weeks, as the case may be, from me; I give an hour on Wednesdays to the female special class. Our apportionment of time is rather intricate in consequence of having to subdivide the classes.

5976. Do you know how many males and how many females the entry of the current half year consists of?—We have 66 male teachers and 73 female teachers who entered at the commencement of this course.

5977. Do you know what the numbers of the various religious denominations are?—So far as the distinction of Catholics and Protestants is concerned we have 37 Catholics and 29 Protestants in the male class. We have in the female class 31 Catholics and 42 Protestants.

5978. Do these classes include any actual schoolmasters that have come up for training?—Yes, both schoolmasters and schoolmistresses are included. There are masters and mistresses of schools up at present who still hold their schools and will return to work them.

5979. A considerable number of your classes during the current year are actual schoolmasters or mistresses?—The greater number has always been of masters and mistresses until within the last few years, when the number of persons who are non-teachers has been rather on the increase.

5980. Are those persons who are non-teachers looking to get a school as soon as they have passed in Marlborough-street?—They expect so. It is their object, in coming to be trained, to be fitted thereby for obtaining a school in the country.

5981. Do persons in want of schoolmasters or mistresses apply to any of the authorities in Marlborough-street?—They frequently apply, sometimes through the secretaries, and sometimes directly to the professors, to recommend them fit persons to take charge of schools.

5982. Do you find any difficulty in placing efficient pupils?—Sometimes we do. We have had sometimes to send away young men and young women from the special class, when their time of training was completed, without being in a position to provide them with situations.

5983. Does that often happen?—It happens almost every course with one or two, or sometimes more.

5984. Are you able subsequently to get places for these?—In some few instances we have been able to do so, but they pass away from us, and seldom apply to us again. The applications to us for teachers have diminished very much of late compared with what they used to be in former times. The professors were frequently applied to; latterly it is not so.

5985. To what do you attribute that?—Well, to some extent to the training that may be obtained in the model and other schools by pupil teachers, and paid monitresses. A young person who has completed a course as paid monitor in a good school—four years good training—is better qualified than in former years when there was no opportunity of their having any such training. That is one of the reasons that has occurred to me. On the other hand, there is also at present a feeling on the part of some of the Roman Catholic clergy against employing teachers who have been in our training establishment.

5986. At what point in your classification of teachers should you say that a master or mistress is sure of getting employment, first class or second?—They are not sure at any stage. Though they may be in the first class, they are not sure of getting employment. It does not depend exactly on the class.

5987. What are the arrangements of the training college with respect to the religious instruction of the classes?—The religious instruction of the Protestant young men and young women who come up is entirely left in the hands of the Protestant clergymen who attend to give religious instruction to the children of the schools. Whatever arrangements they make are carried out by the teachers, while they are under our

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care, both in the model schools and in the training establishments, as well as on the Sunday. With regard to the Catholic teachers, for the last few years no Catholic clergyman has attended in the model schools, but whatever regulations were made by him before his withdrawal, the same are now adhered to and carried out by us as far as we can do so, and the Catholic masters and mistresses are required to attend to their religious exercises as they used when under the direction of the clergyman who last frequented our schools and gave religious instruction there. The Catholics and Protestants are separated for religious exercises. On Sundays the Catholic teachers assemble for religious exercises in one department, the Established Church teachers in another, and the Presbyterian teachers in another department.

5988. Under whom are these religious instructions conducted?—In the houses for the masters, both in George's-street and in Glasnevin, the superintendents are Catholics, and they have the supervision of the religious exercises of the Catholic teachers residing in these two houses. The assistant superintendents in the houses are both Presbyterians, and they look after the religious exercises of the Presbyterians. As regards the Established Church teachers, at present it is the senior among them who superintends their religious exercises. A similar arrangement holds in the female department. The superintendent is a Catholic, and she assembles the Catholic mistresses morning and evening for prayer and other religious exercises. The matron is a member of the Established Church, and she has charge of the Established Church mistresses. The assistant superintendent in the house is a Presbyterian, and she has charge of the Presbyterian teachers.

5989. Is there any payment made to any minister in attendance on the religious exercises at the model schools on the part of the Board?—No, none.

5990. Has the standard of the lower class of teachers who come up to be trained in Marlborough-street risen during your experience, on their arrival?—They are improving. It is higher than when I first came here. They are on the whole of a better class—better qualified on admission.

5991. Have the greater part of them been educated in National schools themselves?—I think most of them have.

5992. Do you often keep teachers over the first half-year?—We have seldom done so.

5993. Sir *Robert Kane.*—You mentioned a few minutes ago the distribution of your time in attendance on the classes in the male and female training department. What is your own special duty in regard to these classes?—The science department.

5994. In addition to general superintendence?—Yes, I am one of the General Superintendents—Dr. Sullivan is my colleague.

5995. You are General Superintendent of the training house and model school. Dr. Sullivan takes charge of the literary subjects, you of the science?—Yes.

5996. And your scientific instruction of course is purely elementary?—It is, mainly.

5997. Mathematics?—Elementary mathematics and the elements of physical science.

5998. You have materials for illustrations in teaching the elements of physical science—an apparatus?—There is an apparatus, but it is not in a very good state. It has gone through various hands. Some time after my appointment as Professor under the Board, I was requested to forego instruction in physical science in order that it might be given by Dr. Clarke, who, previously to my appointment, had been intrusted with the duty of giving this instruction for a certain number of weeks in the year to the teachers in training. I was requested to forego my claim to do that portion of the business, and let Dr. Clarke continue as before. He died about two years ago, and for some while after the apparatus remained in abeyance, so that at present it is not in very good condition.

5999. Since Dr. Clarke's death have no steps been taken towards arranging for completing and regulating the apparatus that was used by him?—Last year it had to be removed from the house where it was kept in his time, and where it had lain for a good time after he ceased to discharge the duties. It was removed to another room which had to be fitted out. The apparatus is not in working order. It would take some time to get an apparatus of that kind into order.

6000. Is Dr. Clarke about two years dead?—I think about two years.

6001. Since his death the instruction in science has been under some disadvantage?—With reference to the apparatus it has; but the instruction given can only be of a very elementary character, and may be given to a great extent without any apparatus. It is the merest elements that we have time to give instruction in to the teachers in training.

6002. How far does the mathematical instruction extend?—I generally put the masters through four books of Euclid, and give them some elementary instruction in trigonometry so as to enable them to solve triangles; I explain to them the principles of mensuration. They receive instruction on some of the elementary portions of conic sections, on a few elementary propositions of what is called modern geometry, and on a portion of mechanics; that is the extent of the mathematical instruction I give.

6003. But has the Board given instructions to render the illustrations of physical science more complete?—Not at present. No steps have been taken towards it.

6004. Had Dr. Clarke devoted a good deal of attention to experimental physics?—He had. He lectured during only a portion of the year to the teachers in training, and the remainder of his time he devoted to the instruction in the model schools in the country; hence the apparatus was spread about.

6005. Since Dr. Clarke's death, when you entered upon the functions that he had previously fulfilled, did you represent to the Board the importance of having that apparatus put in working order?—I did not make any representation officially on the subject to the Board. It was only last year I got charge of the apparatus, and got it removed from where it had lain. About that time I saw by a Parliamentary paper that there was an intention on the part of the Board of appointing a person to have special charge of that department; and whether that person was to be myself or another, I was not informed, so that I did not know but I might be interfering with the duties which another might be appointed to discharge; and then I took no steps in the matter, and continued to give such instruction as I could to the teachers in training without having applied about the apparatus.

6006. Then has the Board since decided upon not appointing a successor to Dr. Clarke?—I don't know.

6007. Then did you consider that you were discharging functions provisionally or permanently?—At present I consider them provisional, so long as there is the minute of the Board for the appointment of a person to take charge of that department separate from the mathematical department.

6008. Would it not be advisable for that provisional department to have a good collection of apparatus—to have the apparatus put in proper working order?—There is a difficulty in getting things done. I did not, however, represent the matter to the Board.

6009. Of the masters in the employment of the Board, Mr. Butler, what proportion, do you think, have passed through your training establishment?—As far as I can ascertain there are about 2,400. Out of some 4,600 there are 2,400 that have passed through the training establishment, and 2,000 untrained. I am speaking of the latest return I could get—the report of 1865. Since that the reports have not given the number of trained and untrained teachers.

6010. Then the number is something more than half?—Something more than half of these were actually in schools at that time—I am speaking of the masters. As to the mistresses, I think there were about 1,000 trained, out of the 3,000.

6011. Have the thousand passed?—The thousand

have passed the training establishment out of 3,000 mistresses who were in schools during the year 1865.

6012. Did you find, or has it been found, there is a marked distinction between the working or performance of those schools which are provided with trained masters and those schools which are not so provided?—I cannot speak with reference to the results in schools for the last nine years and a half. Since I have been in the training department here I have had nothing to do with the inspection of schools in the country, and I cannot speak of my own knowledge; but when I was Inspector of schools, I found that the schools taught by trained teachers were better than those that were taught by untrained teachers.

6013. Would you not think it desirable that in every case some evidence of qualification should be required from a person before he was placed in charge of a school?—Certainly; but I think that, to some extent, that evidence is required now. Before the Board sanctions the payment of a salary to a teacher they must be satisfied he has a certain amount of qualification, and also satisfied that he is in a way to conduct the school efficiently. The Board don't pay the salary unless the Inspector reports that the teacher has sufficient qualification to teach the school, and that he is able to keep the school accounts, and to maintain discipline and order in the school. Teachers undergo a probationary stage in all cases.

6014. Then do you treat the period that may elapse between the appointment of the master by the manager and the confirmation of that appointment by the Board, and the paying of salary, as a kind of probationary stage?—Yes, it is treated so by the Board.

6015. Is it not, in fact, an experiment which is tried at the risk of the scholar—a kind of experiment *in corpore vili*?—To a certain extent it is an experiment on the scholar; but there are very great difficulties in the way,—great difficulties in trying to avoid that. Thus you curtail very much the right of appointment which lies with the manager if you limit him in the very first instance to a person who has been trained; moreover, from the very beginning up to the present time, there have not been means of training all the teachers.

6016. The supply of trained masters is not equal to the demand?—Quite so. We have trained upwards of 5,000 masters since the commencement of the Board, and there are only about 2,500 trained masters at present in the service of the Board.

6017. With your present training power how near can you go to meeting the actual demand for masters?—At present we can train about 200 masters and 150 mistresses in the year if they come to us. We have had as many as 100 and 110 masters in training at a time; two courses in the year will make 200 trained in the year. Of mistresses we can train 75 in each course, about 150 in the year. This makes 350 teachers that we can train in the year. We have accommodation for about that number, or can make the necessary accommodation.

6018. In giving these numbers do you refer to your training power here in Dublin?—I am speaking of our own training establishment here, quite exclusively of the pupil teachers that may be trained in the country. I am speaking of the central training establishment. We can turn out 350 teachers in the year if they come to us.

6019. To what extent can that training power be supplemented by the action of the model schools in the country?—I am not prepared to answer the question. I don't know how many pupil teachers there are in the model schools in the country.

6020. Has the number of masters coming up to be trained diminished?—It has diminished: at least the number of Catholic masters has diminished.

6021. I think you mentioned in answer to a former question that there was an objection on the part of the Roman Catholic clergy to employing masters who had been so trained?—There is that objection.

6022. What do you consider to be the origin of that objection?—I suppose it is the order of the bishops in 1862.

6023. It is nothing in the conduct of the masters?—Not that I am aware of; I am not aware of anything wrong in their conduct.

6024. Nor no circumstance in the management or administration of the training institution?—Not that I am aware of, and I never heard any mentioned.

6025. You mentioned in answer to a question by the Chairman that the religious instruction was given to the Protestant masters in training by the Protestant gentlemen who had always given it?—Yes, by a Protestant clergyman, the Rev. Mr. O'Mahony.

6026. Is he a chaplain to the institution?—No.

6027. What is the precise character?—The Rev. Mr. O'Mahony was originally appointed by Archbishop Whately.

6028. As chaplain?—Not as chaplain, as I understood.

6029. Is he paid by the Board?—Not by the Board.

6030. Do you know does he derive any emolument from that office?—I believe Archbishop Whately made him some small allowance, and that Dr. Trench has continued it to him.

6031. But he is not paid any salary by the Board?—He is not paid any salary by the Board. For the Presbyterians, Dr. Kirkpatrick attends. It is in his district we are placed. The Rev. Mr. Robertson attends for the Wesleyans, and the Rev. Mr. Armstrong attends for the Unitarians.

6032. None of these, I presume, receive salary from the Board?—None receive salary from the Board.

6033. There is no religious instruction given by a Roman Catholic clergyman?—Not at present.

6034. How long is it since this religious instruction has ceased to be given by the Roman Catholic clergymen?—I think it is eight years or thereabouts. I am not certain, but I think it is eight years.

6035. What was the occasion of the withdrawal of the religious instruction which had previously been given by the Roman Catholic clergymen?—I am only speaking of what I heard said about the matter. The last who gave instruction was Dr. Power, who is now Rector of Clonliffe College. When he removed to Clonliffe College from Marlborough-street, the gentleman who succeeded him did not look upon himself as authorized to continue the instruction Dr. Power had given at the model schools unless he was directed by the Archbishop. The Archbishop did not give the direction, and he did not come to us. As it were, it dropped. The nuns continued to give instruction to the girls and teachers for several years afterwards; I think it is four years since they have ceased to attend.

6036. At the time of the cessation of the Roman Catholic religious instruction, did you make any representation to the Board as to the expediency of arranging for its continuance?—I made no representation to the Board, but the Resident Commissioner was perfectly aware of all the circumstances, and I considered that his knowledge of the facts was quite sufficient.

6037. Do you know if the Board took any steps on the subject?—I am not aware.

6038. You are not able to say, Mr. Butler, whether the Board or Resident Commissioner took any steps in the matter with reference to obtaining a continuance of the religious instruction?—I am not.

6039. Do you know has it ever happened in the arrangements of your training institution that instruction of a religious nature was given to the Catholic and Protestant teachers together by any person?—I have no recollection of it—not in my time in the training department.

6040. How long have you been in the training department?—About nine years and a half.

6041. Then during that time you have no recollection of any such thing having taken place as that the same person gave religious instruction to the Protestant and Catholic masters promiscuously assembled together?—No; I have no recollection of it, and I don't think it took place.

6042. In the arrangements of your institution could such a thing take place?—I think not.

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6043. Do you think it could have taken place without your having become aware of it?—I don't think it could. I think I should have heard of it.

6044. In answer to the Chairman you described to us the arrangements regarding the distribution of religious supervision in the residences of some of the masters and mistresses. Has that system of mixed residences been found to produce practical inconvenience?—Not that I am aware of.

6045. Have the masters of different denominations residing that way, in the same house together, lived harmoniously together?—Quite so.

6046. So far as your knowledge goes of them there has been no quarrel about religion?—Not that I ever heard of.

6047. On the other hand, has there been any evidence of any particular indifference to religious duties or religious observances on the part of those persons?—None has ever come under my notice. I had no right, I thought, to interfere about the Protestants; but as for the Catholics, I have endeavoured to ascertain whether they attended to their duties as they should do while here, and I have been told they have always done so. I believe the Protestants are equally attentive to their religious duties.

6048. But among the Roman Catholics, for whom you naturally felt yourself particularly interested, you have learned, so far as your information goes, that they attend to their religious duties and observances, and do not manifest any indifference which could be attributed to association with persons of other particular denominations?—I should say not; I have heard of none.

6049. Are those mixed residences visited by any Roman Catholic clergyman?—Not as residences. But they are visited occasionally; a Catholic clergyman has gone to these houses when called. The superintendent might wish him to speak to a Roman Catholic teacher in training, and he has gone to see that young man.

6050. Was that in case of illness?—No. In case of illness they always visit.

6051. In a case where his advice would be beneficial?—Where his advice might be considered useful to the young man. In such a case the Catholic clergyman has gone to the residence.

6052. What had been your occupation before your connexion with the Board as head of this training department?—I was connected with the Board as District Inspector from the year 1838 to the middle of 1846. I was then appointed Head Inspector along with Mr. Robertson,—that was the middle of 1846—and I remained in the service of the Board as Head Inspector till the end of 1854. In 1855 I obtained a chair in the Catholic University, where I remained till the end of 1858, when I returned to the service of Board as professor.

6053. Mr. *Gibson*.—You are not the only teacher, Mr. Butler, in your department, connected with mathematics. You have an assistant?—I have an assistant.

6054. What is his name?—Mr. O'Sullivan.

6055. He takes up, I presume, the same class of subjects that fall naturally within your department?—By arrangement he takes one portion of the subjects and I take another portion.

6056. Is it the same with Dr. Sullivan. Has he also an assistant?—He has.

6057. What is his name?—Mr. Rintoul.

6058. Can you say what arrangement is made with regard to the particular department of Dr. Sullivan and Mr. Rintoul?—I only know in a general way, that, to a certain extent, both take up the same subject—grammar and geography, are taken up by both. Mr. Rintoul besides devotes much attention to instruction in reading, composition, and the lessons on reasoning. Dr. Sullivan, on the other hand, takes up the lessons on money matters, and the principles of education.

6059. Both departments have a principal and an assistant?—Yes.

6060. I believe the late Archbishop Murray was one of the original Commissioners of Education?—He was.

6061. The Roman Catholic Archbishop of Dublin?—He was.

6062. And he continued so down to the time of his death?—I believe so.

6063. He was succeeded by Dean Meyler, the Dean of the Metropolitan Chapel?—Yes.

6064. Now, during all the time Archbishop Murray lived, and during Dean Meyler's life, was the attendance of the Roman Catholic clergy regular at the training school of the Board?—I can only speak for the time I have been in the training department—that is, since the year 1859. I think it was about the year 1860 that the Roman Catholic clergymen ceased to attend. I am not certain about the date, but that is my impression.

6065. They did not cease during Archbishop Murray's life?—No, I think not.

6066. You cannot speak then with reference to Dean Meyler—whether they ceased attending during his life or after his death?—I think they had ceased before Dean Meyler's death.

6067. You spoke of the order of the bishops in '62, I suppose you refer to the declaration of the Synod of Thurles?—No.

6068. You spoke of the order of the bishops in '62, I want to know what order that was?—I don't know how to characterize it. It was an address to their clergy in which they recommended, indeed ordered them, not to allow any of their teachers to come up to be trained, and not to appoint in their schools in future any teacher trained here.

6069. Has there been a considerable diminution in the number of teachers coming up for training since that?—Yes, in the number of Catholics coming up. For the five years previous to that the per-centage of Catholic masters in training was 76, and of mistresses 73, and in the last five years, from '63 to '67, it fell in the case of masters to 53 per cent., and in the case of mistresses to 48 per cent.

6070. You said, in reply to a question by the Chairman, that you did not keep any teacher longer than six months?—I meant in the ordinary general class of teachers.

6071. There is a class of teachers kept longer in training than six months?—The special class teachers generally receive eighteen months' training.

6072. That is, the special class, then, consists of teachers distinguished by their superior attainments—by their superior talents?—To a great extent; but we also take into account whether they have a prospect of a school on leaving the training establishment. Latterly we have chiefly selected the pupil teachers.

6073. You said, Mr. Butler, that no steps have been taken since Dr. Clarke's death to have a successor appointed in this particular department. And I think you said that after his death the apparatus had to be removed—what was the cause of that?—The building in which it had been kept was pulled down.

6074. And during the time was there another building erected?—No, there was a room arranged for the purpose of receiving the apparatus that was removed from that building.

6075. In that room to which the apparatus was removed, was there facility there for giving the same sort of lectures that Dr. Clarke had given before?—There was the same facility for giving the lectures, but the apparatus was not in order to be used.

6076. Did you make any application to the Board to have the apparatus regulated?—I did not. I said I did not make any representation to the Board.

6077. Are teachers trained in our model schools in the same course and in the same manner in which they are trained in the establishment here? Is there any provision for the training of teachers in our model schools, or do they merely confine themselves to pupil-teachers?—They confine themselves to pupil-teachers wholly.

6078. And many of those pupil-teachers come up after to be trained in our establishment here?—They generally are very anxious to come, and we have from fifteen to twenty in each course. When those pupil-

teachers have finished in the model schools, they come up to us to be trained, if they have no school to go to.

6079. The Earl of *Dunraven.*—You stated now that you have not made any representation to the Board as to the state of the apparatus?—I have not done so.

6080. In what other way could the Board become cognizant of it?—It is only within the last year I was aware of it. I did not get the charge of the apparatus until then. It used to be taken to the country. Parts of it were taken away from time to time by Dr. Clarke for the lectures he had to give at the model schools; after which he would bring them back again. They were thus moved about from place to place. It was only this time twelve months or a little later the apparatus was handed over to me to remove from the place in which it had been left. The apparatus was in very bad order. When I had the room ready I put the apparatus into it; and then under the impression I was not to continue teaching that branch, and that another person might be appointed to it, I did not take any steps to get the apparatus put into order.

6081. And you allowed the Board to remain ignorant of the state of the apparatus?—The Board as I then understood were intending to appoint another person to the position. At least there is a document of the Board recommending an alteration in the training department which, as I supposed, might deprive me of the physical science department, because there was contemplated in that report a professor of mathematics and a professor of physical science, and I thought I need not take any further steps in the matter.

6082. Mr. *Gibson.*—Dr. Clarke itinerated in the country?—He went to the model schools from time to time.

6083. He gave courses of lectures on physical science in these model schools?—Yes, and he carried with him to the model schools part of the apparatus. He took down all the portions that were available in the Dublin department. The apparatus was under his control, and he took such parts with him as he required from school to school. He might leave a certain portion in a school for a time, and then bring it back again.

6084. On his appointment that particular department was, as it were, taken out of your special care, is that so?—When Mr. M'Gauley left the Board, Dr. Clarke was appointed to give lessons on physical science in his place; this continued, I think, for two years—until the end of 1858. Dr. Clarke had charge of the physical science department, and one of the other gentlemen, Mr. Sheehy or Mr. O'Sullivan, had charge of the mathematical department. When I was appointed in 1859, I was appointed successor to Mr. M'Gauley, and I naturally assumed I was appointed professor, not only of mathematics, but of physical science as Mr. M'Gauley had been. However, I was requested to forego the instruction in physical science in favour of Dr. Clarke, so that my duties were then confined almost entirely to lecturing the teachers in training on elementary mathematics. I had almost nothing to do with the physical science department.

6085. Now, Mr. Butler, with respect to this apparatus, whose duty do you consider it to be to have represented to the Board that the apparatus was out of order?—When I got charge of it I should, of course, have done so. It had been in charge of other persons before I got charge of it. It was not handed over to me immediately after Dr. Clarke's death. There was a lapse of time.

6086. At that time, I understand, you were under the impression some person would be appointed whose special duty it would be to succeed Dr. Clarke?—So I took it.

6087. The *Chairman.*—Are there any periodical reports made by the professors to the Board as to the sufficiency and completeness of the various instruments and apparatus in the several departments in Marlborough-street?—No, there are no reports made to that effect. When an instrument or piece of apparatus is required a requisition is made and sent to the Board; but there are not periodical reports made of the state of the apparatus, or books, or requisites.

6088. Mr. *Stokes.*—Was the apparatus formally put in your charge by an order of the Board at any time?—I think not. It was never put formally in my charge, except in so far as I considered myself as having a claim upon what had belonged to the department in Mr. M'Gauley's time; but it was never formally put in my charge that I remember.

6089. The *Chairman.*—To whom, except to the professor in charge of the department, would the Board look for maintaining the completeness of the apparatus?—There is no other person, as far as I know, to whom they could apply on the subject.

6090. Is there any person other than the professor engaged in the department, whose duty it would be to see to the maintenance of the apparatus?—I think not.

6091. Master *Brooke.*—I want to understand the length of time that is taken to train a teacher. I think you said half a year for each?—Five months in the spring course, and four months and a half in the autumn course.

6092. Then, at the end of this course you consider, generally speaking, that the teacher is fully trained?—So far as we are concerned, we consider him fully trained if we give him a classification at the close.

6093. Five months in one course, and four months and a half in another course. Are there many instances of teachers remaining for a second course?—There are not many instances, except as special class teachers. I have explained that we have two classes—the general and the special class.

6094. Will you explain what the special class means—what is the difference, and what is the object?—The special class consists of a certain number of young persons—promising teachers—selected from those who have gone through their training in the general class with a view of fitting them for the better class of school. That is chiefly the object of the special class.

6095. Who makes that selection?—The selection is made by the professors at the close of the training.

6096. And is it an object with the teachers to get into that class—do they wish to enter it?—They do very much—so much so that for many years the applications were much more numerous than the places we had for them.

6097. Is there a limit to the number?—There is a limit. Thirty-six masters was the original number. It has been now reduced to 24 masters and 15 mistresses.

6098. Do these special teachers remain there for a second course?—They may remain with us for a year after entering the class: but many of them leave us before, when a school offers.

6099. And is that the number, 24 and 15, at present?—Not at present, because some teachers have left the special class since the commencement of the present course. It was so at the commencement of this course.

6100. Now outside that special class are there any that remain for a second course?—There are a few.

6101. Have any been recalled for a second course?—All go home at the end of the course, and then some may be summoned a second time.

6102. Of their own accord do they come for a second course?—Certainly; those who have been brought back have been brought back of their own accord. It is their own wish to come back, or the wish of the manager, or the wish of their parents.

6103. Can they come without the special permission of the Board?—They are summoned in the usual way by direction of the Board, but whether the permission of the Board is technical or not I don't know.

6104. Is that a question of merit—how do they come to have that advantage?—They all look on it as an advantage, and a great one.

6105. How do some get and some do not get it—is it merit?—To a great extent it is merit, and in some cases a young person who, though not the most meritorious, is likely to be very much improved by a

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second course of training is brought back. I scarcely say it is on merit alone, but there is the prospect of the person becoming a good teacher, and being better fitted for a school.

6106. We will take the report of '66. The Board say, "We have trained this year 285 teachers, 137 males, and 148 females." That represents the numbers that attend in each course?—Quite so.

6107. What do you do with those that remain for a second course, and even a third course, with reference to those figures?—They are included in those figures.

6108. Are they included twice?—They are; these have been so.

6109. You take the entire number of teachers in each course?—The entire number of teachers in residence every time, and we add those together.

6110. I observe that the greatest number of females in any of the years from 1858, was in 1865, in which year 156 women were trained. But you told us a little while ago you had room for 150 in the establishment?—We have room for about 150. These 156 represent the two courses. We never had more than 75 or 78. We have had as many as 78; but the accommodation is rather too limited even for 75.

6111. When you said you had room for 150, you meant room for half 150?—I meant 150 for the whole year, or 75 at a time.

6112. So that your number of 156 in that year, 1865, was a full class?—It was a very full class; we were very crowded then.

6113. And in 1866 you had 148 men?—Yes. We have accommodation for about 100; but we would not wish to have more than 90. If necessary, we could accommodate about 100.

6114. In 1858 there were 199 men?—Yes; that makes nearly 100 each term.

6115. I see that the prohibition of the bishops in 1862 has had a very material effect upon the number of Roman Catholic attendants. In 1861 you had 207 Roman Catholics; in 1862 you had 212; the next year the number sank down to 159, the next year to 158; in 1865 you had 165; in 1866 you had 137, and, nevertheless, the total numbers trained are kept up very high indeed. It seems upon the whole you have got nearly as many as before the year 1862. In 1865 you had 308 altogether, and that nearly amounts to the highest number in any year. Of course there has been a great increase in Protestants?—The increase is in the number of Protestants who have come to be trained.

6116. I observe that in the year 1858 you had only 61 women, and in 1859 you had 88 women, and in 1860 89 women, and from that year 1860 it suddenly sprang up to 151, 152, and so on, and has kept at that level ever since—about 150. Can you account for that?—In the second course of the year 1858 fever broke out in the establishment, two female teachers died, and the Board thought it desirable to let the other young women go home, giving those who went the option of coming back the next course, or, if they did not come back, of retaining the class they had on coming to the training establishment, and of being considered trained, but without any benefit in the way of classification. That accounts for the small number in 1858. We took credit for those trained in the first course of that year—and for a few of those in the second course who said they would not come back, and whom we considered as trained.

6117. Well, in 1859 there were only 88?—That makes 44 and 44. The accommodation in the female training establishment has been increased since that time. It was in the year 1861, I think, that the training establishment was enlarged. Formerly there was only accommodation for about 44 or 45, but in the year 1861 it was increased, and in the new establishment, when opened, there were some 30 additional beds, giving accommodation altogether for about 75. That accounts for the change.

6118. Mr. Butler, I should be glad to know can you account for the prohibition of the Roman Catholic bishops in the year 1862. What was their object, or what was their objection to the training school?—I can only know what they state themselves. I cannot say more. I have no definite opinion about the matter. They have put forward their own opinions.

6119. That has diminished the number of candidate teachers very much, no doubt; still I see that last year, or the year 1866, which is the last report I have seen, there were 137 Roman Catholics, and in the year 1865 there were 165 Roman Catholics. Can you account for so considerable a number still coming up?—Many of the Roman Catholic teachers are not under the priests, as managers of their schools, and there is no prohibition against any except those under clergymen, so far as the prohibition itself goes. Many teachers have resigned their schools, and come to the training establishment, on the chance of obtaining another school after being trained.

6120. Are they in any cases appointed by Protestant managers when they do get a school?—I think so.

6121. You don't know of any instances?—I know several Protestant gentlemen who have taken Roman Catholic teachers from the establishment, and would have none others in their schools. One gentleman generally comes twice a year.

6122. The prohibition has affected to some extent the numbers of your Roman Catholic candidates for training. Has it affected the quality of the teachers? Do you find that the same class of clever men come forward?—They are the same class. The prohibition has not had time to tell on them in that respect.

6023. And yet the field of competition for them is diminished?—It is diminished.

6124. Have you known instances where trained Roman Catholic teachers were unemployed in consequence of this prohibition?—I cannot call to mind any individual cases, but I am certain there are several. Many of our teachers in training now have no school to go back to, and they make this a kind of claim on us to be put into the special class.

6125. Then you think the pupils of the training school at present are in point of mental power equal to former times?—Oh, quite so; quite the same, upon the average.

6126. Rev. Dr. *Wilson.*—Mr. Butler, you have referred to Professor M'Gauley. Was he your predecessor in office?—He was my predecessor, with an interval of two years.

6127. Who acted in the meantime?—Dr. Clarke and Mr. Sheehy, who had acted under Mr. M'Gauley for some time; Mr. O'Sullivan succeeded Mr. Sheehy.

6128. Had you a special reason for resigning the Board's service as Head Inspector at the time referred to?—No special reason beyond my own comfort. I was tired of travelling through the country. I had been about seventeen years going about from post to pillar, and I was tired of it; so when the situation in the Catholic University was offered to me, I accepted it.

6129. Was this situation offered to you while in the service of the Board?—Yes, it was while I was in the service of the Board.

6130. You have read, I presume, the statement drawn up by Mr. M'Gauley, which appears in the report for 1855, in reference to the training department?—I have not read it very recently, but I have read it.

6131. It is stated here by him that "it was intended by the Commissioners that candidate teachers should be summoned from the ordinary schools for training in the District model schools, and that afterwards they should be summoned to complete their education at the model schools in Dublin." Was that the original idea of the Commissioners, are you aware?—I am not aware, sir.

6132. The reference here is to the report of the Commissioners of 1846, page 13, in the statement by Mr. M'Gauley. He also says, "Previous to their admission to the model schools in Dublin, they should be examined by the Professors in a course of study to be prescribed for all candidate teachers on receiving a

certificate at the District model shools." Was this plan carried out by the Commissioners?—As a matter of fact the pupil-teachers, who, I suppose, are the persons meant by Mr. M'Gauley, under the head of candidate teachers, the pupil-teachers in the model schools are examined at the close of each year, and those who have there completed their training of one or two years, are recommended by the District Inspectors for further training in the Central Training Establishment in Dublin. These pupil-teachers in the country have all been examined on a programme laid down, whether with the concurrence of the Professors or not, I cannot say; but the Head Inspectors had the framing of the programme of instruction for pupil-teachers.

6133. Do you think it was the idea of the Commissioners at the time this report for 1846 was drawn up, that all parties coming to the Central Institution in Dublin should receive a preparatory course of training?—I cannot say.

6134. Do you not think that such an idea, at any rate, would be in accordance with this regulation of Lord Stanley, in the original letter, that "they will allow to all individuals or parties applying for aid, the appointment of their own teachers, subject to the following restrictions and regulations, namely"—I read the second one—"That the teacher shall receive previous instruction in a model school to be established in Dublin. It is not intended that this regulation should apply to prevent the admission of masters or mistresses of schools already established, that may be approved of by the Commissioners, nor of such as the Board may think fit to teach before the proposed model school comes into operation." Was it not the idea of Lord Stanley that after a certain time all teachers should receive a training before appointment as teachers?—I could scarcely say. He evidently excepts teachers of schools in existence.

6135. At that time?—It has not been limited to that. The matter is left to the discretion of the Commissioners, so far as I can judge.

6136. Is that your reading of—"If he shall have received previous instruction in the model school to be established in Dublin previous to his appointment?"—You should add the next clause to that.

6137. It is simply a note bearing upon the state of things which then existed, but this is a rule, and in accordance with that rule was it not the idea of Lord Stanley and the Government, that after a certain time all teachers should receive instruction and training in the model school in Dublin before appointment as teachers?—I should say so, presuming the circumstances of the country were such as to enable it to be carried out.

6138. It has never been carried out I understand?—That none should be appointed teachers in schools but persons trained by the Board?

6139. Yes?—Oh, that has not been carried out.

6140. Have you found the pupil-teachers and monitors coming up to be trained in Dublin, well prepared to receive instruction from you?—Yes, they are.

6141. Did you find them, on coming to be trained, equal and sometimes superior to teachers actually trained by the Professors in Dublin, but who had no preparatory training?—I should say that some were.

6142. I see, in the article prepared by Professor M'Gauley, a reference to model schools and practising schools. Do you give parties in training here employment in any practising schools?—They all receive practical training in this sense—that they are not only instructed in the mode of teaching the lessons, but they are actually made to teach classes in the presence of the head teachers of the model schools, and of either Mr. O'Sullivan or Mr. Rintoul, the assistants to the Professors. It is a portion of their business to make all practise teaching in their presence. Besides that, the teachers are at the commencement of their training course, and at the close, sent to the new model schools, which are the schools designated there as the practising schools, to see how those schools are conducted.

6143. During the time they are engaged in the practising schools, are any of their deficiencies pointed out by the parties superintending them?—They are called upon to give a report to the persons who have charge of them in that department, regarding what they have seen or noticed in these schools, and make such observations as they may think proper; and with reference to the lessons they give in the large model school, where they are practised in teaching, their defects are brought under their notice, and pointed out to them by Mr. Rintoul and Mr. O'Sullivan.

6144. And are improvements in the mode of teaching suggested?—Yes, they are.

6145. Do you not think it would be desirable that a teacher's training should be completed before taking charge of a school at all?—I think it would, if the circumstances of the country allowed it.

6146. Don't you think it would be better to put a man to teach who is trained to teach?—Certainly I think so.

6147. Do you think that injury is likely to be felt by schools owing to the withdrawal of the teachers for a period of training here?—Not to any great extent when the period is so limited as that for which we have them in training. But if the teachers were brought here for a whole year I am sure their schools would suffer very materially. We should have to forego the training of a great number of teachers at present in possession of schools, if we required of all a whole year's course before they got their training certificate.

6148. What was the number of teachers so trained by the Commissioners of Education at the end of 1866?—I cannot state at present the number up to 1866, but up to 1867 it was upwards of 5,200 masters, and about 1,700 mistresses.

6149. I see by the report that the Commissioners trained 7,532 teachers. Of these, how many remain in the service of the Board?—About 3,000.

6150. Can you state the number up to the year 1856 who had been trained?—4,578.

6151. Should you be surprised if it turns out to be the fact that in the ten years from 1856 to 1866, 2,225 trained teachers left the service of the Board. Do you think there are so many?—From the returns I have seen, I should say it is not at all unlikely.

6152. And within 727 of the total number trained during those ten years. If that turns out to be correct won't these figures show that the trained teachers rapidly leave the Board's service for some reason or other?—That would be the inference.

6153. Can you account for that?—They get better situations and have higher positions offered to them.

6154. Do you not think that if they were trained at an earlier period they would likely remain much longer in the service of the Board than at present?—I have great doubts of that.

6155. Don't you think that beginning their training at 25 years of age, and, I presume, above that, the teachers find it an irksome matter, and cannot avail themselves of the advantages supplied by the professors?—I should think not.

6156. Do many come up for training at that age?—A good many, and formerly they came up much more numerously at that age than now.

6157. Have you turned your attention to the classification of the teachers in the service of the Board? Can you tell the per-centage in the first class?—I do not know. I have been out of the way of the general classification of teachers in the country for the last fifteen years.

6158. Is there any great improvement in the classification? Are there more, for instance, in the first class in 1866 than in 1856, or more in the second class in 1866 than in 1856, or more in the third class in 1866 than in 1856?—I cannot say; I should not attach very great importance to that. I should think it varies very much, that it depends on the young men who remain in the service. I think those who get the better class more generally leave the service. Some other situations offer for them.

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6159. Should you be surprised to find that the classification remains precisely at the same point, or nearly so?—Not very much.

6160. Is Mr. Robinson, one of the Inspectors who gave in a report in 1863, still in the Board's service?—He is.

6161. Where is he stationed now?—I do not know.

6162. In the report for 1863, he says—"A teacher's profession is like any other profession, all the better for having none in it but those who were specially trained for the purpose." Do you concur in that?—Certainly.

6163. He says again—"Inspectors are now obliged to examine all persons appointed to schools by the managers; but if these persons can read, write, and count fairly, and know some little of geography and grammar, they must be pronounced fitted for the rank of probationer, even if they turn out afterwards regardless of study, and incapable of learning the art of a teacher. If the Board only knew, as all Inspectors must know, the utter incompetency of many of the persons thus selected by the managers for their schools, the vast difficulty of making any selection at all out of those sent for examination, the risk the Inspectors run, by the desire to obtain suitable persons, of personally annoying the managers, and thus eventually injuring the schools, the number of unqualified persons thus forced into the service to avoid the unpleasantness of such a disagreement, and who after years of trial are eventually dismissed, they would, I am certain, hesitate no longer in taking the necessary steps to make the monitorial staff the only source of supply." Do you find many parties sent up for training answering the description here given, badly prepared to receive any advantage from the professors' lectures and teaching?—A few, but very few comparatively. I may remark with reference to those who come up from the districts, that the Inspectors are always expected to recommend none except those in the second division of the third class, and these should have more than the minimum requirement spoken of by Mr. Robinson. He speaks of probationers. We have very few who come up merely with the qualification of a probationer. In fact, none such should be sent.

6164. Do you know what Mr. Robinson's view is as to the period at which training ought to begin in Dublin?—I do not.

6165. He says:—"After the expiration of the two years' service as pupil-teacher, they should be called for examination before the Head and District Inspector. If found duly qualified they should get a certificate allowing them to act as assistants only. This is the period at which training in Dublin ought to take place." Do you concur in that opinion or otherwise?—I concur in that opinion with reference to young men who have no schools; but in addition to the training of these young men, there ought to be an opportunity given to those teachers who are already in schools to get some training.

6166. Do you concur in his opinion that "before entering a school as an assistant, the teacher should first be trained in Dublin?"—I do not. I should not think that a necessity.

6167. What is the mode of classification by the professors of the parties who are trained by them?—The mode of classification depends greatly on our mode of instruction. Our instruction is very personal. It is of a catechetical nature rather than of the nature of a lecture. We give a few lectures on general subjects; but the examination of the teachers is carried on concurrently with the instruction given during the course of training, so that we have a most intimate and personal knowledge of all the teachers that pass through our hands. At the close, and during the course, they are subjected to written examinations, of which we take notes, as we do also of all the personal examinations we subject them to through the course. At the close of the course the two professors, the two assistants, and the head master or head mistress, as the case may be, meet, form a kind of board, discuss the merits of the different teachers that have passed through their hands during the time of training, and thus determine the class the teacher should be recommended for. It is upon the opinion of the five persons mentioned that the classification is determined.

6168. Are you generally unanimous in the opinion you form?—Mostly; sometimes there is a difference of opinion.

6169. Have you means of knowing what the Inspectors think of your classification?—Some think very little of it, I believe. Some one or two complained of the teachers who had been classed. I have heard so, but I do not know it personally.

6170. Mr. Robinson writes—"I would not allow of any classification in training. It is not for this object that a training-school is established." Do you think the classification by the professors who instruct is desirable?—There is a difference of opinion upon that point. I am not prepared to say that it is positively a good or bad mode of classifying, particularly as there is not a competition between the teachers. It is a qualifying examination, if I may use the term, rather than a competition. If there were competition in the case, it might not be desirable that the teachers should be examined by the actual teaching staff. The teaching staff should not be the examining body in cases of competition; but where it is a qualifying examination, I do not see any objection to the teaching staff having the classification in their own hands,—I do not think the same objection holds.

6171. Are Inspectors likely to be placed in any difficulty by the teachers going down to their districts with a higher classification by the Professors than equally good teachers in the same district, who have been classed by the Inspectors as the result of examination and skill in school-keeping?—There may be that particular difficulty, but we also on our part find a similar difficulty. When teachers come to us in a higher class than we think them deserving of as compared with others in the class, we feel very loath to depress one of those teachers, because there are so many circumstances connected with him in the school that may have induced the Inspector to recommend his high classification.

6172. In such cases do you take into consideration anything but the literary qualification?—Whenever we have a difficulty at all we take specially into account and inquire as to the state of the school. We always take into account, not only the literary acquirements, but the mode in which the classes intrusted to the teacher are conducted.

6173. Rev. Mr. *Cowie*.—Are you resident in the training institution?—No.

6174. Who is resident and responsible for the conduct of the men?—In the establishment in George's-street, Mr. O'Sullivan; in the other establishment for masters in Glasnevin, Mr. Ryan; in the male special class department, Mr. Lynch; and in the female department, Miss Byrne.

6175. Are these persons responsible for the moral conduct of the inmates?—The whole discipline of the establishments is intrusted to them.

6176. Well, then, in case of any moral delinquency which would naturally be dealt with by one who could appeal to the conscience and to religious obligations, what would be the course pursued—there is no clergyman I understand?—No, there is not.

6177. In case of any moral delinquency on the part of any of the inmates, who would naturally deal with the individual—who would appeal to the conscience, and to religious obligations?—Generally speaking it is the superintendent who deals with them, and if he gets no satisfaction from the teacher or teachers he applies to the professors, who are general superintendents, and we call the party or parties before us and remonstrate with them.

6178. And there is no religious obligation at all appealed to?—Well, I cannot say, except so far as religious duties are concerned. I don't contemplate a case. If I mentioned the cases that we have to deal with you would be a better judge.

6179. Mention one?—The most usual case is when a teacher violates one of the rules of the establishment.

For instance, a teacher when out walking goes and takes a glass of beer or porter, and gets under the influence of spirituous drink, and comes home to the establishment in that state. The following day the matter is reported to us; we then report to the Board, and for this violation of rule the teacher is dismissed. Even from the fact of entering a public-house he is liable to be dismissed from the establishment, though not from the service of the Board. The cases where the discipline of the establishment is violated are very few.

6180. Take another case: suppose a case of lying?—Well, I have no recollection of a case of that kind having come before us. The superintendent of the house may have had occasional instances. I have had two cases where the teachers took the books or articles of another, and they were dismissed by the Board. The matter was reported to us, and we investigated it. In every case where we see the necessity we report to the Commissioners who take action upon our report.

6181. You have no means whatever of bringing the influence of ministers of religion to bear on the moral conduct of the pupils?—We have not. We might in some cases, if the superintendent thought proper, refer to the clergyman of the teacher. In the case of Protestant teachers there are clergymen who attend the schools, and under whose control the teachers are during the time they are in the model schools. In the case of Catholic teachers there is no clergyman to appeal to, but when we found a Catholic teacher not attending as we thought properly to his duties, a clergyman was asked to call and speak to him, and he did so.

6182. Was that in accordance with the regular practice, or was it merely an isolated case?—They are all actually isolated cases that I have quoted, but I suppose the practice would be such if cases arose. The necessity has seldom arisen.

6183. What is the age, generally speaking, or the extreme limit of the age of the males?—From 18 to 30.

6184. And of the females?—It is pretty much the same. It is from 17½ years to 26.

6185. Surely you know that at that period of life there would be great opportunity—would there not—for watching after the moral conduct of the young people?—Do you mean that they would be liable to go astray?

6186. Yes. At that period of life, I presume, their principles have hardly got fixed at 17?—They are certainly liable to go astray, but with us we find them exceedingly well-behaved. With reference to young females in training, we can scarcely say there has been any breach of rule or discipline whatever, and they are exceedingly well-behaved; all through, that has been found to be the case. And as for the masters, there have been very few cases; a case of drunkenness may have arisen on a hot day, when one of them would come home under the influence of drink. For such a violation of the rules they are removed by the Board from the establishment.

6187. You cannot recollect any other cases of what you would call broad, open sin, that you would have to visit with severe punishment?—I cannot recollect a case; in my time there was none.

6188. Your subject is mathematics chiefly—is it not?—My subject is mathematics.

6189. Do you consider that your teachers can make any real progress in any mathematical branch during the short time they remain with you?—They make some advance in mathematics. On some of the subjects they are pretty well prepared.

6190. In arithmetic, think of a few of your best pupils, how far have they advanced in this subject?—When they come to training they can go through the ordinary rules of arithmetic, commercial arithmetic, square root, cube root, involution and evolution, and those different operations.

6191. Do you require them to come prepared up to that point?—No, but most of them are prepared.

6192. Are they supposed to come prepared up to any point?—They are required to know all the simple and compound rules, fractions, and commercial arithmetic.

6193. Do you examine them up to that point?—That is not my province. My assistant teaches arithmetic and algebra.

6194. The *Chairman.*—Is there any preliminary examination when the teachers come up?—There is not a formal preliminary examination, for the simple reason that the Inspectors, who have the recommending of the teachers for training, are always required by the Board to examine them previously to their coming up here to be trained; the teachers are always expected to be classed at least in the second division of the third class, and as a teacher, to acquire that position, has previously undergone an examination, we presume he is qualified to profit by the instruction in the training school. In the English department and arithmetic a rough examination is gone through to see if the teachers are up to the mark or not.

6195. Do not some persons come to the training college who have not been pupils at National schools?—Some do.

6196. Do you examine them in any way?—We generally examine them a little more carefully than the others; yet, in most cases, we receive a recommendation or certificate from the Inspector to the effect that those persons are qualified to benefit from the lectures. That is generally required from the Inspectors previously to the parties being summoned to be trained.

6197. Rev. Mr. *Cowie.*—Is the object of your arithmetical instruction to improve them in arithmetic or to give them the best mode of teaching arithmetic?—It is rather the latter point, as I understand from Mr. O'Sullivan; he dwells more on the method of teaching than actually the practice.

6198. I suppose as your assistant he is responsible to you in some respect for the conduct of his class?—He is rather independent. He was in office before me. He was there as the mathematical professor, as it were, before I went to the establishment, though only an assistant at the time.

6199. Do you ever examine his classes?—I do not.

6200. Are the majority of the teachers who come to the institution those who stop only for one session?—The great majority are those who stop for one session only.

6201. Do you think that the course of five months is likely to do much good to the teacher?—I think it is. I think it gives him an insight into many modes of teaching that he would know nothing at all about if he were not brought here. I look to our course of training as quite apart from what a training college would be. Ours is not that. It is an establishment where persons who are already the masters of schools come to learn something of the improved methods of teaching and of school management. This is one of the great points to be shown by the head master how to organize their schools. In that point of view I think the short training is very useful, and a very desirable course.

6202. Then if an opponent of your system would say he anticipated nothing but very superficial results from the training of a few months what would be your reply?—My reply would be that it is better than none; that those who are masters of schools in the country, if they had not been trained as pupil teachers before they got charge, or had not been in our establishment, could have but little insight into the improved method of teaching; that for that class of persons who have had no chance of receiving a training, and who are likely to remain for five and thirty years teachers of ordinary schools, it is better to give them three, four, or five months' training than none at all.

6203. Do you teach geometry?—Yes.

6204. And I think you said the first four books of Euclid?—I generally put them over that. Some of them have been through the Sixth Book. They do not read the Fifth Book generally in this country.

6205. Do you take trigonometry?—I take trigonometry as far as the solution of right angled and oblique angled triangles.

6206. Do you require them to have read the Sixth Book of Euclid before beginning trigonometry?—I do not.

6207. In algebra how far do you take them?—Mr.

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O'Sullivan takes them to quadratic equations. I am speaking of the general class.

6208. Does science in your course include chemistry and physiology?—They are included.

6209. Do you lecture on these?—No.

6210. Who does?—They are not taught.

6211. Do they not form part of your reading books?—The teachers get them up from the reading books.

6212. Would not that be a most wretched amount of scientific knowledge to be aimed at by the teachers?—The object is not to make science teachers of them. It is to give them a general knowledge.

6213. That would be the object of the reading book for the children, but would not the teachers require more than the reading book information?—There are few children who have to be taught these subjects. There are very few.

6214. What I mean is this:—You examine the teachers in the reading books, and there are sometimes scientific questions in the examination. Is that not a sham if they have not learned the science?—I don't know the class of examination papers you refer to.

6215. They are published in the Blue Book?—These can all be answered out of the books put into the teacher's hands.

6216. Out of the lesson books?—Yes, and Mr. M'Gauley's book, which, though in many respects rather deficient, is useful in its way, and was at the time it was put together up to the requirements of the day. There are many things that have changed since then.

6217. When people take up these examination papers, and see questions ranging over a great variety of subjects, don't you think it is apt to produce a false impression as to the extent of knowledge the teachers really have—there is no instruction, for example, in chemistry, physiology, or in natural history, I presume?—There are no special lessons in natural history beyond those contained in the books.

6218. And the questions on these subjects really refer to the small bits of cram out of the lesson books?—Yes, they are mostly out of the lesson books.

6219. The teachers, in fact, are examined, if I understand aright, from the lesson books only, and not in the subjects themselves taken comprehensively?—That is in certain respects.

6220. In these things I refer to?—Not in geography.

6221. So far as I understand the plan, it is this, and I put it the way an opponent would do—you admit anyone as a teacher if he can get on at all, so that the Inspector can pass him, then he is paid by the Board, and at some subsequent time he is called up to the normal institution in Marlborough-street to be prepared for the office of teacher. Would you admit that as a true description?—I would not say he is called up to be prepared for the office of teacher. He is a teacher already, but he is called up to be improved as a teacher.

6222. He is a teacher paid by the Board?—He is in charge of a school.

6223. It has only been shown he is fit to be paid by the Board; *i.e.*, he knows the minimum which the Inspector can pass?—Well, once passed, it is desirable for him to come up to be improved.

6224.—Is that a true description of your method?—I don't think it is.

6225. Will you be so good as to describe the method up to the time the teacher is classified?—I make a distinction between the two kinds. Some persons who come to be trained are actually teachers of schools. Others have been pupil teachers in the district model schools, or are advanced paid monitors. These are two distinct kinds of persons that come up to us. The latter class would be the class that would in any country be looked upon as the class fit for the training college. The others would be entirely excluded, unless they were young enough, and surrendered their schools entirely without a chance perhaps of getting them back afterwards. The latter class is composed of persons properly trainable. But with regard to the first class, namely, the teachers who are in possession of schools in the country, if we want to improve their method of teaching in any way, it can only be by bringing them up for a short period of three or four months, as the case may be, without requiring them to give up their schools altogether when they do come up. When I put it that way to myself I think we ought not to forego the short course of training, though there might be parallel with it a longer course.

6226. When the pupils are up for training in Marlborough-street, are they kept entirely at the expense of the public?—They are.

6227. With respect to the questions asked regarding the apparatus belonging to your professorship, could you say what it is worth?—I could not say.

6228. Is it worth £5?—It is worth more than that, but it would cost a good deal to put it in proper order from the state in which I got it. It may be remarked with regard to that apparatus, that it has been, to a great extent, in use throughout the country. The greater part of it was purchased in Mr. M'Gauley's time, and has now been thirty years in use. It is not very new, nor of the most modern description of apparatus; portions were purchased from time to time by Dr. Clarke, but some of these were not retained in the training establishment. They were sent with the Board's approval to the model schools. Dr. Clarke had the use of what would have been my apparatus, and he took it about with him. He was only required to bring it back from time to time. There are only remaining now portions of the apparatus.

6229. Was it chiefly to illustrate chemistry, or astronomy, or what?—It was for all purposes of natural philosophy. Some portions that Mr. M'Gauley used were for chemistry; some were for elementary instruction in electricity, and some for heat; but the apparatus was very limited on the whole.

6230. Mr. *Gibson.*—The teachers who come to be trained have been some time in the schools. They are not mere novices?—Some have been for years in schools. Some are married men with families.

6231. They don't come up *eo instanti* they are appointed to schools by the patrons, but immediately after?—Not immediately after. Some have been in schools for some time. Some have risen in class. Most of them have had some length of service in the country.

6232. Mr. *Dease.*—Are there any pecuniary advantages derived by teachers from their having been trained—advantages besides the increased knowledge?—Yes, if they succeed in improving their classification. But it is open to them to receive the same benefit in the country without coming up to be trained—provided their qualifications are up to the mark.

6233. So that training is not necessary in order for them to acquire high qualification and high pay?—It is not necessary. Teachers can reach the highest position and have reached the highest position without being trained.

6234. What was the exact position that the Rev. Dr. Power, now Rector of Clonliffe, of whom you spoke in your answer to a previous question, held in the training establishment?—He used to come on Tuesdays to give instruction to the Catholic boys and masters; and he oversaw the religious instruction of the Catholic female children and the Catholic mistresses.

6235. Did he receive any salary for that?—Not from the Board. I don't know if he got any from other sources.

6236. I mean from the Board?—Not from the Board.

6237. By whom was he appointed to fulfil those duties?—I suppose by the Archbishop, who is the parish priest of the parish.

6238. I think you stated that upon his leaving that parish and going to Clonliffe, no successor was appointed to succeed him in the duties?—As far as I can understand. No clergyman has come since that; and I was given to understand that none was specially directed to come.

6239. What is done then about the religious instruction of the Roman Catholic teachers who are being trained at present?—There are two hours for religious

instruction on Tuesdays, and half an hour every other morning. The Catholic teachers go with the children at these times and give them instruction; they read certain books that were appointed for the purpose when Dr. Power had charge of the religious instruction in the schools. The same arrangements that were carried out when he was there we have endeavoured, as far as we could, to carry out since he left us.

6240. Who gives the teachers religious instruction?—There is none specially given to them.

6241. Since that time?—Since that time they assist at religious instruction with the children, just like the other teachers in the schools. They take part in teaching catechism and whatever other subjects are appointed for the children in the schools.

6242. Professor *Sullivan.*—Did the Board take no action with regard to the religious instruction of the teachers?—Not that I am aware of.

6243. Did they at any time?—I don't know indeed.

6244. What is the method of procedure with regard to the appointment of a chaplain?—There is no chaplain appointed that I am aware of.

6245. When he was appointed—in the times that a chaplain attended, how did the bishop of the diocese become acquainted with the fact of the necessity for a chaplain to be sent there? For a clergyman to be sent?—I don't know whether he was called a chaplain or not. I don't think he ever was called a chaplain.

6246. Did the Board ever apply to the bishop of the diocese to have a priest sent there?—I don't know. When the schools were first opened here Dr. Murray, who was archbishop and parish priest of the parish in which they are, was a member of the Board, and he directed a clergyman—it was not even one of the parish—it was Mr. O'Grady—to attend there; after him Mr. Mulligan, who was curate in the parish, attended; and after him Dr. Power had charge. But what action the Board took as such I don't know.

6247. Did they take any action with regard to the chaplains of any other denominations?—I think not. I think that Dr. Whately nominated; I forget who first attended; but Mr. O'Regan was there for a time, and Mr. O'Mahony is now; both were appointed by Dr. Whately, without, I suppose, any action on the part of the Board. Dr. Kirkpatrick, I believe, took up the attendance on that principle.

6248. Mr. *Dease.*—Are the rules of the training schools the same now in every respect as they were before the objection of the Roman Catholic clergy was made public?—The regulations are the same in the training schools.

6249. And in the model schools?—In the model schools the arrangements are also the same. There was a change, but whether it was previous to 1862, or subsequent to that date, I cannot exactly say now. We have religious instruction every morning now, instead of only once in the week as formerly. Formerly there was religious instruction only on Tuesdays, from ten o'clock until half-past twelve; but now we have religious instruction up to twelve o'clock on Tuesdays and every other morning, from ten to half-past ten. The religious instruction is wholly separate.

6250. You mentioned that there were 76 per cent. of the men teachers in training Roman Catholics, and 73 per cent. of the women teachers Roman Catholics, before the objection made by the Roman Catholic clergy to the system?—For the five years preceding 1863, up to the end of 1862.

6251. That is to say, at the time previous to the expression of an objection to the system by the Roman Catholic bishops?—And for half a year subsequently.

6252. And these numbers are now reduced to 53 per cent. and 48 per cent.?—Fifty-three per cent. and 48 per cent. for the five years subsequent to that objection.

6253. Where do these 53 per cent. and 48 per cent. Catholics, respectively, of men and women, now get employment if the clergy won't employ them as teachers?—I don't know whether the clergy won't employ them but they obtain employment, with some exceptions. There are lay managers of schools who employ some.

6254. Does any large proportion of the Roman Catholic lay patrons of the schools appoint lately-trained teachers to fill vacancies?—I cannot speak on that point. All I know is, that the teachers get employment.

6255. Do you know, as a matter of fact, whether Roman Catholic lay patrons have the same objection that the priests have, or have any objection to appointing those teachers?—I have not heard of any.

6256. To what do you attribute the increase in the number of Protestants that come up for training above what used to come up formerly?—A great increase in the schools under Protestant management has taken place. That would account, to a great extent, for them.

6257. I understand you to say, that being sent up to the training school is looked upon as an advantage, a boon to the teacher?—It is, generally speaking.

6258. Would it not then, in your opinion, be a check on the Inspectors, if there were to be an examination of the pupils on their coming to the training school, and not to trust altogether to the examinations that have taken place by the local Inspectors?—I would not like to place myself as judge of whether the Head Inspector, or the District Inspector, were right in his classification or not. Every teacher that is classed in the country is classed by a board of Inspectors, the Head Inspector and the District Inspector: and whether we are better qualified to judge than they are, might be matter open for discussion.

6259. You mentioned the case of one gentleman who came twice a year for teachers—do you consider that complimentary or otherwise to the system?—He considered it complimentary, for every teacher that he has had has got promotion from his school. He looked upon it as a step to promotion for a teacher to get his school.

6260. Professor *Sullivan.*—What exactly are your functions in connexion with the Board?—I am one of the professors; I am one of the superintendents of the training establishment; and one of the superintendents of the central model training schools.

6261. As a professor, what are the subjects and departments that come under your care?—What is commonly called the science department comes under me; the English department is under Dr. Sullivan.

6262. Give us a definition of the Board's idea of science?—I cannot say what the Board's idea is.

6263. Well, as represented by your appointment?—Really I don't know what the Board's view was at my appointment

6264. What do you think yourself?—I think that I have got charge of the mathematical department chiefly, and of the physical science department, as far as it can be made available for the teachers in training.

6265. After your appointment Dr. Clarke continued to lecture in Marlborough-street—did he not?—Yes, I was requested to forego that portion of my duties.

6266. Then he lectured on chemistry?—He sometimes did, but not latterly. There were some objections raised to his lecturing on chemistry, but not on my part.

6267. You stated just now that you had nothing whatever to do with chemistry, nevertheless you now say that you had foregone any objection to his taking it?—No, I did not say to his taking chemistry; I said to his taking the physical science department.

6268. The text-book of the Board is M'Gauley's book?—It has been so. There has been no other text-book.

6269. How much of it is taken up with chemistry? The third volume; it is now divided into three volumes.

6270. When that book was selected by the Board did not the Board contemplate that the person who undertook that department was not only to be professor of ordinary experimental physics, but also of chemistry?—Well, I really don't know what they contemplated.

6271. But the fact of that being the text-book does it not imply it?—I think the text-book came after

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Mr. M'Gauley joined the Board; it was subsequently to his connexion with the Board that this book was introduced as a text-book.

6272. But in approving of it, putting it on the list and supplying it as a text-book of subjects for the professors—did not the Board imply by that fact that chemistry did form a portion of the duties of the Professor of Natural Philosophy?—Really I don't see that.

6273. Was Dr. Clarke at liberty to select the subjects of his lectures?—He was.

6274. Did he not apply to you for liberty?—He consulted with me.

6275. Did he not require your sanction?—Well, I think there was a direction of the Board on the subject—that he was to consult with me on the subjects that he was to take up; and he always did.

6276. In what capacity of the many that you have named was he expected to consult you?—As professor.

6277. As professor, and not as superintendent?—No, as professor.

6278. Then you claim to be a teacher of the portion of the subjects that he lectured on?—I do; I looked on that as part of my appointment.

6279. At the period subsequent to the death of Dr. Clarke, what portion of the subjects that he taught did you undertake the teaching of?—I have since that given some lessons in pneumatics and heat chiefly.

6280. During the time that he occupied—shall I call it the chair, or the function of lecturer, you reserved a portion of the subjects I believe for yourself?—Of the whole subject of natural philosophy, I did.

6281. What portion did you reserve?—I reserved mechanics: he did not wish to undertake mechanics, nor hydrostatics, nor optics.

6282. Did you lecture upon all these subjests?—I did from time to time.

6283. What number of lectures did you give in each session during that period?—Well, I suppose there have been from eight to ten lessons—I can scarely call them lectures. I have given lessons in mechanics to the special class during the whole time they were with me.

6284. To the general classes?—To the general class I have given lessons in heat and in pneumatics; about six to eight lessons.

6285. Did you illustrate any of those lectures by models or instruments?—No; by diagrams and the black-board.

6286. Have you, at any time, given any lectures illustrated by experiments?—No, I have not.

6287. With regard to the apparatus there, has any portion of it whatever been in a fit state during the last ten years to make experiments?—I think during the last ten years there has been, because Dr. Clarke used it for a long portion of that time.

6288. But, except that portion of it which he himself had?—The portion of it which came from Mr. M'Gauley's possession into his possession was in a very bad state; so he told me.

6289. You stated awhile ago that a good deal of the apparatus was out of use, and therefore not in repair: was there any other reason; is there not a systematic neglect of the apparatus,—is it in charge of anyone?—I am in charge of it.

6290. Are there any glasscases in which to keep it?—There are glasscases.

6291. A few?—There is a very large number of glasscases.

6292. Have these been recently constructed?—They have been put up within the last year.

6293. Have any of the apparatus been put into them?—The articles were not quite in the fine order mentioned by Mr. Cowie. Some portions of the apparatus are in the presses, and some have not been put in.

6294. You say they were not in applepie order,—were they in such order at all as that anybody could use them?—Yes, I think some were, but they would require a good deal of alteration and repairs.

6295. Have you ever experimented with any of the apparatus that are there?—Oh, yes, I have experimented with them.

6296. You were appointed, I see, to edit the book of Mr. M'Gauley?—I beg your pardon,—not that I am aware of.

6297. I find it stated in a parliamentary return that—"The revision of the Manuals of Natural Philosophy has been intrusted to Mr. Edward Butler"?—The Board never gave me any information about it.

6298. Then that has been returned to the House of Commons without the Board's order?—I cannot say.

6299. Who is responsible for it?—I don't know; I am not responsible.

6300. No Board's order was ever communicated to you to do it?—No.

6301. Then you have not undertaken that task?—I have not.

6302. How many lectures are you supposed to give in the course of the five months?—The general class of teachers is in two divisions. One division is with me for the scientific instruction, and the other is with Mr. O'Sullivan. That arrangement lasts for a fortnight. When the fortnight is up we alternate, and the division that was with Mr. O'Sullivan comes to me while my division goes to Mr. O'Sullivan; so that for that portion of the business there is only half of the course with respect to which we can say that the teachers are with us. I give about thirty lessons to each division of the class,—twenty of them of an hour, and ten of half an hour each; I give, besides, to the whole class forty lessons, twenty of one hour, and twenty of half an hour. I give forty lessons of half an hour each to the mistresses in training.

6303. How many lectures do you give to any particular class in the course of the five months—what is the sum total?—I cannot, you see, they being sometimes divided, and sometimes all together, say precisely how much a particular class receives from me. I might convey a mistaken notion.

6304. Did you give sixty lectures?—I give sixty lessons to the masters in training in geometry and trigonometry alone.

6305. How many did you give upon the other branches?—Well, for the other branches I had twenty hour lessons with the teachers, and twenty half hour lessons.

6306. Now, do you think it a good arrangement that one man should undertake to be professor of mathematics, professor of natural philosophy, professor of natural history, superintendent of the schools, and one of the superintendents of the training department?—Well, I don't think the arrangement a bad one, I must say. I beg, however, to say that there is one of the branches you have mentioned, that I have nothing at all to do with; it does not belong to, nor never belonged to my department, and that is natural history.

6307. Well, who gives lessons in geology?—There are no lessons given in geology.

6308. Am I to understand the fact that certain questions are given in geology, and not only that, but that it forms a very essential and important portion of the Fifth Book of Lessons, and, moreover, that a large quantity of specimens were purchased in London, and distributed to the model and other schools in the country, and yet that no geology is taught?—I have nothing to do with that. I don't know what is done in the country schools.

6309. Then, has nobody ever given any lectures on the subject?—I think Dr. Clarke at one time occasionally did, and at other times he gave lectures in physiology instead of geology. He sometimes took chemistry, sometimes heat, and sometimes electricity. He would vary the subject according to circumstances.

6310. You used an expression awhile ago in answer to another Commissioner—you spoke of "my apparatus"?—I meant the apparatus placed in my department.

6311. That includes, if I recollect rightly, a considerable number of fossils, of geological specimens—a small museum in fact?—I have nothing to say to these.

6312. Who has charge of them?—I put up in a room such as I found left by Dr. Clarke.

6313. Is there a committee on that department at all?—None that I am aware of.

6314. Is it not a fact that many of the teachers in the country have formed classes under the Department of Science and Art?—Certainly.

6315. And that that is a means of their spreading the knowledge of science throughout the country and of adding very much to their emoluments—is not that a fact?—Yes; I have understood it to be the case.

6316. Has there been any provision made in the training department to teach those subjects to the teachers who come up?—No; it is not any part of our business to prepare them for the Science and Art Department.

6317. You have undertaken to introduce science into your books—have you no means of instructing in it; have you not published a book on zoology in two volumes?—Yes.

6318. Are there no means of teaching it?—No, but the book is amongst those sanctioned by the Board.

6319. It was one of the original ideas that there should be agricultural instruction given to the teachers in training; do they not receive it now—is it not a rule that they shall attend the model farm at Glasnevin?—Yes, they attend on Saturdays, and besides that, they receive two hours' instruction every week in Dublin.

6320. What preparation have they with regard to the knowledge of physical science, especially chemistry and geology, for going to receive agricultural instruction which implies such knowledge?—I am not aware, except what they bring up with them from the country.

6321. The country then is the place in which they get their knowledge of science and not the metropolis?—We are not the only persons that teach it.

6322. Is there to your knowledge anything like this state of things in Europe where there are normal schools?—Well, it is very hard for me to say, as I am not acquainted with all the training establishments in Europe. But ours is not a training college according to the usual idea of a training college; nor was our place ever intended to be a college as far as I can know. It was instituted to give the advantages of training to teachers already in possession of schools in the country.

6323. Well, then, what is the meaning of this in the second report of the Commissioners—"With these views we propose establishing five professorships in the training institution,—one in the art of teaching and conducting schools, the professor in this branch to be the head of the institution; the second in composition, English literature, history, geography, and political economy; the third of natural history in all its branches; the fourth of mathematics and mechanical science; and the fifth of mental philosophy, including the elements of logic and rhetoric." Was it not evidently contemplated there to found a normal school?—It may have been in contemplation, but it was found impracticable.

6324. Was not the original idea to have distinct professorships for those subjects and not to group them all in one person?—It seems that it was so then; but the idea was never carried out.

6325. You have stated that you have nothing whatever to do with arithmetic, nor do you examine the classes of your "assistant"—in what sense is he your assistant—is he not a professor?—Well, I don't consider him to be such.

6326. You don't know what he teaches?—That is another question.

6327. He does not receive any instructions from you as to what he is to teach, or how he is to teach?—No, because I am quite satisfied that he teaches rightly what he has undertaken to teach. It was a matter of arrangement with him when I came that he should take up arithmetic and algebra. He had been discharging the duties of mathematical teacher when I went in 1859, Dr. Clarke having the physical science department, both having been previously held by Mr. M'Gauley. When I went there, I found Mr. O'Sullivan in possession, having taught the whole business of mathematics, and I asked him what subjects he wished to select. He selected arithmetic and algebra. I took geometry and mechanics, and the branches connected with them.

6328. Do you not think it would have been better to have carried out the original plan of the Board, and divided all those subjects amongst different professors?—What time is there, is the question; have the teachers time to listen to all these professors?

6329. It is quite evident that they must have time, inasmuch as you go over all the subjects, is it not?—I don't go over all the subjects, because there is not time for them. If I may be allowed to explain why they do not get more instruction in these branches, it is because there is not time.

6330. Then the whole thing is a sham: is it not?—I would not call it a sham at all.

6331. I could not expect you to call it so?—I would perhaps say not, nor ought a person to consider it so in the least who understood the business.

6332. Do you mean to say it is possible in five months to go over the whole range of those subjects that you have stated it was your duty to go over, and to give any information whatever upon them; do you commit yourself to the statement that you could do so?—So far as there is time for it, I do my best with them.

6333. Pardon me, that is a different question; do you commit yourself to the fact that it is not really a sham to this extent, that while the public outside believe that training is given in those branches, in reality there is no time for giving proper training?—I don't say that. I did not say at all there was not time to give proper training. I say that there is not time in the few months that they are here, and in the length of the day, for the teachers to have five or six professors lecturing them. They are only five months here, and during the short time they stay they have only got five or six hours in the day that they can be taught by us; that is as much as they can do, and we are four persons to give them instruction, besides the head master who instructs them in the methods of teaching, the drawing master, and the singing master.

6334. Pardon me, that does not meet my objection. One of the questions I asked you most particularly was, would it not be better—there are now four, you admit—to make each of them an independent professor, and to give them each his own subject to teach in the proper way?—I think not, because there would not be time for them. If there were a large college, with collegiate arrangements, and the pupils were to remain two years in training, it would be quite a different matter.

6335. Are there not four there at present?—There are—perhaps two too many—and not enough of grinders.

6336. Is not the present arrangement, simply, that two men undertake to do a certain amount of work, and they employ two assistants as subordinates under them as the general undertakers?—I don't know what you mean by "undertakers."

6337. In the sense in which I use it, an "undertaker" is a man who undertakes to teach a great number of subjects, while really only capable to teach a few?—The apportioning of the subjects does not rest with me. I am not an undertaker in that sense.

6338. I am asking your opinion whether, as a matter of fact, those other teachers being, from your own evidence, quite independent of you, it would not be better that there should be a reorganization of the departments, and that each man should be given the subjects that he now has, so as to work independently of the others?—My answer would depend entirely on what kind of work the teachers that are in training come up to. Are they to be lectured to by professors? I say that these teachers will never benefit by that. But are they to be taught, to be ground? that, I think, is what can be done with them. I would rather see a change in the other direction—to do away with the professors altogether, and have nothing but grinders.

6339. Very good, then. Supposing they are grinders,

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would it not be better to make each grinder independent?—Oh, yes; if he is a grinder; but you would require a much larger number.

6340. Still, what I am driving at is this: that at present two persons are supposed to be responsible for what they really don't attend to. Would it not be better to have a proper organization, and to have each man responsible for that share of work which he really does?—I am not quite clear about the way you put the first part of the question. [Question read again.] I am not quite clear on the point. I have not turned it in my mind. I don't look on Mr. O'Sullivan as quite independent of me, nor is Mr. Rintoul entirely independent of Dr. Sullivan.

6341. Since the death of Dr. Clarke, has any proposal been brought before the Board to remedy the decided wants in the department with regard to physical science?—I have had no communication on the subject.

6342. You never made any proposition yourself upon the subject?—I did. I said that I thought the business he had been hitherto discharging in the training establishment fell to my share, and that whatever teaching of that class could be given to the teachers should be given through my department.

6343. By that did you not undertake to lecture on chemistry?—I did not; not as a matter of course or necessity. It was a matter of choice with him whether he would do it or not.

6344. What was he appointed to lecture on?—I really cannot say, except that he was appointed lecturer on physical science.

6345. You stated just now it was not part of his duty to lecture on chemistry?—I did not say that. I said he was not required to give a course of lectures on any particular subject; that what subjects he would give instruction upon rested with himself, in concurrence with me. That is what I meant to say, if I did not say it.

6346. Has there not been a very large sum spent upon the apparatus supplied to the model schools?—I know nothing about the model schools.

6347. Who superintended the purchase of the apparatus?—I don't know.

6348. Is it not part of the duty of the Superintendent of the training department, as professor of these subjects, to superintend the purchase?—I have never been consulted upon it.

6349. Mr. *Gibson.*—Is it within your knowledge that the Inspectors having charge of model schools look after these things?—The Inspectors, I believe, make the applications. I never see them. Dr. Clarke used to be consulted, because it was part of his business to superintend the physical science branches in the model schools. They were under his charge to a great extent.

6350. Professor *Sullivan.*—Is not this the fact at present, that there is a department for supplying models, with which department no person acquainted with science has any connexion?—There is no such department, I think, in existence.

6351. You have no knowledge of the department in Marlborough-street for supplying apparatus?—No; I never had anything to say to the apparatus department, as it is called.

6352. You stated that trigonometry formed portion of the course?—Yes.

6353. Have many teachers learned trigonometry before they came up?—Some have; and most when they have spent about two months here, are quite prepared to go through the elements of trigonometry—they do not learn the higher portion.

6354. What proportion of those who come up from model schools are fit to learn even the elements of trigonometry?—I suppose about 30 or 40 per cent. are then in a position to commence; but they do not commence immediately.

6355. Does that enter into their classification?—To some extent it does, but not very much; it is never made a point of. My subjects are never made an essential element in the classification. If the teacher is good in the English department and good in the arithmetic, but deficient in my department, I always give way, because I think the English and arithmetic are the most essential. If the teacher is good in these, I give way in regard to physical science and the higher part of mathematics. At the same time I say this person is deficient in my branches, yet I give way.

6356. It is entirely at your discretion whether it be made an element of the classification?—Yes, it is at my discretion to forego that.

6357. Do you think it is a fair subject for classification—at least, in the minor grades?—If it was insisted upon that a knowledge of it should be required for classification, I should say no. I would say the same for chemistry and for all the physical sciences—that they are not necessary, nor should they be required as an absolute *sine quâ non* even for a first-class teacher.

6358. Is not Mr. M'Gauley's book the only text book you have now on these subjects?—It is the only one I am aware of. There may be other books used in district model schools.

6359. I ask as to the teachers who come up for training—does that book really represent the present condition of science?—It does not. I said it did not.

6360. With regard to religious instruction in the boarding houses—have you anything to do with those houses?—I am General Superintendent of the boarding houses, with Dr. Sullivan.

6361. How long have you held that appointment?—I think four or five years.

6362. What arrangement existed previous to that for carrying out the superintendence?—I think the Secretaries acted.

6363. And before the Secretaries?—I think the Accountant had charge of the training establishments.

6364. Why was the Accountant placed as superintendent over those houses?—I don't know. I don't know anything about the reasons which may have induced the Board to adopt any step.

6365. Under what circumstances were these additional duties transferred to the Professors?—I don't know what originated the step; but they were transferred; why or wherefore I am not aware. Whether it was that the Secretaries had already sufficient duties to discharge or not I cannot say.

6366. Did you immediately succeed to the Secretaries or was there an interval in which there was no one attending to that department?—I think Dr. Sullivan and I succeeded immediately to the Secretaries. We were two years discharging the duties without being recognised by the Treasury.

6367. Is there a separate payment?—No, it is part of our salaries. Our salaries were raised £50 in consequence of getting that additional charge. We were two years doing the duty without our services being recognised.

6368. Was it part of the Secretaries' salaries too?—I don't know.

6369. Are you aware whether it formed part of the salary of the Accountant?—I am not aware that it formed any portion of his salary.

6370. What was the addition made for this special service to the salaries of the Professors?—£50 each.

6371. Your business is to visit both the female and male houses?—Yes, as we see occasion.

6372. How many visits have you paid within the last two years?—I have visited the female training establishment five or six times in the year—perhaps three times, four times in a course.

6373. And the male training establishment at Glasnevin, for example?—I suppose I have gone there twice in the year—sometimes at shorter intervals and sometimes at longer intervals.

6374. What is the exact nature of the duties performed by the Professors as Superintendents?—All the matters of discipline are brought before us—any breach or violation of discipline—the arrangements as to the dietaries—the internal arrangements of the house.

6375. You have the arrangement of the dietaries?—We have had the arrangement of the dietaries.

6376. Have you ever proposed any alteration of the dietaries?—There have been alterations from time to time.

6377. Did you ever propose one alteration in the dietaries as a means of saving the amount of the salary, or was such a proposition ever made that a sum equal to the salary of the two Professors should be saved upon the dietaries by your superintendence?—I did not make any such proposition.

6378. Are you aware that the proposition was made?—I am not.

6379. Was that proposition never made to the Treasury?—I don't know. I know nothing about the intercourse with the Treasury.

6380. What was the actual arrangement of the dietary which you did make?—When we got charge of the training establishments, the superintendents of houses, Dr. M'Cready, the medical attendant, and the two Professors, met and consulted. We compared the previous dietaries with the dietaries introduced in the district model schools—we found the dietary given to the teachers here was somewhat higher in respect of meat allowance than was the case in the district model schools; and with Dr. M'Cready's sanction the meat allowance was reduced by one day in the week. And considering the class of persons from whom the teachers come, we were under the impression it was more than they get at home upon the average.

6381. Do you not think that men who are very hard worked and have to walk daily from and to Glasnevin, require rather better treatment than students in a model school?—I do not think they do. As a practical result the teachers have been in better health since than before. I am not speaking from myself. Dr. M'Cready has often said so. I also know personally the teachers are in exceedingly good health.

6382. What would you say if it was stated by the teachers themselves that the change was a great hardship?—It is quite open to them to say 'tis a great hardship upon them, but I don't think they have suffered in health.

6383. What do they get in lieu of the meat?—Potatoes, butter, and milk; or coffee, and bread and butter, or sometimes a bit of fish in place of it. There was rice and milk ordered or suggested by Dr. M'Cready, but the teachers did not like that diet and it has been changed.

6384. Do you think a superintendence of that kind, going to these houses a couple of times a year has any effect whatever upon the administration?—I think it has. I think the knowledge that we can go any time we please has an effect; and we get a report every week upon them. We have got responsible persons in the position of superintendents—most trustworthy persons. Mr. O'Sullivan, my assistant, is also superintendent of the training-house in George's-street; Mr. Ryan, assistant master of the model school, is superintendent of the establishment at Glasnevin; Miss Byrne, head mistress of the model school, is superintendent of the female training establishment. These persons all fill highly responsible positions.

6385. You have stated there was no change in the training department since the action of the Roman Catholic bishops?—If I mistake not I was asked if there was any change in the rules with reference to the houses—the training establishments.

6386. Has any change whatever been made in the regulations, with regard to the teachers in the training department, since that time?—Not that I am aware of.

6387. Was it not a general rule that the teachers were required to produce certificates from officiating clergymen when they came up?—That was so.

6388. Are they now required?—They are always asked for, but it is not a *sine qua non*.

6389. Is that a change?—No, it was not an absolute *sine qua non* before. If I mistake not some teachers were admitted that had not their certificates previously.

6390. You say it was not a *sine qua non* before?—I think not. I won't speak very positively. They are always asked for.

6391. Do many of them bring such papers?—They do.

6392. What quarters of the country chiefly do they bring them from? Do they bring them from all parts of the country, or only from certain districts?—I am not aware. We don't note the districts from which teachers come; but they are asked what counties they come from.

6393. To whom do they present these certificates when they ask for them?—They are presented to Mr. Rintoul and Mr. O'Sullivan. They have the registering of the teachers on their arrival in Dublin.

6394. Does the increase of salary which can be got by classification from training compensate for the loss of salary during the training of many of the married teachers who are compelled to come up?—I think it does ultimately. They don't lose much; only portion of it goes to pay a substitute, then the balance goes to their families. That is a matter for themselves to judge of. They are not absolutely compelled by the Board to come to be trained. They are not disqualified for not coming. They may reach the highest class without being trained at all. It is quite a matter for themselves whether or not they are willing to forego the three or four months' portion of their salary to get the benefit of the training. It is a great benefit to them, the training even for a short time.

6395. When did that rule come into operation that they could reach the higher grades without coming up for training?—I don't recollect exactly. I think it was in 1863 or 1864.

6396. Is not that another alteration?—That is an alteration with reference to the country, but has no special reference to the training department.

6397. Is it not a change in the whole system of training when the classification formerly depended entirely on training?—It did not.

6398. The higher classes don't depend upon training?—Simply the three grades of the first class.

6399. That is after all the higher class?—Very few reach it, so that, even if the rule was enforced at present, it would not be a bar to the promotion of a great many.

6400. Did you make any representation to the Board upon the cessation of religious instruction for the Roman Catholics by a clergyman—that it had ceased?—I did not.

6401. Did you not think it part of your duty to do so?—I did not. Mr. Macdonnell, the Resident Commissioner, knew it perfectly well. I took it to be in his hands to state it if he thought it necessary.

6402. Is it part of the Superintendent's business to have anything whatever to do with religious instruction?—No, except to see that the rules for religious instruction are properly carried out.

6403. When religious instruction is given?—When it is given.

6404. Mr. *Gibson.*—Is there not a record kept of the attendance at religious instruction, whether they attended or not?—There is not—not that I am aware of. I don't think there is any record kept of the attendance of the clergymen, either of the Rev. Dr. Kirkpatrick or the Rev. Mr. O'Mahony.

6405. Professor *Sullivan.*—Am I to understand it is no part of the duty of the superintendent to see that religious instruction is given?—I don't know about the word "duty." It may not be a duty put upon me by the Board, and yet it may be that I would consider it myself a duty to do so.

6406. I am asking only as to your official duty?—I don't think that officially I am bound to look after the religious instruction of any of the children about the place. I am only bound officially to see that the rules as to religious instruction are properly carried out—to see that the teachers always separate the children when religious instruction is going to be given. It has always been the rule of the Board in the model schools—that no Protestant child should be allowed to be present at or receive any religious instruction from a Catholic, or a Catholic child allowed to be present at or receive any religious instruction from a Protestant. We have always separated the denominations at the times for religious instruction. My business is to see that rule carried out; but as to the nature of the instruction or who comes to

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give it, I am not bound in any way, as I understand my official duty. From my own sense of duty, but not officially, I do see that the instruction is given to the Catholics.

6407. Then, as a matter of fact, in the present training establishment under the Board there is no provision whatever for the religious training of the Roman Catholics, nor does it come officially before the Board whether such instruction is given to them or not?—So far as the training establishments are concerned, I don't think there ever was any such. I don't think any training establishment was ever at any time visited by any clergyman as a training house.

6408. Mr. *Gibson.*—Is there any provision made by the Commissioners for religious superintendence in the training establishment for any religious denomination?—I don't think there is in a training establishment as such. But the teachers in training receive religious instruction on Tuesdays and at such other times as the clergymen come to give it. The Protestants, both Presbyterians and Established Church, receive direct religious instruction from their teachers in the model schools on Tuesdays, and they are required by the Board to attend.

6409. Professor *Sullivan.*—You say from teachers?—From clergymen.

6410 Mr. *Gibson.*—Is it within your knowledge that the teachers in the training establishments attend their respective places of worship, and receive the instruction given in these places of worship?—I believe they do.

6411. Is there any cognizance taken of their attendance at religious worship?—The superintendents ask them about it, and see, as far as they can, that they go.

6412. Professor *Sullivan.*—If they do not go, what is the result?—It has never come to my cognizance—their not going.

6413. Suppose a teacher refused to go, what would be the result?—The course would be for the superintendent to mention the matter to us, and we would report it to the Board.

6414. And then?—I cannot say what the Board would do.

6415. If the Board have made no official arrangement whatever for giving religious instruction, do you think they have a right to interfere with any teacher who refused to attend religious worship outside?—I think they have. I think the Board might naturally say to a teacher: "You came here under certain conditions, and if you refuse to fulfil these conditions, we cannot retain you in the establishment."

6416. What conditions have they imposed as to his religious practices?—They expect that every teacher will go to his place of worship on Sundays.

6417. Is that understood to be one of the functions of the Board of Education?—I don't know.

6418. Mr. *Gibson.*—Is it not part of the duty of the superintendents of the boarding-houses to look after the conduct of the teachers on Sundays?—Certainly.

6419. Professor *Sullivan.*—Do they look after what places of worship the teachers go to?—I don't think they ask as to what place of worship, but inquire whether they have been at any place of worship.

6420. Suppose the teachers did not go?—It would be for the Board to say what they would do.

6421. Rev. Dr. *Wilson.*—Have you ever known of such a case?—Not in my time, but I have heard of two teachers refusing to go to religious instruction, because, they said, they did not belong to the religious denomination of the clergyman who gave it—two Presbyterian teachers declined to go to the instruction given by the Rector of St. Thomas's Church. I have heard of two such cases, but of my own knowledge there never was a case of anyone not complying with the regulations.

6422. Professor *Sullivan.*—Who is the present Superintendent of the female department?—Miss Byrne.

6423. How long is she in that position?—I think she is now two or three years head mistress and superintendent. Two years, I think. She was practically both head mistress and superintendent for two and a half or three years previously, during Mrs. Campbell's illness.

6424. She succeeded Mrs. Campbell?—Yes.

6425. In Mrs. Campbell's time what was the arrangement as to the government of the house?—Mrs. Campbell was the general superintendent of the house. Mrs. Thompson, who is now matron, was also matron then. Miss Byrne was assistant to Mrs. Campbell, brought in, as I understand, in consequence of Mrs. Campbell's declining health. Besides that, there was a member of the special class, a Presbyterian, who received a small salary from the Board for looking after the religious exercises of the Presbyterian teachers.

6426. What provision was made for the Episcopalians?—Mrs. Thompson was supposed to look after them.

6427. Then, what change took place in its organization?—On Mrs. Campbell's resignation Miss Byrne was appointed head mistress in her place, and got charge, as a temporary arrangement, of the superintendence of the house; she only holds that office temporarily. Then there was Mrs. Thompson for the members of the Established Church. A short time previous to Mrs. Campbell's resignation the member of the special class who had charge of the Presbyterian teachers, had had her position altered. She no longer received £10 a year and her instruction in the special class. She was removed from the special class; and she was appointed at a salary of £30 a year, and had to discharge, in addition to the duties that she had before to discharge, certain duties in the class; those duties having reference to the religious instruction of the Presbyterian children, and to such other day work, of a secular nature, as the head mistress might choose to appoint for her. Then after Miss Byrne was appointed superintendent, Miss M'Mullan's position as assistant was confirmed; and when Miss M'Mullan resigned about a year ago, another Presbyterian was appointed in the same position as she held.

6428. Mrs. Thompson then gives the religious instruction to the Episcopalians?—She looks after it. I do not say she gives it.

6429. Who does give it?—They go to their place of worship, and attend the Rev. Mr. O'Mahony.

6430. Has not another office been created?—Not that I am aware of.

6431. Is there not a Miss Entwistle—she is on the list?—No; she is not on the list.

6432. What is her function?—She is junior assistant in the model school.

6433. She has nothing whatever to do with the teachers in training?—Nothing whatever.

6434. Who fills the office Miss Byrne formerly had?—Miss Byrne fills now the position held by Mrs. Campbell.

6435. Precisely; but who fills her position?—Her position in the school fell, for it was not required; and a person in her position in the house is no longer required, because she is able to do the duties herself, and needs no such assistance. Mrs. Campbell was not able to do the duties and could not attend either to the school or to the house, and Miss Byrne was then appointed to assist her both in the school and in the house.

6436. Mr. *Gibson.*—Mrs. Campbell was appointed at the first commencement?—Yes; she was appointed from the very beginning, and the Board considering her claims and position, retained her for the sake of the influence her presence had over the teachers and children; she was retained long beyond the time when she was able to do actual work, and thus Miss Byrne was appointed assistant.

6437. Professor *Sullivan.*—Who are the residents in the house in the training department—who reside in it? Miss Byrne, Mrs. Thompson, and Miss Shaw; the teachers in training—the special class, and the general class—all reside in the female training establishment.

6438. There are three persons then residing in the establishment?—Three persons in authority—the super-

intendent, and matron, and assistant to the superintendent.

6439. What are the functions of Miss Shaw?—Miss Shaw has the same functions that Miss M'Mullan had. She has to attend to the religious instruction of the Presbyterian children on Tuesdays and other days, and she has also to discharge such duties in the school as Miss Byrne may appoint for her.

6440. Then she has succeeded Miss M'Mullan?—Yes; she has succeeded Miss M'Mullan.

6441. Then is Miss Byrne intrusted with the carrying out of the religious superintendence over the girls?—She is; she has undertaken it.

6442. It is a voluntary act?—No, she is expected to do it—to look after it—just as the head master of the boys' school is expected to look after the religious instruction of the boys, and has the general superintendence of the Catholic teachers in training (the head master is a Catholic); Miss Byrne is also required by her position to do the same.

6443. What is her relative position to Mrs. Thompson?—Miss Byrne is the superintendent of the house. Mrs. Thompson is only matron.

6444. She has the supreme authority?—She has the supreme authority in the house, though very much junior to Mrs. Thompson. It is the necessity of her position that requires her to have the supreme authority.

6445. Mr. *Gibson.*—Here is a return to the House of Commons, which was published. The order of the House of Commons was dated the 25th of February, 1864, and the return was ordered by the House of Commons to be printed on the 20th of July, 1864. The return is headed "Names of the parties to whom the actual writing, revision, or editing of the new works has been intrusted, with a statement of the titles of the works, and the progress made towards their publication." Now, I find that it is stated here, at page 14, that the revision of the technical or more scientific works, such as Arithmetics Nos. 1 and 2, the Treatise on Mensuration, and the Manual of Natural Philosophy has been intrusted to Mr. Edward Butler, one of the professors. I think you have stated that you had no recollection of that?—It was never communicated to me on the part of the Board.

6446. Are you quite certain?—Oh, quite certain. I was told unofficially, and I saw the return myself, but the Board never communicated to me anything about it.

6447. You were told unofficially what?—That that paper was published.

6448. You did not know before its publication that you had been intrusted with this duty?—No, nor did I ever know of it or hear of it officially, nor was I asked my opinion about it.

6449. Professor *Sullivan.*—Have you ever done anything towards carrying out what is there stated?—I did something towards carrying it out, but I stopped it. You simply asked me about the book of natural philosophy. I did nothing with that, but I did with the arithmetics.

6450. Mr. *Gibson.*—Then the revision of the arithmetics was committed to you?—Not by any order of the Board. After seeing that paper, the return to the House of Commons, I then said, "This is a business I should set myself to," and I began with the arithmetics; I prepared two of them, which I gave to the late Secretary, Mr. M'Creedy; they lay with him, and nothing more was done about it.

6451. But the revision that you did make was after you saw this return?—After I saw that. And I knew nothing about it till I saw the return to the House of Commons; it was after I saw it that I set about preparing the arithmetics which I gave to Mr. M'Creedy; but they were displaced from among his papers, and they cannot be found.

6452. Are you aware whether there appears on the face of the minutes of the Board any order to this effect although it had not been communicated to you?—I am not aware, sir.

6453. Rev. Dr. *Wilson.*—Whose duty was it to communicate such an order, if made by the Board?—The Secretaries', of course. They always communicate the Board's orders.

6454. The *Chairman.*—Do you consider that half a year is long enough to train the schoolmasters satisfactorily?—Well, I don't think so in the case, for instance, of a raw person coming up to us quite unprepared. But if he has been already a teacher, and has passed an examination qualifying him for the second division of the third class, I think that from five to six months is sufficient to improve him both in his acquirements and in his methods of teaching, so as to render him a more efficient man in his school during the remainder of his life than he would have been if he had never come up at all.

6455. What portion of your present class who began in January would fall within that description?—I am not exactly positive now, but I think there are either 41 or 42 among the mistresses out of a total of 73—42 who either have schools or have been in the position of pupil-teachers; and there are 62 out of the 66 masters who are in possession of schools, or have served a year or two years as pupil-teachers.

6456. You think that the masters and that the mistresses retain the knowledge they acquire during their six months' training permanently?—I should think they do, because the instruction that we give them is most intimately connected with the discharge of their duties. I am far from wishing you to understand, my lord, that I think five or six months' training, and that alone, would be sufficient to qualify a young person to be a teacher. I am far from saying that. I think that a year or two years would be required. But I am looking at the circumstances of the country. There is a number of untrained teachers in possession of schools. Are these teachers likely to derive benefit from even the short course of training or not? I think they are; and therefore it is that I advocate the existing system so far forth as teachers of schools are concerned. But for pupil-teachers, or those who have no schools, I think that the course of training might be extended with great advantage to them. You see our case is of a mixed character. There was a question asked me by Mr. Stokes this morning. The question was, whether I had ever got notice that the apparatus was to be put into my charge. At the time I said I did not remember that any letter had been written to me; and after I went out of the room I remembered that a letter had been written to me telling me that I was to be in charge of the portion of the apparatus that had belonged to Mr. M'Gauley: but none of that had belonged to Dr. Clarke.

[Adjourned.]

Eighteenth Day.—Dublin, Thursday, June 4, 1868.

Present:

The Right Hon. the Earl of Powis, *Chairman.*

The Right Hon. The Earl of Dunraven, K.P.
The Right Hon. and Most Rev. The Lord Bishop of Meath.
The Right Hon. Mr. Justice Morris.
Sir Robert Kane, F.R.S.
William Brooke, Esq., M.C.
Rev. David Wilson, D.D.
Rev. Benjamin Morgan Cowie, B.D.
James Arthur Dease, Esq.
James Gibson, Esq.
Scott Nasmyth Stokes, Esq.
William K. Sullivan, Esq., PH.D.
Laurence Waldron, Esq.

George A. C. May, Esq., Q.C., D. B. Dunne, Esq., } *Secretaries.*

June 4, 1868.

P. W. Joyce, Esq., A.M., sworn and examined.

P. W. Joyce, esq., A.M.

6457. The *Chairman.*—What situation do you hold in the training establishment in Marlborough-street?—I am Head Master, my lord, of the boys' central model school No. 1.

6458. How long have you held that appointment?—Since the 1st of September, 1860.

6459. Were you previously in the employ of the Board?—Yes, my lord.

6460. In what position?—For nearly four years previous to that I was an organizer of National schools, and for about five years previously I was Head Master of the West Dublin Model school. Previous to that I was the teacher of a National school in connexion with a Mechanics' Institute, before which I was the teacher of an ordinary rural National school. That is the whole history of my connexion with the National Board.

6461. Do you notice any improvement in the state of preparation at which the teachers come up for training to the model schools?—I have been only eight years witnessing the state in which the teachers come to be trained, my lord, and during that time I can scarcely say that there is much difference between the school teachers that come up now and the teachers that came up some time ago. We get more young teachers after having spent their time as pupil-teachers in the District Model Schools than we used to get some six or eight years ago, and these young people are generally speaking smarter scholars and perhaps more intelligent generally than the class of teachers that used to come up before. But I am anxious to qualify that answer by saying that so far as the class of teachers is concerned that we are getting up now, I do not consider that there has been by any means an improvement in the interests of the National system, but on the contrary I think that there has been a very great disimprovement.

6462. Is that among the adult teachers that come up for training?—That is among the adult teachers, for we have none but adult teachers in training. I mean to say that some time ago—some six or eight or ten years ago we got the teachers of the ordinary National schools throughout the country, who came up to be trained year after year. Now these teachers though they do come up in certain proportions do not come by any means so numerously as they did before. We get more of the young people, who have been pupil-teachers, from model schools. Now those teachers—the teachers of the ordinary country schools are the very people of all others that need training most—far more than the class that we get now, because these young people who come from model schools have got a pretty fair training in method and scholarship; but the country teachers who want that training more than others are not now coming up, except in small proportions.

6463. Do you mean that the country teachers who now come up are less advanced in their acquirements than they used to be?—No, my lord, I do not mean that. I believe that the country teachers who come up to be trained now are about of the same standing in all respects as the country teachers who came up some years ago; but I distinguish between what I call country teachers and the young people who come direct from model schools, and who have not charge of schools.

6464. You find that the young people who have been pupil-teachers in model schools or National schools come up to you well grounded?—The young men who have been pupil-teachers in district model schools, generally speaking, come up to us very well grounded, both as to their scholarship and as to their methods of teaching.

6465. In what state of preparation do those youths come up who come up as monitors of ordinary National schools?—The monitors of ordinary National schools are not so well prepared either as to scholarship or as to teaching ability as the pupil-teachers of model schools.

6466. Are they well grounded as far as they go?—Pretty well. But the pupil-teachers that come from model schools, and monitors that come from ordinary National schools, and the teachers themselves of ordinary National schools, all stand in great need of constant and long instruction in the methods of teaching, and in the manner of conducting schools.

6467. What number of persons are there in your charge at present in the Model School No. 1, which you teach?—The pupils, I presume, you mean, my lord.

6468. I want to know of all classes, and of what classes they are?—Of pupils we, generally speaking, have about 430 in that one school. There are four other boys' schools, over which I have no authority. In No. 1 school there are 12 pupil-teachers and 12 monitors; and the teachers in training are to a certain extent under my authority.

6469. How many teachers in training attend the model school, No. 1, under you?—All the male teachers in training. They come to the model school, No. 1, for a short time, on four days of the week.

6470. For what purpose?—To teach from two o'clock to three on those four days. I may observe, however, that there are two classes of teachers in training:—one, the ordinary class, of which I have now been speaking; the other, the special class teachers, attend from half-past ten to half-past twelve, or from half-past ten to half-past eleven, to teach in the school.

6471. How long do the monitors and pupil-teachers remain with you ordinarily?—We have no rule regulating their total attendance in the school. There are three classes of pupil-teachers. The pupil-teacher is appointed by competitive examination from the ranks of the monitors; and once he is appointed he goes up from class to class by seniority. A pupil-teacher, when he has attained the first or highest class, is not to remain longer than two years upon it.

6472. What becomes of those pupil-teachers? Does a large proportion of them take to being schoolmasters?—No, my lord; a large proportion of them go out to other employments. Some of them do become teachers, but the greater number do not.

6473. Do many of your monitors become teachers

afterwards?—Scarcely a monitor ever leaves to become a teacher. They generally remain till they get to be appointed pupil-teachers, and then, if they leave at all to become teachers of schools, it is from the ranks of the pupil-teachers they leave.

6474. When your pupil-teachers pass their examination as teachers, what class do they usually attain?—The pupil-teachers of district model schools, by virtue of their office, as well as I remember the rule, stand on the lowest class—third. The same rule would, I presume, apply to the pupil-teachers of the central model schools.

6475. Then, when those teachers get schools of their own, do they pass an examination again for a higher classification?—That would be the natural course; but I have had very few instances of that kind.

6476. For what reason?—The pupil-teachers find better means of employment in this great city. Within the last three or four years three young men from the pupil-teachers' ranks have won places in the civil service at competitive examinations. Another young man, about a year ago, got a situation as bookkeeper in a large commercial house in town, for which he is paid £80 a year. Those situations are all much higher and much better paid than the situations of teachers of ordinary National schools.

6477. Of what class are the children composed who come as pupils to your model school?—There is a very mixed class of children at the model school. We have children belonging to the lower ranks of professional men. A great many are children of the smaller shopkeepers. Then we have the children of tradespeople, and, lower still, the children of the labouring class.

6478. Then, would half the number of the pupils of your model school be of classes above the poor?—If we take the test adopted by the Department of Science and Art—that is, the income-tax test—I should imagine that there might be about one-third of the children whose parents would be found to pay income-tax.

6479. The pupils in the model school are exclusively day boys?—Yes, my lord; but we have an evening department too. We have no boarding establishment in connexion with the place except the boarding establishment for teachers in training.

6480. What is the evening department?—It is the evening adult school.

6481. Of what age are the young men that go to that?—They are of various ages, from thirteen up to twenty, or even thirty.

6482. The pupils who go in the day time, are they allowed to attend the evening school?—No, they are expressly excluded; no boy, who is a pupil of any day school, is allowed to attend the evening school.

6483. What number of youths attend your evening school?—Our evening school is open for six months of the year, from the 1st of October till the 31st of March. It has now been open for the last two winters, and we had the winter before last, I think, something about 200 or 220 pupils. Last winter we had a much larger number. I think there could scarcely be less than 320 on the rolls during the whole session. But I may observe that this evening school was opened some years ago, too, and that it was given up then for a time, and resumed two years ago.

6484. You think it is becoming more popular now?—I think so, my lord.

6485. Have you any control as to the discipline of any of the masters in training?—I am one of those who have control over them from two to three o'clock every day. But I lecture them on four mornings every week for half an hour on the science of school management and methods of teaching.

6486. Have you any control over them out of school, or any supervision over their general conduct?—No, my lord.

6487. Have you anything to do with the boarding-house in which they lodge?—No, nothing.

6488. Have you any boarders, pupils or others, in your own house?—No.

6489. Is the five months' course sufficient to effect a permanent improvement in the country teachers that come up for it?—I think we require a longer course of training than the course that we have. Our five months' course would, I think, be calculated to do the teachers a vast deal of service if it were devoted more to what I conceive the principal function of a training institution to be, that is, the training the masters in the technical business of school keeping, and teaching; but even on the supposition that the lectures were to be devoted more to this science of school management, I think it would be exceedingly desirable that the course of training should be lengthened.

6490. Would a twelvemonth be sufficient then, according to your views?—I think so, my lord. I think that it would require at least something very near a year to train the teachers effectually for the discharge of their duties as schoolmasters. For I make a distinction between instruction in science, and instruction in the art of school management, and I do not think that our teachers receive at present a sufficient amount of instruction in this science of school management.

6491. You think that under the present arrangement too much of the time is spent in giving literary instruction to the schoolmasters?—Yes, my lord; I am very decidedly of that opinion.

6492. Then setting aside for a moment the question as to whether the amount of literary instruction given to the schoolmasters under the present system is or is not too great, do you consider that the attention of the masters is directed to too many subjects?—I think so; we have too many subjects in our programme. My opinion has always been, that it would be better if the masters' attention were directed to a smaller number of subjects, so that this smaller number might be taught more effectually; but whether the subjects be smaller in number or not, I am of opinion that the teachers are too much given to literary subjects at present.

6493. Supposing the quantity of time devoted to literary instruction to remain as it is, would you recommend a larger portion being devoted to the elementary and lower subjects?—In that respect, so far as my knowledge extends, I think that the present mode of teaching literary subjects is very excellent indeed; but I did not refer to that in regard to the proper training of the schoolmasters. My opinion is that the establishment needs an entire re-organization; in other words, I think that whatever instruction they get upon literary subjects ought to be given to them outside of school hours, and that the school hours, say from half-past ten till three o'clock, ought to be devoted by the schoolmasters exclusively to practising what they hear from their lecturers, that is to teaching in the schools.

6494. In what way do you supervise or control the schoolmasters during the hours they come to you for instruction in school teaching?—So far as I am concerned, I am placed under some disadvantages in that respect. Four of the model schools are small schools, with attendances varying from 50 up to 100. These schools were established some seven years ago to supply a want that was long felt in the establishment. It was felt that though the teachers who came up from country schools to be trained, might see examples of very excellent methods of teaching in the great model school, yet, so far as the government of boys and the general art of managing a school are concerned, the teachers could see nothing in that gigantic school which could improve their skill in governing and managing their schools when they went home. To supply that want these smaller schools were established. They were organized by me on different plans, so that every teacher coming up to be trained might see examples of the different methods of organization, and that each might be able to choose that which he thought best suited to his own school. However, I do not believe that those schools are at present fulfilling the original intentions with which they were established, for I do not think that the teachers get a sufficient amount of time in them. I lecture the teachers on four mornings of the week; but that is very much abstract teaching,

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for I have no opportunity afterwards, during the whole course, of seeing that the teachers practice the principles that I lay down for them. Now, these small schools were established for that very object. They were established with the object of enabling the teachers to see carried out the principles laid down to them by the lecturers on school management. The teachers are sent into those schools to see the manner in which they are carried on, and the arrangements are such that each teacher in training is able to visit each school only once in the beginning, and once in the end of his course; but he merely stands in the school as a looker-on and a listener.

6495. For a single day?—For a single day in the beginning, and a single day in the end of his course, in each school.

6496. I understood you to say just now that the masters in training come to you at certain hours for practical instruction in teaching?—Yes; in the morning, from a quarter past nine to ten minutes before ten.

6497. Do you mean that they come to listen to your lecture, or do you overlook them while they are teaching a class?—They receive a lecture from me on school management and methods of teaching.

6498. Then I understand you to say that you do not watch or look over them while they themselves are teaching a class?—I have no opportunity of doing so except only this:—they are sent into the school No. 1 to teach from two to three o'clock on four days in the week. I attend to supervise them, but they are only partially under my direction; they are principally under the direction of the professors. So far they may practice what they hear from the lecturer; but the science of school management is a very extensive one. It includes much more than the art of teaching a class; it includes also the general management of schools, the arrangement of desks, the classification, the drawing out of time tables, the discipline, and so on.

6499. Have you any duties in connexion with either the boys or the teachers in training, out of school-hours?—No, my lord; no duties whatever.

6500. Have you anything to do with giving religious instruction to either the boys or teachers?—I regret to say that the duty of giving religious instruction to the Roman Catholic children devolves entirely on me and on those of my assistants, who are Roman Catholics, the Roman Catholic pupil-teachers and monitors, and the Roman Catholic teachers in training. This duty devolves upon me, but I think it necessary to remark, in regard to that, that I always feel that I am discharging a function which I am not authorized to discharge; and I have all the diffidence and uncomfortable feel that any man must have when he knows that he is placed in a position which he is not authorized to occupy; I feel every day of my life the great want that the Roman Catholic teachers and pupils labour under in not having a regularly appointed paid chaplain, who would take the same interest in and be responsible for the religious teaching of the children to the same extent as I for the literary teaching.

6501. Is the religious instruction that you attend to principally confined to the learning of the catechism and formularies of the Church?—So far as I am concerned, I do my best for the poor children, but our religious instruction resolves itself merely into this, that we do our endeavours to make the children get off the catechism in an intelligent way. Our explanations do not go further than the mere explanation of the language, because it is not permitted to a Roman Catholic layman to expound doctrine, and in that way I always feel that I am treading on ground that does not properly belong to me; I feel the want of some responsible person who would direct me in all cases of doubt and difficulty, not only with regard to the explanation of the catechism, but also in the general manner of teaching.

6502. When you first were appointed to your present office did any Roman Catholic priest attend the schools for religious instruction?—No Roman Catholic priest has attended the schools to give religious instruction since my appointment.

6503. Rev. Dr. *Wilson*.—You have said, Mr. Joyce, that you get more young people sent up from the country now than formerly, and not so many who have been teachers previously?—Yes.

6504. You have also stated that those who have been previously teachers in the schools are the parties who most need training—is that your opinion?—That is my opinion.

6505. And do you think the short course of training which is given them here is of any real benefit to them?—Yes; but I think that if during the short course of training that is now given to them their attention were more directed to the manner of conducting schools and to the methods of teaching, and less merely to literary attainments—it would be productive of much more benefit than it is at present.

6506. Then they do not get really the advantage in the way of training which, in your opinion, they should get?—That is precisely my opinion.

6507. Are not the young persons sent up as pupil teachers or monitors better qualified to take advantage of the training in the institution here than the masters who have had charge of schools?—I think it exceedingly desirable that a young person who has been trained in a district model school should, before coming up to our training institution, have charge of a school for one or two or three years, so that he might himself experience the difficulties that school-masters have to contend with. I believe that if young men were sent into schools in that way for a little while, they would come up to our training institution better able to appreciate our instruction and carry out our directions afterwards.

6508. Do you think that the advantage would not be the other way in getting them for training at an early period, so as to give them good habits and establish proper principles of teaching before they begin?—I think it is very desirable that pupil-teachers from model shools should first of all spend an apprenticeship in actually teaching schools either as principals or assistants before they come up.

6509. Have they not a practice in teaching, I think, for four years in many cases—in the model schools?—The practice of a pupil-teacher in a model school is a very different thing from practice as a head master in an ordinary school. A young man may discharge his duty very efficiently as pupil-teacher in a model school, and be able to discharge it only indifferently as the head master of a school of his own afterwards.

6510. You say that all who come to you stand in great need of instruction in the methods of teaching and conducting schools. Can you furnish in the institution here what you think is necessary?—I am not quite prepared with any particular plan.

6511. I mean to say, can you furnish the proper lessons in the training and the teaching and the conducting of schools which you think these parties require?—Well, I think so. I am not prepared now exactly to enter fully on the question, but they need instruction, in my opinion, in the various modes of conducting schools, and in the different systems of organization, the best manner of placing their furniture, the best sub-division of the pupils, the manner of training monitors, the proper arrangement of the maps and diagrams round the walls, the discipline, order, and cleanliness of schools. These are merely the mechanical portions. Then, also, they need instruction in the more important matter of methods of teaching, which they get to a partial extent only in our institution at present.

6512. Do you practically furnish this instruction to the teachers?—To a certain extent we do.

6513. Is it limited or extensive?—It is limited. Our instruction in methods of teaching, so far as I am aware, is limited chiefly to teaching the class-books, and arithmetic, but there are many other subjects in the teaching of which it is exceedingly desirable that the teachers should get minute and constant instruction, such as spelling, for instance.

6514. Do you feel that at present you really do not

train them in the business of school keeping and school management?—I feel that, decidedly.

6515. You said that the male teachers attend for the purpose of giving instruction from two to three during four days of the week. Who superintends them during the time of their giving instruction?—When I say that they attend from two to three I think it necessary to state that it is only twelve at a time out of the whole class, so that it comes to a very small amount in the end. I calculate that each teacher does not teach in the schools on the average more than ten times during the whole four and a half months at the Training Institute.

6516. The question is, who superintends them during the time they are engaged?—I am always there to superintend them. As head master, I have got authority to do so, and the professors, when they think it necessary, come to superintend and listen to them to see how far they are carrying out their instructions, and to take notes for use afterwards in classifying the teachers at the end of the course.

6517. Do I understand you to say that the teachers in training do not practically take part in the management of the schools themselves, or in the giving of instruction?—They actually teach from two to three o'clock—twelve at a time.

6518. And that is the amount of their teaching?—That is the whole amount of their teaching in the schools. I speak now of the ordinary class of teachers, not of the special class.

6519. Do you so superintend them as to point out the defects in their own modes of teaching, and to supply them with a better method?—It is my duty to do that, but I have a very short time for it.

6520. You say that when the pupil teachers reach the highest class they remain with you but two years, and that a large proportion of them go out to other employments—can you account for their leaving the business of teaching?—Well, there are special circumstances that account for that.

6521. What are they?—One circumstance is that they get better employment in Dublin. Another is, that as two-thirds of our pupil teachers and monitors are Roman Catholics, it is not easy to get schools for them at all round Dublin, because the Roman Catholic priests, as a general rule, decline to take them out of the model schools.

6522. Are there not exceptions to that—do not several Roman Catholic priests still employ trained teachers?—There are exceptions now and then, but they are very few.

6523. Do the pupil teachers from model schools come up for training with a certain classification?—By virtue of their office as pupil teachers, as well as I remember they stand in the third class.

6524. If they have been diligent and made progress at the central institution what class do they get?—They may get any class up to first.

6525. Do many parties apply for young people as teachers, either at the end of the training or during the time they are undergoing training?—They, generally speaking, drift into the National system gradually, but I may observe I have not much information on that point.

6526. You cannot say whether managers of schools are in the habit of applying directly to the institution for those teachers?—Managers of schools are in the habit of applying to the professors—very few to me personally.

6527. Can you say whether there is any account kept of the number of parties who have entered and who leave, and what becomes of them—any book?—I think the professors have a register in which an account of the destination of every person leaving the training establishment is kept.

6528. We understood from you that you think more time should be given to the training of the masters in school keeping and teaching?—Yes, most decidedly.

6529. Can you say that they are trained at all in the art of school management?—Well, I am just after answering his lordship that so far as I am myself concerned I have them for half an hour on four mornings in the week.

6530. I wish a specific answer to the question as to whether, in your opinion they are really trained at all in the art of school management during the time?—To that extent they are, but I am not aware that they get any instruction whatever from any person on the art of school management except from myself.

6531. You have spoken of four small schools which were intended to furnish proper examples of schools to teachers coming from the country—you have said that you do not think they discharge the functions for which they were established. Have you ever made these views known to the Resident Commissioner?—When these schools were established I wrote a memorandum as to the organization of the schools, and as to the manner in which they should be generally managed; but I am not aware that I entered very largely into the part they should take in the training of the teachers, nor am I prepared now to enter into any detailed plan with regard to them except in this general way, that the teachers in training ought to get more time in them; I think they might be employed to a certain extent in teaching in them, and it might be a question for consideration whether it would not be useful to have one of the schools conducted altogether by teachers in training, with a head master to take the superintendence of it.

6532. Were those suggestions all embodied in the document to which you refer?—I think not. My memorandum related rather to the manner of organizing the schools and of appointing the teachers, than to the part that these schools were to play in the training of the teachers afterwards; but I only speak from memory for that memorandum was written seven years ago.

6533. Into whose hands did you put that memorandum?—I sent it either to the Secretaries or the Resident Commissioner; but I have got a copy of it.

6534. Have you ever had any conversation with the Resident Commissioner, or the Secretaries, or the Chiefs of Inspection relative to the views which you have now expressed?—Well, I think so. I must have discussed the matter at various times with different officers, but I cannot now say exactly who are the gentlemen with whom I spoke on the subject.

6535. Without any practical result are we to understand?—The schools were established seven years ago or so, and the part they played in the training of the teachers at the time of their establishment is precisely the part they play now perhaps, indeed, they are scarcely so much attended to at present by the teachers as they were.

6536. You reckon a teacher, I presume, as a skilled workman?—Precisely.

6537. Do you not think he should serve his apprenticeship before he goes out as a journeyman?—I think that the circumstances of this country do not permit that. We must only take things as they are. We have a great number of teachers in schools without being trained, and it appears to me to be our duty to take those teachers up and train them as best we can; for if we made it a rule that no teacher should teach a school till he was first trained, I think that would be fatal to the educational prospects of the country at present.

6538. But for the circumstances to which you refer, then you believe that he should serve his apprenticeship before going out to actual business?—I did not say that.

6539. I thought that your answer implied that, Mr. Joyce?—I mean that ordinary teachers of schools should be brought up here, and kept for some time longer than they are kept at present, and have their attention chiefly directed to the management and teaching of schools.

6540. Are you aware it was an early design of the Commissioners that the schools should furnish the proper material of young persons who should receive preparatory training, and that they should then come up and be finished here, and go out as actual workmen?—I am aware that that was the original design, but that, as well as some other portions of it was not carried out.

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6541. You have spoken of those young persons who come up as being well qualified—do you find that they are, as a rule, as well qualified as teachers when they come to you, as many of the teachers in charge of schools are when they leave you, having undergone their term of training—I speak chiefly as to their preparation in scholarship?—Those young men are generally very well prepared in regard to their literary attainments. They are, generally speaking, able to teach a class with a certain degree of intelligence. But, as I have said before there is a very great difference between the power of teaching ten or twelve boys in a class, and the ability to take the government of a school on one's hands, and encounter all the innumerable difficulties that schoolmasters have to encounter.

6542. Now, in your opinion, with the exception of improving their scholarship to some extent, and perhaps the facility of obtaining promotion afterwards, do you think the teachers who come up for training receive any practical advantage?—Well, it is impossible for the teachers in training to listen to lectures on method and organization without receiving some advantage. What I mean to say is, that the teachers who come up to be trained do not receive that amount of practical advantage in their proper business as schoolmasters that they might receive if there was a proper organization of the training institution. I do not mean that the teachers who come up to be trained do not gain great advantage. They go home much improved in their scholarship, somewhat improved in their skill and power as teachers, but in the latter respect not at all to such an extent as they ought or might.

6543. Can you say to what extent your trained teachers leave the service of the Board?—I have no information on that point.

6544. Do you not think that if you got young persons for training at an early period they would remain longer in the Board's service, and that you should have fewer desertions?—I think it is exceedingly desirable that young persons should enter on the office of teacher at a very early period of life, but I do not believe that the best plan would be to train them then. My opinion is that it would be a much better and more desirable course for the young person first to enter upon the office of teacher as monitor—for instance, in an ordinary school—and hold that for some years; then, after he had acted as monitor in the country school, and perhaps as pupil-teacher in a model school, and, above all, after he had acted as head master or assistant-master in an ordinary school, I believe that at that period he is best prepared to come up to us, and understand and appreciate what we have to say to him.

6545. What do you think generally of the opinions of your District Inspectors? Do you think their opinion as practical men is of any value?—Yes, I have a very high respect for the opinions of the Inspectors as a body.

6546. Should you be surprised to hear that several of them, entertain quite a different view from you?—I should not be at all surprised. Education is a very wide subject, and every man is at liberty to hold his own opinion on such points; but the opinion that I have enunciated I have formed very deliberately, and have held for a great number of years.

6547. Then should you not be disposed to concur in the view of Mr. Robinson, District Inspector—"The teacher should first be trained in Dublin. It is better to learn the system well before being called upon to put it into practice?"—I am after stating my opinion on that point.

6548. Is there much improvement do you think in the qualifications of the teachers, comparing say 1866 with 1856?—With regard to the general body of teachers throughout the country, I have not much information. I never had an opportunity of seeing the teachers collectively. I was always confined to a single school as teacher, with the exception only of the four years that I was organizing schools.

6549. Should you be surprised to find in reference to the proportion that the per-centage of the teachers in the first class, second class, and third class is a shade lower in 1866 than it was in 1856—That is a point on which I never bestowed much thought.

6550. Can you account for the fact that the per-centage of first class teachers is lower—it is but a point lower, but still it is lower?—I cannot account for it. I have no facts or figures by which I might enter on a calculation of the kind at all.

6551. You have said that you find a difficulty, Mr. Joyce, in undertaking the religious instruction of the young persons under you? You mentioned one that was rather a strong one, but independent of that, may I ask is not the Roman Catholic doctrine fully laid down in your catechism, and fully recognised in the books on Roman Catholic doctrine?—So far as the catechism is concerned it is clear enough, but I need scarcely say that religious instruction ought to consist in something more than merely getting the catechism off by rote and understanding the words.

6552. And have you any other recognised books expounding the doctrine that you receive?—Oh, we have, and we occasionally use other books, but our attention is, generally speaking, confined to the catechism. That is precisely one of the points on which I feel the want of a regularly appointed chaplain to direct us in what books we should use.

6553. And you are familiar yourself with giving instruction in the Douay version of the Scriptures to the children?—We do not use the Douay version of the Bible at all in the schools, and that is another point on which we feel the want of a director; on all these points I have that diffidence and uncomfortableness that every Roman Catholic layman must feel in imparting religious instruction without authority.

6554. Rev. Mr. *Cowie*.—Is there any annual examination by the Inspectors of the model school in Marlborough-street?—There is no periodical examination of the schools.

6555. Is not that school inspected like any other model school?—Not by the Inspectors. It is under the superintendence of the Professors.

6556. Do they ever inspect it?—Since I came to be head teacher they have never formally examined or inspected the whole school. They have now and then come and listened to the classes and examined occasionally; but a regular examination and inspection of the whole school has never taken place since I went there.

6557. Then there has been no report whatever of your school similar to the reports of the other model schools in the country?—Not that I am aware of; but some years previous to my appointment these schools were, I remember, examined by the Professors in a formal manner and a regular report written upon them, which is to be found in one of our annual reports.

6558. I find none in the last report?—It is not in any of the last reports.

6559. Are there any prizes given away?—No. When I was appointed head master the question of prizes was mooted and I discouraged it.

6560. Is there no annual examination of the pupils?—There is no annual examination of the pupils.

6561. Is there any possibility of knowing whether they are making any progress under you or not?—I count myself responsible for the progress of my pupils.

6562. Can anybody tell whether they make progress or not if there is no examination?—I have nothing to do with that, but we have the statistics of our school.

6563. If there is no examination can the statistics refer to the proficiency of the pupils?—Oh, yes.

6564. How can you tell their proficiency without examining them?—In regard to the promotion from class to class we have full statistics, and we can see when a boy has got into second class, third class, fourth or fifth.

6565. Is that the only record there is of the proficiency of the children?—There is no record that I am aware of, of the proficiency of the children except their promotion from class to class.

6566. What does the staff of teachers consist of in your school No. 1?—In No. 1 school I have four assis-

tants, twelve pupil-teachers, and twelve monitors. That is the whole staff.

6567. You are yourself a Roman Catholic?—I am.

6568. What is the religious denomination of those four assistants?—Three Roman Catholic, and one Protestant of the Established Church.

6569. What are the proportions of the religious denominations of the twelve pupil teachers?—Two-thirds of the pupil teachers are Roman Catholic, and one-third Protestant.

6570. And with regard to the monitors?—With regard to the monitors, the proportions relate not to those employed in No. 1 school solely, but to those employed in all the boys' schools. There are altogether twenty monitors in No. 1 school and in the other four, and of those twenty, thirteen, and seven are the proportions—thirteen Roman Catholics and seven Protestants.

6571. Ought not the pupil teachers to be examined yearly?—I think it would be very desirable.

6572. Are they not examined?—Except by me they are not.

6573. Are the monitors examined periodically?—No; except by me.

6574. When do you examine them?—I have a teacher appointed to teach them in the school, and he examines them weekly, sometimes daily, and I see their answering, and besides that, I occasionally take them in a special examination of my own.

6575. Is there an annual examination to see that these pupil teachers are progressing from year to year through their apprenticeship?—There is no annual examination of pupil teachers or monitors by anyone.

6576. No fixed examination?—No fixed examination, and no examination at all except so far as I have told you.

6577. The general superintendence very often ends in nothing at all, and when one wants to know the actual work that is done by examination of the school, he cannot ascertain?—So far as No. 1 school is concerned, and I believe so far as the others are concerned, the pupils are never regularly, or formally, or periodically examined.

6578. The cost of the Central Model School is returned for 1867, at £3,722, and there was received in school fees, £789, leaving a cost to the State of £3,000, or thereabouts. The pupils on the rolls are put down at 3,507, of which your school—school No. 1, has 1,087. What is the average daily attendance at your school?—In No. 1 school the average daily attendance is a little over 300.

6579. About the same proportion as the average daily attendance over the whole of the country bears to the pupils on the rolls—about one-third?—No, I speak of No. 1 school, not of the whole of the boys.

6580. There are 1,087 boys on the roll in No. 1 school?—No, it is not that. That means the whole of the boys' schools.

6581. The return shows 1,087 on the roll in No. 1 school?—I don't understand that, for there are not so many pupils. That is the total number of distinct names passing through the schools during the whole of the year.

6582. You say about 300 is the average attendance?—About 320, I should say.

6583. These schools cost about £3,000 a year. Yours is the largest, and could you say what proportion of that sum comes to your school? Could you apportion it?—No, I could not, but I presume the cost is nearly proportional to the number of pupils in the schools. With regard to that 1,087 I may observe that the number of pupils at any one time on the roll was never greater than about 450.

6584. Does that 1,087 show the number of pupils under instruction?—It shows the number passing through the school, some of whom might only be a month or so in the school. Some of them went away early in January, and some of them came late in December.

6585. Then possibly some of them may have been for a short time in the course of the year in the 1st, 2nd, 3rd, 4th, or 5th schools?—No, it is not possible. Our arrangements preclude that.

6586. Could they have been in other schools in Dublin that are under the Board?—It is quite possible.

6587. And if one had been in ten different schools in the year would he have been entered as ten different children?—It would be all but impossible that they could be on the rolls in ten different schools. Our rule with regard to retaining the pupils on the roll is different from the rule in ordinary National schools. All our pupils must pay a quarter's fee in advance, and once a boy pays his money his name is kept on the rolls for the whole time that he pays. In ordinary National schools the name of a pupil is kept on the rolls for a quarter of a year after he begins to be absent, without reference to payment.

6588. Suppose a boy comes in February and pays, he would remain on the list for a quarter?—Yes.

6589. And suppose he goes to another National school, not paying, his name would be on the roll of the school for a quarter?—Yes.

6590. And if he went to different schools for consetive months his name would appear on the rolls of them all?—In that way he could only appear on the rolls of three or four different schools. I have directed some attention to the possibility of boys' names appearing in different schools. There is a possibility that it might occur, and it does occur to a certain extent, but I don't believe it much affects our gross number of pupils. It occurs in towns to some extent, but scarcely at all in rural districts.

6591. How many of your pupils do you think, speaking roughly, are children whose parents cannot afford to pay for their education?—We make a charge for every pupil, our lowest being one shilling per quarter, and there are very few of the children coming to our schools who are not able to pay that. They must pay it.

6592. What is the highest rate?—Five shillings per quarter.

6593. The *Chairman.*—Who settles what rate shall be paid?—The professors. Our rule is that the rates are to be fixed according to the circumstances of the parents. The parents or guardians of the children make application to have them admitted, and the professors have the authority of settling the rate of payment, which they do so soon as the parents or guardians make a statement of their circumstances; but it practically falls into my hands to arrange the rates—that is, the professors have delegated their authority in a great degree to me.

6594. Rev. Mr. *Cowie.*—Who are the professors?—There are two—Dr. Sullivan and Mr. Butler.

6595. Are you acquainted with the difference we make in England between model schools and practising schools?—I have some degree of acquaintance with it. The model school, as I understand it, is a school taught by a regularly appointed teacher for the purpose of being looked into by the teachers who come to be trained, and a practising school is a school in the teaching of which the teachers in training actually take a part.

6596. According to that, is not yours rather a practising school?—To this extent, that the teachers teach in it from two to three every day, and that only as regards a portion of the school, it is a practising school.

6597. Do you think it is any advantage to the children that inexperienced teachers should teach them for an hour a day?—Of course it would be much better if the children were taught by a regularly constituted teacher; but, even so, I think it is quite possible, if the teachers were subjected to a higher system of discipline and instruction in methods of teaching, that they would carry it out with success in the schools taught by their agency.

6598. But I gather from what you said to the Chairman that you consider the arrangements are not as good as they ought to be?—In regard to the training of the teachers, I consider they are not as good as they ought to be.

6599. Do you direct which class a teacher shall take?—It falls into my hands to direct that; but we

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don't consider that of very special importance; the twelve classes stand around the room, ascending one over another from the lowest to the highest, and the teachers are sent to those classes according as I direct by the person who has the duty of bringing the men from place to place.

6600. But do you not take care that they shall each teach the classes in succession, from the lowest to the highest?—We take it for granted that they will gradually, according as the course goes on, have all the different classes under them.

6601. You take that for granted—you do not direct it?—They teach nothing but the class-books—that is, reading and the ordinary concomitant subjects, and arithmetic.

6602. Do not both these subjects admit of great variety according to the proficiency of the classes? Is teaching reading to children six years old the same as teaching it to children twelve years old?—By no means; but teaching the class-books to children—suppose of the 4th or 3rd classes—is, to a certain extent, in my opinion limited. It ought to be confined, in the first place, to mechanical reading, and, in the second place, to an explanation of the difficult phrases, the meanings of words, and to seeing that the children have taken off the subject-matter of the lesson. I think these are the points that the class-book teaching ought to include and nothing else.

6603. Taking one of these points only—mechanical reading—will it not require a person of very different skill to teach boys of eleven or twelve to read, compared with what it would require to teach boys of six or seven?—Certainly.

6604. If the teachers in training are to be benefited by their training, ought they not to go through each gradation of the art of teaching reading?—We have no lower class than second in No. 1 school. We have only 2nd, 3rd, 4th, and 5th classes, and no 1st.

6605. How old are the boys in the second class?—Generally speaking, they are eight, nine, or ten years of age, and even eleven, and sometimes older.

6606. I suppose the older are placed in that class because their education is defective?—Certainly.

6607. Do they not want peculiar teaching in reading? Do they not want to be taught in an elementary way?—Certainly.

6608. And boys who come to the top of the school want to be taught rather in an elocutionary way?—Yes.

6609. I mean expression in reading, and so on. Between these two extremes there is a great difference. Do you take care that the teachers in training pass through all that?—I take the teachers and place them round in the twelve different classes, and as to whether this particular teacher or that takes a lower class or a higher class, I do not take cognizance, nor do I consider it my duty to do so.

6610. Do you consider it a matter of no consequence?—No, by no means. It is a matter of much consequence.

6611. Whose duty would it be?—I presume it would be the duty of the professors. It is to be recollected that I have the teaching and superintendence of the whole school to look after, and I have little time to spare for looking after the teachers. So far as I am concerned—so far as the superintendence of the teachers in training is concerned at the time they are teaching in my school from two to three o'clock—so far as listening to them and correcting their wrong methods is concerned, I regard it as a secondary duty, though it may of itself be a matter of vital consequence to the teachers in training.

6612. If they are to gain anything in your school it would be by having their bad methods corrected by some person more skilled than themselves?—The professors have the correction of them.

6613. Are they constantly there from two to three o'clock?—They are there but not constantly.

6614. Do you lecture these young men on methods of teaching?—Yes.

6615. Do you examine them on the subject of the lecture?—Yes, according as I go on with it. I never see the teachers before me as a body, at any other time of the day than the four half hours per week. That is a short time you are aware, but I take them through as much of the science of school keeping as I can, and as I go along I subject them to recapitulatory examinations.

6616. Is that an oral examination?—Yes, an oral examination. I have not time for a written examination. They are not under me a sufficient length of time.

6617. There seems to be in this paper of questions for examination of teachers no head of "methods of teaching"?—No, in my opinion methods of teaching have not held that prominent place in the examination of teachers that they deserve, but I may observe, with regard to that, that it is only within the last couple of years regular text-books on the science and practice of school management have been brought within the reach of the teachers. There are two text-books on the Board's list now—one written by Mr. Robinson, the inspector, and one written by myself.

6618. You said, I think, that the only subjects the teachers in training in the model school took were reading and arithmetic?—Yes, reading with its concurrent subjects.

6619. These masters will, in many cases, have to perform the same duty that you perform at the model school, will they not then have to give religious instruction to children of their own faith?—I presume they will in schools where religious instruction is given.

6620. Are they prepared for this duty?—By no means. That is another most important point in which we feel the want of a chaplain. These teachers come from the country, and receive literally no religious instruction here. They take part in our prayers, and religious exercises, and help to teach the children their catechism, but they themselves receive no directions as to the proper organization of the religious portion of the teaching of a school, or the proper method of teaching the catechism. Indeed in that regard I am obliged, generally speaking, to take the Roman Catholic teachers as a body when they come up to be trained, and tell them that all exposition of doctrine is forbidden them, and even I am exceedingly diffident to allow them to explain a simple meaning. I dread their drifting into forbidden points, because I feel I have no directing agency over my head in regard to religious instruction. I feel that there is more responsibility thrown on my shoulders in that regard than I should be willing to have. That is precisely one of the great wants of the institution at present—the religious instruction of the teachers in training.

6621. Are they present when you give religious instruction to the boys?—They are present.

6622. Do they teach some part of the school at that time?—When I myself give religious instruction to the boys, I take a whole class together, and instruct them on special subjects, such as the preparation for a particular sacrament; the teachers in training are not then present.

6623. Mr. *Dease.*—When you said "on forbidden subjects," in answer to the question or two before the last, did you mean subjects forbidden by the Board's rules, or forbidden by other authority?—The word "forbidden" is, perhaps, too strong an expression. I meant that the men might drift into an exposition of Catholic doctrine, which no lay Catholic is allowed to make.

6624. The objection related to matters forbidden according to Catholic doctrines, not by the Board's rule?—Precisely so.

6625. Rev. Mr. *Cowie.*—Do these pupils in training see anything of your evening classes?—Nothing.

6626. Do they derive any advantage from being at the model school, in the way of preparing them to teach evening classes?—Nothing.

6627. Will you mention the subjects of your lectures to the pupils in training?—My manner of carrying on the lectures is this. I have just mentioned that I had written a book on the subject of school management,

and methods of teaching, and the teachers are each furnished with a copy of that. I lay out a part of it which they are to study and come prepared to be examined upon, and I comment and enlarge on the text, and I allow the teachers to discuss the questions. If anyone differs in opinion from me he states his grounds, and I either allow another to reply to him, or answer him myself. My instructions partake very often of a conversational character, in which all the different methods of teaching or managing schools are canvassed very freely by the teachers and myself.

6628. Is it a sort of catechetical conference you hold?—Exactly.

6629. Do you teach them the proper mode of keeping registers?—My time for giving instruction to the teachers is, as I have remarked already, exceedingly short—only half an hour for four days of the week—and I have not time to go over much more than half of my book. I do not teach them the proper manner of keeping registers.

6630. Or taking averages?—No.

6631. Or of preparing for the visit of the Inspector?—No. I don't think there should be a special preparation for the visit of the Inspector.

6632. Or constructing time tables?—That forms portion of my instruction to them.

6633. I understand you do not have any general examination of the teachers on any of the subjects you have taught them?—No; I examine them orally occasionally, as I go along—a general recapitulation of the whole thing.

6634. With respect to the moral discipline of a school, does any one at all instruct them on that matter?—There is no one, so far as the Catholics are concerned, to instruct the masters or pupils in that respect.

6635. Does no one attempt to do it, as dissociated from religious principles?—No.

6636. Mr. *Gibson.*—Are there not minor schools already established in which teachers in training are allowed to go and exercise themselves in school management?—I have mentioned already to the Chairman that our arrangements permit each teacher in training to visit each of the five boys' schools twice during his whole course, merely to look on and listen—once in the beginning and once at the end.

6637. I thought they entered into the management of the school?—No.

6638. Do they not make any report upon what they may have seen in the school?—I sometimes oblige them to write out a report of their observations for me, but I think it necessary to state that this, as well indeed as the lecture in the morning, is voluntarily taken up by me entirely as a matter extern to my duty, and is in fact a duty I am not bound to discharge, but I do it because I think I can benefit the teachers by it. It is a duty to which I was never appointed officially by the Commissioners, and for which I am not paid.

6639. What I want to draw from you is, whether you consider the teachers derive any benefit from this watching in the smaller schools?—I think they do derive some benefit from it.

6640. You think they ought to derive benefit, but have you any means of knowing?—I have no direct means of knowing, but I presume they ought to derive some benefit from it.

6641. Rev. Mr. *Cowie.*—Mr. Joyce, I understand that you would like to give some explanation about the numbers that appear on the table in the model school?—Yes; I think the reason that number is so large is, that the pupils of the evening school are included in it; for I see no separate heading for evening school pupils. I don't believe that the number of separate pupils in No. 1 school can be more than about 750, for I have a distinct recollection of the numbers being something between 700 and 800. It was I who made out the return, and I am pretty sure the evening school pupils are included in that 1,087.

6642. Mr. *Gibson.*—Are you aware that the religious instruction of the other denominations, not Roman Catholics, is attended to by their pastors?—I am aware of it.

6643. Do those that attend to give religious instruction receive any remuneration, as far as you know?—I am not very well acquainted with the arrangements; but I know that the Established Church chaplains did receive remuneration up to the time of Archbishop Whateley's death.

6644. Not from the board?—From the Archbishop's private purse, I believe.

6645. That is a private matter altogether; but, as far as the Commissioners are concerned, are you aware that there is no remuneration given to any religious instructor?—The Commissioners pay for no religious instruction.

6646. But do the Presbyterian teachers, and the teachers belonging to the Established Church receive the attention of pastors?—Yes.

6647. Sir *Robert Kane.*—Has there ever been any obstacle thrown in the way of the action of Roman Catholic clergymen in giving religious instruction with the masters?—Not the slightest obstacle.

6648. You have always been anxious for their co-operation?—Exceedingly anxious.

6649. Have you reason to believe that the authorities of the Roman Catholic Church are aware of your anxiety?—I have no means of knowing that; but I presume it is pretty well known that we are anxious to have a chaplain in the establishment.

6650. At one time there was religious instruction given, was there not?—At one time a Roman Catholic chaplain attended to give religious instruction to the teachers and the pupils. That was the Rev. Dr. Power; on the occasion of his appointment to the rectorship of Clonliffe College he was removed, and no successor appointed in his place.

6651. Do you know if any application was made to have a successor appointed, or to have that religious instruction continued?—I am not aware that any application was made. There may have been representations made by private individuals; but even that I cannot affirm with certainty.

6652. Did you, as head of the model school, ever make any representation as to the desirability of such religious instruction being continued?—Never to any of the authorities of my Church, but I have often made such representations to the official authorities of the establishment.

6653. Did you do that in any official form?—No, in conversation.

6654. Was the position of the chaplain at the time such religious instruction was given considered an official position?—So far as I understand the chaplain attended without any official appointment from the National Board, and he certainly was not paid by the National Board. He came once a week and gave religious instruction to the pupils and the masters in training; but that extension of religious instruction,—that other duty that I conceive belongs to the chaplain in such an institution as ours, that is, the duty of training the teachers in the method of teaching religious doctrine—that, as far as I am aware of, but my knowledge does not extend very far nor very minutely, was never discharged by the chaplain.

6655. Not by Dr. Power?—As far as I am aware, that duty was never discharged; but, as I say, my information on that point is very limited.

6656. Then do I understand you to mean that you would wish, in the establishment of which you are the head, that besides the mere giving religious instruction to the pupils of the school and the masters in training, those masters should themselves also obtain instruction of such a kind as would show them how to give religious instruction to the children of the schools of which they were subsequently to have the charge?—Yes, that is precisely my opinion; and that is one of the points on which I go for the appointment, if possible, of a regularly appointed and paid chaplain. That is one of the wants under which we all labour at present. I feel myself in a false position. I feel that I am discharging a duty which I know I am not authorized

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to discharge. I have no one to direct me. I do my best to give the children a knowledge of their religion, a knowledge of their catechism, and to prepare them for the Sacraments; still I do feel extremely diffident and uncomfortable in the position in which I am placed without having any directing power to show me what to do to prepare the children in the best possible way. And if I feel that, as a matter of course the ordinary teachers in training must feel it in a still greater degree.

6657. Would you think it part of the province or duty of the teacher of an ordinary National school in the country to prepare the children of, we will say, the Roman Catholic profession for Sacraments—for first Communion for instance?—As far as my knowledge of the country National schools goes this is the custom usually followed in country schools. The priest has the entire responsibility, of course, of preparing the children for reception of the Sacraments; but he very commonly delegates a considerable portion of the labour and actual work of preparation to the teacher; and the teacher, under his authority and guidance, discharges that duty.

6658. Is it your opinion that in the school of which you are the head there ought to be a class formed, as it were, with a chaplain appointed as a teacher, who would instruct the masters in training in the method of giving, and the subjects for giving such religious instruction as they could afterwards impart to the children in order to prepare them for the fulfilment of their religious duties?—Yes, that is precisely my opinion. I feel that if I had a chaplain to consult on all occasions, to advise with in all difficulties, I should be much more confident with regard to the discharge of that most important duty that I attempt to discharge at present without any direction except only so far as my own religious convictions and my own sense of duty carry me.

6659. Is it not usual on Sundays after prayers in Roman Catholic churches, to have the children all together, and to have religious instruction given under the direction of the clergyman—religious instruction such as in the catechism and in preparation for the sacrament, and so on—quite irrespective of the ordinary school instruction which goes on during the week?—Yes, that is a very general custom; and I myself once took part in that kind of teaching when I was the teacher of a country school.

6660. And do you think that that kind of Sunday school instruction in religious doctrine and religious practice could not be considered sufficient for the preparation of the children for their religious duties?—No, I do not by any means consider it sufficient, and there are several reasons why it could not be considered so. In the first place, the children in rural localities could not be expected to attend from long distances on wet Sundays, or to attend at all in winter; in fact they do not attend at all—as far as I know of the practice of the country—in winter. They only attend for a certain season—during the summer. Then, again, one has to contend with the apathy of parents and the carelessness of children in that respect. If that were the only way of giving religious instruction to the country children, I believe numbers of them would never receive any religious instruction at all, for the simple reason that either their parents would not send them, or they would not come when sent; so that I do not believe it would be at all sufficient. And even on the supposition that those children in the immediate neighbourhood of the chapel came every Sunday to receive religious instruction for the short time that it could be given, I do not believe that an hour every week is, under any circumstances, sufficient to instruct children in their religion.

6661. In the National schools I believe Saturday is generally set apart for religious instruction?—Very often Saturday; but it is also very often carried on every day for half an hour, either in the morning or the evening.

6662. On Saturdays did the Roman Catholic clergyman attend at the schools for the purpose of giving religious instruction?—My knowledge of the schools does not extend sufficiently far to be able to answer that question. In those schools that I attended as organizer I had no means of hearing whether they did or not. It was not my duty to attend the schools on Saturdays. I attended only on five days of the week; and religious instruction, or the arrangements for it, formed no part of my duty, so that I cannot, under any circumstances, answer the question.

6663. If you had attached to the school, of which you are the head, such a clergyman as you describe, acting as chaplain, would you then devolve on him entirely the task of religious instruction; would you feel yourself personally relieved from what you now describe as a very unpleasant responsibility?—I don't mean to say that I wish to relieve myself from labour: for we would work perhaps much more earnestly if we had a chaplain than we do now. I want to relieve myself from responsibility in the first instance; and I want also to get directions. I feel that I am travelling on a road that I don't know. I am not sufficiently skilful, nor is any layman sufficiently skilful in delivering religious instruction to children without the direction of superior spiritual authority.

6664. Would you propose, if you had such a chaplain, to continue yourself giving religious instruction parallel as it were with your chaplain, or following in his tracks; or would you confine yourself to the more purely secular objects of instruction, and leave the department of religious instruction in his hands?—What I would propose is this, if we had such a chaplain, that he should visit us as often as would be consistent with his duty, that he should lay out a task for us to do, that he should tell us what to teach exactly and how to teach it; and we would teach in accordance with his arrangements; and then, whenever we met with any difficult or doubtful points, or whenever we wanted directions, we should always feel that we had a spiritual director who would be able to set us right. I would propose that we should continue our labours as at present, that we should still teach the children; but that instead of having the responsibility of direction on my shoulders it should entirely devolve on the shoulders of our spiritual guide.

6665. You would, in fact, continue to carry on religious instruction yourself as you now do, but under the direction and with the advice of a person whom you would consider a competent religious authority?—Precisely; of course it being always open to him to take upon himself, if he so wished it, to give religious instruction instead of us—to take the actual work out of our hands if he pleased to do so. The sole authority should be placed in his hands.

6666. The *Chairman.*—You would take the mere mechanical part of the supervision of their learning catechism or whatever other formularies were thought desirable?—Precisely so, my lord; or if our director thought fit to lay out a more extensive course for me—if he arranged that I should prepare the children for the reception of the sacraments and explain to them their importance I should have no objection then to do so; but I feel very reluctant to do so under present circumstances. I am obliged and cannot help it.

6667. Sir *Robert Kane.*—You might get into a wrong track or go beyond the limits of your exact knowledge?—Precisely so; for, as I mentioned before, it is not permitted to a layman of the Roman Catholic Church to expound doctrine.

6668. Does the position which you have described as that in which you would wish to see the Roman Catholic chaplain placed represent the present position of the chaplains of the other religious denominations?—I have no knowledge of the position assumed by them.

6669. As head of the school you are conversant, in a general way, with the positions which the chaplains of the Established Church and of the Presbyterian Church hold; is the position which they hold analogous to that which you have just now fixed on as such as you would wish a chaplain of the Roman Catholic Church to have?—Yes, precisely; I presume that it

is, so far as my information goes, except only on one very important particular, namely, that I would have them all paid.

6670. Well, but that would affect one as much as the other; you would pay the Roman Catholic chaplain also?—Oh, certainly.

6671. Mr. *Stokes*.—When Catholic parents bring their boys to school do they authorize you to give them religious instruction?—The rules of the school are printed on forms that they receive for the admission of the pupils, and they send in their children subject to those rules. The rules specify that religious instruction is given for half an hour every day, and for two hours on Tuesdays.

6672. Do you believe that the parents would regard you as a suitable religious instructor for their boys?—Well, no parent has ever objected to me.

6673. Would you scruple to instruct your own children in religion?—No, certainly not; but I would not allow the whole of the religious instruction of my children to remain in my hands.

6674. What portion of religious instruction would you give to any other person?—Well, a parent, you can very well understand, has much more of the moral and religious training of his own child in his hands than a master can have of the moral training of the children under his charge in a school. We can do very little in a school, in fact, beyond making the children get the catechism off by rote in an intelligent way. Of course, religious instruction implies much more than that; and it is precisely on that extended ground that I feel delicate in treading.

6675. Does not the difficulty of your position arise very much from doubt as to whether the parents desire you to give religious instruction to their children?—No; the parents send their children to me; I very commonly explain to the Roman Catholic parents, in a non-official way, that religious instruction will be given, and carefully given, as far as it goes; and I have never known Roman Catholic parents to object to my giving religious instruction to their children. But if any Roman Catholic parent did object to it, it would be quite open to him to hold back his child from religious instruction. I have never known a single case, however, of the kind.

6676. Supposing you to have full authority from the parent, would you then hesitate to instruct the child in religion?—Certainly,—but I don't hesitate to instruct the children as far as I do at present. I make them get the catechism off, and I explain it as far as the mere sense is concerned. In fact I always do get full authority from the parents, not formally but tacitly.

6677. Do you consider it possible that a young man should have been brought up a pupil teacher in the Ballymena model school; should have gone through the ordinary training establishment here; should have passed through the special classes here, and still should have been ignorant of the catechism,—a Roman Catholic?—Well, no. I think it would be scarcely possible for him to be ignorant of the catechism; but religious instruction implies much more than a knowledge of the catechism. I may here observe what I observed before, that we don't teach the catechism to the teachers in training. Our teachers in fact get no religious instruction at all, except only in one particular, and that is, we have some religious books which are occasionally put into their hands to read during the time of religious instruction.

6678. Of the schoolmistresses in training, who discharges duties corresponding with yours?—The head mistress.

6679. And does she take the same part in religious instruction that you do?—Yes.

6680. No more and no less?—Well, her duties are, I presume, discharged something in a similar way. I cannot exactly say.

6681. Bishop of *Meath*.—In the schools under the patronage of the Roman Catholic clergy do the priests themselves instruct the children in the catechism and the other formularies?—I have not, my lord, sufficient knowledge of the National schools throughout the country to enable me to answer that question.

6682. Do the schoolmasters instruct them in the catechism?—I believe it to be the general rule that the schoolmasters instruct their children in religion under the guidance and direction of the managers.

6683. To what extent does that guidance and direction go, are you aware?—I am not aware of that. My knowledge of the schools in general is not sufficiently extensive. I have had no means of obtaining a knowledge of the way in which the schools are worked, except only during the time that I was an organizer; and even then, the arrangement for religious instruction formed no part of my duty.

6684. As you said before, if a person in your position finds a difficulty in instructing young persons in religion, and preparing them for their sacraments, how much more must the great mass of the National schoolmasters throughout the country: now, is that difficulty that you have expressed so very strongly felt by the Roman Catholic clergy to such an extent as to oblige them of themselves to take an active part in the religious instruction of the children?—The Roman Catholic clergy depute to some extent the religious instruction of the children to the teachers, and the teachers discharge that duty under their direction.

6685. Do the Roman Catholic clergy themselves appropriate any special time for the preparation of the children in their religion?—As far as my knowledge extends, I believe it is very frequently the case that the Roman Catholic clergy do instruct their own flocks themselves in the chapels.

6686. I presume what you have said as to your own difficulties, applies to the case of the younger students, and the younger classes in Marlborough-street; is it only those that you give religious instruction to? I think you said that you did not instruct the teachers that were sent?—I give no religious instruction to the teachers in training; I do not feel myself authorized to do so.

6687. The religious instruction that you give you impart to the junior classes?—To the children of the schools, and to the pupil teachers and monitors.

6688. You merely teach them then the words of the catechism, without any explanation?—Well, we teach them the catechism intelligently; we teach them to understand thoroughly what it means.

6689. Does your recollection of your own preparation in your youth enable you to see that a more competent person could give very much more information than you can?—I have a very distinct recollection of the religious instruction that I received myself when a boy from my own pastors, and I have no hesitation whatever in saying that it was of a much superior order to any religious instruction that I could give.

6690. And that recollection, I suppose, is the ground of your stating that you feel yourself incompetent to discharge fully the duty of religious instruction?—Well, I as a layman and a Catholic, feel myself not competent to discharge the duty of a Roman Catholic chaplain.

6691. Of course, in some sense, you are entirely incompetent, viz., as regards all priestly functions; but with regard merely to teaching the catechism and other formularies, do you not consider yourself as competent to do that?—I do not consider myself qualified to give religious instruction to the children, except so far as making them get off the catechism by rote, and making them understand the mere words. That, of course, every skilful teacher knows how to do. But then religious instruction implies much more than that: besides, there are many other arrangements that we don't feel ourselves competent to make, for instance, as to what particular catechism, and what particular portions of the catechism ought to be explained and got off, particularly by the children in preparation for certain sacraments, or at certain periods of life. These, and many other questions arise, and they are questions about which I should wish very much to be able to consult a spiritual director.

6692. Mr. *Dease*.—Since what time, Mr. Joyce, have the Catholic priests who happen to be patrons of

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schools refused to take teachers who have been lately trained in the training schools here?—If I recollect rightly, it was the result of a pastoral issued by the Roman Catholic bishops in 1863.

6693. Have you any means of knowing whether Roman Catholic laymen who happen to be the patrons of schools have the same objection to taking lately trained teachers that the clergy have?—Well, my information on that point does not extend very far, but I think it is very natural that a Roman Catholic layman should defer to the opinions expressed by his parish priest in that respect.

6694. Who appoints the pupil teachers and the monitors?—The monitors and pupil teachers are appointed by the Commissioners on the recommendation of the professors.

6695. The choice rests with the professors?—The choice; but the appointment rests with the Commissioners. I think it right to mention that the monitors are appointed by competitive examination from the ranks of the pupils, and the pupil teachers by competitive examination from the ranks of the monitors.

6696. You mentioned, I think, that the numbers of the pupil teachers who were respectively Roman Catholics and of other denominations were fixed?—Yes.

6697. Then what is the action taken in selecting those pupil teachers by competitive examination if you are bound to a fixed number of one religion or another?—If a Roman Catholic pupil teacher's place falls vacant we allow none but Roman Catholic candidates to compete for it; and the same with regard to the other denominations. We make no distinction however between Protestants, Presbyterians, and Methodists, but allow them to stand indifferently.

6698. You mentioned the fact of the teachers who are in training joining in prayer—what is the course of prayer for the Roman Catholic teachers?—We commence religious instruction every morning with a short prayer, which is, I think, to be found in Dr. Butler's Catechism; then we have the Lord's Prayer and the Hail Mary, and the Creed, with a short addition at the end of it, which, I think, is included in Butler's Catechism.

6699. Then, with regard to their going to their respective places of worship on Sundays, do they go under supervision?—I have not the charge of the teachers in training on Sundays. The Roman Catholic teachers are sent to mass on Sundays, but I do not believe there is any supervision over them.

6700. You have no means of knowing for certain; more than that they have been allowed to go out at the hour when they ought to go to mass?—I think that is the regulation; but in respect of that I speak under correction for I have not the charge of them. I have no official connexion with the teachers after they leave the central establishment.

6701. Do they ever get opportunities of going to the Roman Catholic churches to mass on week-days?—On Tuesdays the Roman Catholic male teachers go to 10 o'clock Mass to Marlborough-street cathedral, and on these occasions there is always a supervision over them. Either I go with them, or, if I have not time, I send one of the assistant Roman Catholic masters with them.

6702. They go regularly then once a week, besides Sunday?—Every Tuesday morning.

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The Rev. ALEXANDER LEEPER, D.D., sworn and examined.

6703. The *Chairman.*—What is the position you hold in connexion with the Church Education Society?—I am assistant secretary, I am also the chaplain, and general superintendent of the training and model schools.

6704. How long have you held these posts?—I was appointed originally in 1846, as catechist, a few years afterwards as chaplain, and finally as all three together, that is catechist, chaplain, and assistant secretary.

6705. Do your duties regard the general organization of the society or are they limited to the model school and training school?—I am the correspondent of the society in general, but my particular business is rather in connexion with the training and model schools. I am the correspondent of the society generally throughout the country.

6706. Could you detail to us the general organization of the society, or would another witness do that?—We have that altogether in our report. It may be briefly expressed in this way. There are a certain number of presidents—the bishops of our Church who choose to accept the office; vice-presidents, appointed by the bishops and other leading men amongst us; a committee in Dublin, amounting to 31, about one-half laymen and one-half clergymen; and then we have diocesan bodies throughout the country, each having its own secretary.

6707. Do these diocesan bodies correspond with you through their secretaries?—Constantly. It is through their secretaries we act.

6708. What is the arrangement as to the control of the funds of the society?—In Dublin it is only the Dublin Committee that have the control over what may be received in the Dublin office for the dioceses of Dublin, Kildare, and Glandelagh, but the country societies retain their own funds, and dispense them as they choose. As a rule, we never get any money from the country, but occasionally, when we have the money, we assist, by inspection and otherwise, our country friends. When our local wants are supplied we generally try and help them as far as we can.

6709. How are the training schools supported?—Altogether from the Dublin source, or whatever we receive in the Dublin office. There are friends in the country who contribute more or less, but it is altogether maintained by the funds received in the Dublin office.

6710. What are the number of teachers in training?—There are sixteen men and forty-one women at the present moment. We have accommodation for more men, if we could get them.

6711. How long does your course of training continue?—A session, as it is called, lasts five months; the women remain three of these sessions, the men two. We would wish to retain the men also three sessions, but they are more in request than the women, and we cannot retain them.

6712. Do you find any difficulty in getting places for the men or women, as teachers, when they pass through your course of training?—Not the slightest difficulty. We cannot supply them quick enough.

6713. At what age do the men generally come in for training?—Between seventeen and twenty years of age, and the women we never receive under sixteen years. I may say they are received from sixteen to twenty years of age.

6714. Where do the men lodge?—They live in Kildare-place, in the institution. We have very commodious dormitories, and capital convenience for them.

6715. Do the women live there?—They reside there, in a different house, but in the same place.

6716. What is the general course of training you put them under?—Well, it is exceedingly extensive. We have the Holy Scriptures, the Book of Common Prayer, and a little Church history. These subjects are essential. We have also secular knowledge—history, geography, grammar, &c. With the men we have mathematics, and with the women we go as far as possible—as far as is suitable for women. They also are taught needlework carefully twice a week.

6717. Have you any examinations at stated periods?—At the close of every session there is a public examination, both orally and by paper. We teach, I may

add, music and drawing, as well as the ordinary branches of education to both male and female students.

6718. Is the religious instruction mixed up with the secular instruction, or is it given on special days?—Every day and at all times. We are not restricted in any way as to when or how we may give it. I must fix on a certain hour myself for my catechetical instruction, but all the teachers assist me, and all more or less mix up religious instruction with their other branches.

6719. Are all the teachers members of the Established Church?—Every one. We receive none other.

6720. Have you ordinary pupils in Kildare-place by way of model teaching or practising to teach?—We have both model and practising schools. We have two model schools and two practising schools, and we have an infant and baby school in addition to the training.

6721. What is the distinction between model and practising?—The practising school is a small room, something like a country school, where each student gets a few children for a short time to teach. The model school is a very large school-room, and there are a great number there to teach. We find the practising school particularly useful.

6722. Is the teaching in the model school carried on by special pupil teachers or by the teachers that come up for training?—By the teachers who come up for training. We have no special pupil teachers at all.

6723. Under the supervision of your masters?—Under our masters and mistresses. We have a training mistress as well as a training master.

6724. Is the practising school carried on by the masters who come up for training?—Yes.

6725. Are they under the supervision of one of your own masters?—Constantly; and the master or mistress listens to them teaching, and criticises in the way of giving instruction, and talks to them privately about their defects.

6726. Do you classify the teachers at the end of the course of training?—Always.

6727. How many classes are there?—We have a first class and three orders of second. We used to have a third class, but we have not now; we have just four altogether.

6728. Do many teachers leave you before the conclusion of the third session?—The females only get the third session; and it is a rare thing for any who come to us to leave at all until the time is up.

6729. Do the masters leave you before the end of the second session?—Very seldom—exceedingly seldom.

6730. What proportion of masters get into the first class?—I think twenty-five per cent.

6731. And of mistresses?—I think somewhat about the same.

6732. Do you pay much attention to needlework and cutting-out in the mistresses' department?—Very much; we are particularly careful about that. We don't admit females unless they can sew. We mention that always to those applying for admission. We urge three points with regard to the females: we insist on their being able to sing, sew, and answer at a competitive examination. We have so many applying for admission that our examinations are all now competitive on the female side.

6733. What is the number of mistresses at present?—Forty-one, I think; just now.

6734. Is the number of mistresses limited by the number of applicants, or by the means of accommodation?—It is really by the accommodation. We could not receive more. We are now rather above the number. We are quite full.

6735. Have you anything to do with the ordinary schools in the neighbourhood of Dublin?—Nothing whatever.

6736. Are the masters and mistresses who come to you for training persons who have been educated in your schools, or do they come from outside?—We generally get them from our own schools here and there through the country, but we never ask the question where they are educated. They must be very well recommended before coming.

6737. As a matter of fact, do many persons come to be trained other than the pupils of your ordinary schools?—Yes; we do get them from other schools besides our own. The ordinary parochial schools supply them very much.

6738. What sort of salaries do your masters and mistresses get in the schools they go out to?—Of late they get far better salaries than they did ten or twelve years ago. I think that arises from the better training now, but I don't think they yet have sufficient salaries. The women get what might be supposed to be not a bad salary for a woman. Those in the first class get about £30 a year, and the men in the first class get from £40 to £50, and I have known some teachers to get £60 a year, but the salaries in the main are small. The poverty of the localities in which some schools are situated does not afford sufficient salaries.

6739. Do you think your inferior schools give less salaries than the National school teachers receive?—I believe they do.

6740. What number of children have you in the model and training schools in Dublin?—We have about 250 children in attendance in the male, female, and infant schools.

6741. Are they at all mixed as regards religious denominations?—Oh, yes; we have several Dissenters and Roman Catholics. There are not many Roman Catholics, but we have some.

6742. What are your arrangements as regards religious instruction? Do the Dissenters and Roman Catholics go through the same classes as the others, or do they stand apart at times?—They go through the same classes. The members of the Church are taught the catechism and the other formularies of the Church, but all read the Holy Scriptures.

6743. The Presbyterians and Roman Catholics, am I to understand, do not learn the formularies?—No, we never ask them.

6744. Is that the only distinction?—That is the only distinction.

6745. Lord *Dunraven*.—How many training schools are there in connexion with the Church Education Society?—Two. One in Bandon, and the other in Dublin.

6746. What number of teachers are trained in the year?—It varies very much. There are fifty or sixty some years, between the two sides of the house—male and female—but there are sometimes less and sometimes more in Dublin.

6747. Is the number trained at Bandon larger than in Dublin?—I think so. In Bandon they do not train in the same way. They admit their teachers for a shorter period. They will admit teachers from their schools for five or six weeks, and give them a brushing up in whatever subjects they are deficient, and then send them back to their schools. I don't think they train them there exactly in the same way that we do here.

6748. Could you state what proportion of the teachers of the Church Education Society have been trained?—From the first do you mean?

6749. What is the number actually in training now, or who have been in the training school?—It is impossible to say now. We are taking some pains to prepare answers to the questions sent us by the Commission, as to the number who have been trained from the first.

6750. Sir *Robert Kane*.—With regard to the religious instruction in the schools of the Church Education Society, which you say is diffused over the whole period of school time, have you not, however, particular times more specially laid out for religious instruction?—We must of necessity have some special time for reading the Scriptures, and some special time for catechism, but in teaching history, for instance, or in the reading lesson, whatever it may be, we feel perfectly free at any moment from the time the children come in until they leave to refer to the Word of God.

6751. In the way of casual reference?—Yes; we seek occasions very often, as the subject may be brought forward.

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6752. You make occasions?—We try to do it.

6753. For instance, in giving a lesson on geography, and that you come to a passage or observation which you thought was capable of some application to a part of Scripture, you would interrupt the lesson for the purpose?—We should not regard it as an interruption. We feel ourselves not only free, but bound to teach what is higher and better than geography, while at the same time teaching geography or whatever school lesson it might be.

6754. Do you consider that by that means the religious instruction is more completely given on the one hand, and that geography is more efficiently taught on the other?—We don't feel that they at all cross each other. We find at our examination at the close of each session that the secular instruction has not been neglected. Our teachers usually answer remarkably well on all secular subjects, while they keep the sacred subjects in advance, as being of the highest consideration.

6755. You have a time-table in the schools?—We have a time-table.

6756. And then there is a certain limited period laid out for various secular subjects?—For reading, writing, and arithmetic, &c.

6757. Do you not find that that time is trenched upon by devoting a certain portion of it to religious instruction?—We really do not. Of course in a geography lesson the main thing would be geography, and it is not every day or every time that religious teaching could be absolutely brought in there; but we always feel ourselves free to do it, and we do it when we can.

6758. Practically—as a matter of practical experience—what is the frequency of the secular instruction being interrupted in that way?—I could not say. I don't know how anyone could say. We feel ourselves so free to speak on the subject of religion, and deem it so important, that we very frequently speak of what we think may be of use to the pupils beyond this world and what belongs to it.

6759. What amount of scientific instruction do you give in the school, such as arithmetic and mathematics?—A very high order indeed, and some two years ago some of those who joined us were enabled to learn conic sections. A good deal depends on the material we have to deal with. Sometimes we get them far advanced in Euclid. We teach algebra and trigonometry, and go as far as quadratic equations. They are generally good arithmeticians. There is also a good deal of natural philosophy taught. Our training master has a great taste for that subject, and the teachers get greatly interested in it, and they are able afterwards to interest their children when they go to a school. Our examination papers, which I have sent in, would give a good idea of the course.

6760. In the course of teaching these purely scientific subjects, do you practically carry out the same principle of occasional reference to Scriptural or religious instruction?—Beyond all doubt. Unquestionably we do.

6761. So that altogether you consider the secular instruction as being subordinate to religious instruction?—Most persons would regard secular instruction as secondary, but we don't consider that religious instruction in any way injures or disparages the teachers in their secular knowledge by the plan we have laid down.

6762. I am speaking of the actual practical object of secular instruction in this sense. Would you feel not merely justified, but called upon to interrupt the regular course of secular teaching on every subject—even on the ordinary scientific subjects—by introducing casual references to portions of religious instruction?—As I said before, we don't regard it at all as an interruption, for it goes on, *pari passu*, with whatever we may be teaching. If we are talking of any power of nature, we might then talk of the God of nature, His wisdom and design, &c.

6763. You don't recognise in practice any distinction between secular and religious instruction?—We do not draw a sharp line between them, except so far as that in their nature they are separated.

6764. I believe you mentioned some short time since that in the case of those Roman Catholic children who attended your schools they read the Authorized version of the Scriptures with the other pupils, but that otherwise you did not oblige them to attend any religious instruction?—They attend all the religious instruction of all those under education just in the same way as the others. I think I mentioned positively that the formularies were all that they were not bound to learn.

6765. The formularies of the Church of England?—Yes. They are not bound to learn the catechism, or any portion of the Prayer-book.

6766. In attending the classes of history, geography, arithmetic, and conic sections they would participate in the religious instruction which is systematically dovetailed with the teaching of these secular branches of learning?—Unquestionably.

6767. And do you consider it would be impossible to so far separate these two great departments of instruction which you would be far from putting on the same level, but have some points of distinction—do you think they could not be separated so far as to allow of the religious instruction being given at one time during a period more or less extended, and instruction in the secular subjects being given at another time, so that they would be allowed to proceed without interruption?—We have a special time, as I before remarked, for teaching the religious subjects, but we feel that at all times we may teach what is connected with religion.

6768. And you would think it a dereliction of duty to allow of that power of interpolating religious instruction with secular being taken away?—As a matter of fact—not as a matter of opinion—that is our uniform system that I have stated.

6769. Mr. *Gibson*.—You say you fix a certain hour for special religious instruction, but that incidental religious instruction goes on with the secular?—True.

6770. What is the course of special religious instruction that you give?—Every day there is special instruction in the Holy Scriptures—the Old or New Testament. That is for a distinct hour, and every day the Church catechism is taught to the members of the Church at a distinct time.

6771. You say that whatever matters may suggest themselves in connexion with religious doctrine is taken up incidentally in the course of secular instruction?—We can never shut out God from His own creation.

6772. Master *Brooke*.—One source of revenue for the training school in Dublin that I think you forgot when Lord Powis asked you about it, is the contributions of the teachers themselves when they come to be trained?—Yes. They pay £6 each the day they enter on each session, and they are quite willing to give it. We have more applicants on the female side than we have accommodation for, and they are all quite willing to give the £6.

6773. With regard to the time-table, is it true that there is one time-table for all your schools in Ireland, or may the manager have his own choice, and vary his time-table?—He may vary his time-table as he likes. We have no model time-table. We have our special time-table for the training and model schools.

6774. In point of fact is your time-table generally used?—I doubt that it is. I know it is used in some cases by the trained men and women who have more recently gone out of the establishment, but I don't think it is used generally. Circumstances alter it very much. The different numbers in schools involve different time-tables.

6775. With regard to blending religious teaching with general information, does it occur to you that if in a geography lesson, for instance, a child hears of Athens, or Ephesus, or Malta, or Alexandria, that the child suffers by having his attention called to the fact that these places are remarkable in Bible history?—On the contrary I think it fastens it on the child's mind.

6776. You probably think it would rivet attention

and create an interest in the dry lesson that it otherwise would not have?—I believe that. I believe any child would have an interest in the story about Paul at Melita or Malta.

6777. When we remember that all history gathers round about the Mediterranean Sea—ancient, and to a large extent modern history—the child that has learned, as it were, to consecrate other remarkable places about that sea, has got some more life in his lesson than if he learned it as a dry task?—That is our experience. Instead of by any means marring the great object of secular knowledge, it really is an advantage in a secular point of view. I might add that we find in our schools that those who are the greatest proficients in Bible knowledge are otherwise the best informed. We remark this in the training and model schools.

6778. You find probably that all the way from Persia to Spain, there are places mentioned in Scripture?—The Old Testament would supply lessons in secular history to the end of time.

6779. With regard to history, as to the moral value and effect of man's actions, do you think it improves the lesson of history to refer to the Scriptural rules of moral conduct?—It is the only standard we feel we can refer to, and we constantly do it.

6780. Perhaps you think the children's minds are rather drawn out in the lesson if they are taught to apply the moral standard to it, in place of reading it as a detail of facts?—Just so.

6781. Then again, with regard to natural history, and the whole work of God in nature, perhaps you may think that it would be an improvement and an interest to the child to have a religious tone mixed up with it?—Quite so.

6782. And not to look upon the revolutions of the seasons as a science, but to see God's hand in it all, with references to the Psalms and Prophets, of the Old and the New Testaments?—Constantly, we do that—in teaching astronomy, for example.

6783. And you do not think these are interruptions?—We do not regard them as such.

6784. Or detrimental to the effect of the lessons?—They make them interesting and useful.

6785. As a matter of fact, in the model schools, are Roman Catholics or the children of Dissenters ever taught on any controversial questions?—I doubt that they are, unless that the matter turns up. It is not easy, perhaps, to define what is controversy, for some will regard a statement of truth or doctrine as controversial.

6786. Is there any occasion taken to point out differences?—I do not think there is a case.

6787. You have been nine years connected with the training-school, I believe?—I have been much longer. I was appointed catechist in the year 1846. I have been there twenty-two years.

6788. May I ask you what is your experience as to the moral and religious effect of the training-school upon the young men and women that come up?—I think it is most decided and remarkable.

6789. Explain that, if you please?—I say that during that period many hundreds have been trained under my immediate supervision, and I have seen such excellent men and women turned out of the place, and hear such good things of them, and what good they have been doing here and there through the country, that I cannot but be persuaded that the institution has a great influence for good. I have felt that if we should at any time be obliged to break up the establishment, or have to close our doors, it would, in my mind, be a national calamity, it is so rare with all that long experience of mine to have met with any man or woman trained by us exceptional in their conduct or character. I have met some cases, but very rarely.

6790. On the Sunday, I presume, they all attend some place of worship?—Some come to my church, some go to the Magdalen Asylum, and on each occasion they are attended by a teacher.

6791. Always under supervision?—They are never allowed to go to any church they choose. If some would wish to go to a cathedral on Easter days, we allow them to go once in a way, but even then with either the matron or one of the teachers. It is the same with the men—the master of the model school accompanies them.

6792. Do you remember any instance in that time of any immoral conduct in the schools in Dublin. Have you had reason to expel any, or to get rid of any?—Twice, I remember, during all that period, we expelled three young men who came in as converts to the United Church of England and Ireland; but we found they were not so—that they were not converts, but Roman Catholics. On another occasion we were obliged to expel a man for going into a public-house in Dublin; but I remember no other occasion whatever.

6793. I believe a number of your male teachers after a time give up the occupation of teaching?—We have not so many male teachers as females.

6794. Do many of them turn to other occupations afterwards, not finding sufficient pay as teachers?—Some few may; but my experience is that they generally remain schoolmasters, or enter college, and become clergymen.

6795. Several of them enter college?—Many of them have become most distinguished there; some first honor science men, and some theological students of the first rank.

6796. Do they continue to act as schoolmasters whilst they are undergraduates?—Yes, all through, for the most part.

6797. Studying in their extra hours, and going up for examination?—Just so.

6798. Residence is not required in Dublin College?—Quite so. The care we take of them while residing is very great. They are constantly under our care, as I remarked, going to and from church, and even in their hours of amusement or recreation, and that is a great safeguard.

6799. Tell me the number of the teaching staff in these Dublin central schools—in the training and model schools?—In the training schools we have myself, a training master, training mistress, an assistant to her, drawing master and music master. In the model schools we have head master, head mistress, and assistant, and an infant schoolmistress, and an assistant. The assistants in the two latter cases are students under training.

6800. In the practising school you were speaking of, to what extent are the training students practised?—They may be supposed to be absolutely teaching their own schools.

6801. Have you now forty-one women in the training school?—Yes; but there are three sessions.

6802. How often are they employed in the task of teaching a class?—Only those in the third session go into the practising school—the last of the three sessions.

6803. They are most perfect then?—We divide them as best we can when we notice defects in their teaching. Sometimes we send them to the infant school if we find they are not up to the mode of teaching the infants.

6804. Are women, in the third session, employed every day in teaching?—No, we have not accommodation for that.

6805. How often would you say?—I could not say. I am not sure, but it is very often. Every day half of the class is teaching. For the first session the women do not teach; for the second and third sessions they are teaching according to their ability and power.

6806. But every second day they are teaching either in the practising school or the model school?—Yes.

6807. Rev. Dr. *Wilson*.—Are you prepared to give statistical information as to the working of your society and the schools generally throughout the country?—Yes; we are able to do that. I have got some printed questions regarding statistics; and we will send in the answers.

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6808. What was the primary object of your society?—It was that we might be perfectly free in the teaching of Holy Scriptures at all times in the day—at all hours—when we thought proper.

6809. It was not for the secular education of the youth of the country so much as the religious?—We did not think of having merely religious education. In the report, which I have here, it is stated:—

"The objects of the society are, to assist schools at present existing in the country, and to establish new schools on an improved system, for the purpose of affording to the children of the Church instruction in the Holy Scriptures, and in the catechism, and other formularies of the Church under the direction of the bishops and parochial clergy; and under the tuition of teachers who are members of the United Church of England and Ireland."

6810. You had in view, I presume, simply Protestants of the Established Church in the first instance?—It is a good many years established now. Probably the founders did mean it for members of the Church especially.

6811. What do you mean by the phrase—"On an improved principle," in that rule?—I suppose it was deemed an improvement upon either the Kildare-place system or the National Board.

6812. Which?—It might be the National system of that day. This was thirty years ago, in the year 1839.

6813. During the period this improved system has been in operation you surely know what the system is?—It is a generally improved system on another in the eyes of the founders of the society.

6814. What was the other society meant by that phrase?—Probably the Kildare-place schools, or it might also have been the National system at that time established. I am not sure of the meaning of the word.

6815. What was the nature of the improvement?—That falls in with the other question. If I cannot explain one I cannot explain the other.

6816. We are to understand that the society had especially in view the religious education of the children?—It was because they felt there was a difficulty in the way of teaching the children religiously that the society took its rise.

6817. Do you recollect the rule of the Kildare-place Society as to religious instruction?—That every child should be taught the mere text of Scripture without note or comment.

6818. Was there any special provision for Roman Catholic children?—No.

6819. Were they not allowed the privilege of reading the Douay version?—Yes, they were, but still without note or comment.

6820. Did that system receive generally the sanction of the bishops and clergy of the Established Church?—I am not prepared to say whether it did or not. I believe it received the sanction of the Roman Catholic bishops and clergy for some time.

6821. But about the bishops and clergy of the Established Church?—I am not aware of having read any objection to it.

6822. You are aware some Roman Catholic clergy were patrons under that system?—Yes, I am quite sure they were.

6823. And the Established Church clergy also?—I believe they were.

6824. In that case would you regard the Kildare-place system as a denominational system?—I don't see how it could be called a denominational system.

6825. Do you recollect the number of Established Church clergy who in 1852 were patrons of National schools?—I do not. We are not able even now to find out.

6826. I see it stated that there were 81?—There were very few.

6827. Can you say the number now?—I heard it not long since, but I don't recollect.

6828. What is the number in attendance at the schools?—The report for 1868 is not out yet, but I can tell you that the number of schools now, that is, according to our last report, is 1,404.

6829. And of pupils?—63,549.

6830. How are they divided, may I ask?—44,378 Church children, 12,300 Dissenters, and 6,871 Roman Catholics.

6831. Do you find throughout all the schools that these Presbyterian and Roman Catholic children receive a daily lesson in Scripture?—They must, according to our rule.

6832. Is the rule carried out?—I believe it is. So far as I know, it is.

6833. Are there any steps taken by you as a society to know that fact?—Yes, we have 16 Inspectors.

6834. How often does each Inspector visit?—Generally once, and sometimes twice a year.

6835. Have you any other means of seeing that the teachers observe the rules?—We as a Committee and society have not; but our friends, the clergy, in each case may be supposed to look after it, and we expect they do attend to these things.

6836. If it were stated by several parties that in many cases other children than those of the Established Church are not asked to attend the class for the reading of Scripture, what should you say? Could it occur to any appreciable extent without being known?—I cannot answer as to what individuals do here and there. The rule of the society is fixed, and those who choose to become patrons are supposed to act up to the rule.

6837. Do the Inspectors report on the degree of efficiency of the teachers?—Yes.

6838. Is there any improvement in the teachers?—We remark a great improvement of late years, since the training school has been put on a better footing.

6839. What means have you of testing the efficiency of the teachers?—By continual inspection, and not merely that, but by examination of teachers here and there. For instance, this week there was an examination of teachers in connexion with us in the diocese of Dublin, and only yesterday I heard the report.

6840. How frequent are these examinations?—We classify as regards the certificates at the close of every session, and if a teacher happens to get a low certificate on leaving, he or she can come back and stand an examination again and again.

6841. Is the amount of payment to the teachers regulated by the classification?—It is not.

6842. What is the average amount of the salaries to male and female teachers?—There is a great difference. A first-class female teacher will get £30 a year and accommodation, and a first-class male teacher about £45 and accommodation.

6843. And what your second class?—A second-class female from £20 to £25 a year, and a second-class male from £30 to £35.

6844. Have you a third class?—We do not recognise a third class. We did in former times but not now.

6845. How do you establish the classification? Is it the result of the examination of the teachers?—Yes, and by certificates.

6846. What is the highest salary you pay in any case to a male teacher?—We as a society do not undertake to pay salaries.

6847. You have no definite sum to pay?—No, it depends on the locality where the schools may be.

6848. You supplement local contributions up to a certain figure?—Are you talking of the central society; because there are twenty-nine or thirty diocesan societies, and each has its rules as regards details?

6849. Have you not a central society that supplements all the diocesan societies?—The Central Society—the Dublin one I mean—in some cases, as in the case of the diocese of Down, gives help towards the salaries, and towards the payment for requisites, but this money is supplied to us by a special fund for the purpose—the London Hibernian Society Fund. So far as that goes we supplement salaries, but I do not know another case.

6850. Does your society undertake to supplement the income of your best teachers, and bring it up to a certain figure?—We do not. We should be very glad if we had the means.

6851. Have your teachers, in general, fixed residences?—In general, with a certain amount of money they get a residence.

6852. Is the residence estimated at a certain value and taken into account?—They always think of it as a something. When we talk to a man or woman of salary, we say so much a year and a house.

6853. The *Chairman.*—Are they householders or lodgers generally?—Generally householders. They generally have houses to themselves.

6854. The female teachers—have they houses?—They very often have mothers and sisters living with them.

6855. Rev. Dr. *Wilson.*—Do they receive the school fees?—That is as may be arranged. In some cases they do.

6856. Do the parents of the children to any large extent pay school fees?—In some cases they do. In the north very much—in Armagh and in Down, but in poor localities they do not.

6857. Could you give us the lump sum that has been received during the year 1866, paid by the parents of children, or by any parties for children, as part of the teacher's salary?—I cannot at this moment; I am unable to do that.

6858. What is the proportion of the schools in reference to which you say the parents of children pay any sum to the teachers for their work?—I should say it is a general rule. It may be very small, but as a general rule, something is given.

6859. Does that apply to all the provinces?—Yes, that is my impression.

6860. Have you noticed any difference in the amount contributed by each province in that way?—We do remark that in the counties of Armagh, Cork, and Down people are more willing to give. We presume they are better able to give than in other parts of Ireland. By the Armagh diocese, I mean Armagh and Clogher; by Down, Down, Connor, and Dromore; and when I say Cork, I mean the diocese of Cork, Cloyne, and Ross.

6861. Do many children of the better class attend those schools?—I cannot say. I presume they do attend. By the better class you mean perhaps the artisan class?

6862. A higher class?—I am not sure.

6863. But the children of comfortable farmers, I presume, attend?—I should think so.

6864. Do you know is there any difficulty in getting payments in the shape of school fees from parents who are pretty well off?—I never heard there was much difficulty in getting money from them. I cannot say. It is a very small contribution that is ever asked from them.

6865. What is the number of your teachers at present?—We have 1,404 schools, and I presume we have something like that number of teachers.

6866. Can you say how many male teachers and how many female teachers there are?—At this moment I cannot.

6867. Do many of your teachers act as parish clerks?—Very many.

6868. Could you say what proportion?—This instant I could not.

6869. Do any act in the capacity of sexton?—There may. I don't know of any case at present, but very many are parish clerks I am aware.

6870. Is the salary of the teachers in many cases supplemented by collections taken in the church or from the church itself, as well as from the schools?—I really cannot say; these are matters that don't come under my knowledge at all.

6871. Is it held out as an inducement to parties to become teachers that they may have other situations?—I never heard it. I have heard, of course, that the salary of the parish clerk would be added to that of the schoolmaster in case he was able to sing. Whether that would be regarded as an inducement or not I cannot say.

6872. Have you any scale of proficiency in reference to the instruction that is given in your schools?—We have for both male and female.

6873. And does this refer to the secular as well as to the Scriptural instruction?—To both.

6874. And do you expect children to reach a certain standard in a certain specified time?—We do.

6875. Could you say what that scale is?—A very large one, and the subjects are very numerous for males and females.

6876. What would you say as to the rate of progress made by the children—do you get reports from the Inspector?—Of course. We are very well satisfied with the general progress.

6877. Are your Inspectors stringent in requiring this scale to which you refer?—They are, but as they are generally unpaid Inspectors we have not the same control over them as if we had paid men. There is only one in Dublin that we pay, the Rev. Mr. Hamilton, and he is very particular.

6878. Do you know what means you have got of knowing that such scale is acted on?—I don't know. I am not aware of any particular method that they have, but our Inspectors, I suppose, would naturally maintain it. They make a report in the day book as to whether they are pleased or otherwise. They state the grounds on which they make their report.

6879. Do you use the books of the National Board in your schools?—They are used in some parts of the country. I think in the diocese of Cork certain of the books are used.

6880. Have you any rule either for or against using them?—There is a rule in the report to the effect that not only are the books in our catalogue, which you may see, to be used, but that such books may be used as the Diocesan Committee approve of, and that they write to us in Dublin and ask our permission to use the same.

6881. And do you in Dublin object to the use of the books of the National Board?—Never formally have we objected. We have not a high opinion of them, on the contrary. We generally use the English books.

6882. Could you state the average time in which children pass from class to class, or book to book, taking the National Board as the standard until they reach the fifth class?—I am not prepared to say. The training master is more competent to speak on that matter than I am.

6883. How many teachers have you trained in the central establishment?—I cannot tell the exact number. We have been training now about twenty-two years.

6884. Do you allow any teacher not a member of the Established Church to act as such in any of your schools?—No, they are all members of the Church.

6885. Do you find in certain districts where National schools are convenient, Roman Catholic children attending some of your Church Education schools?—I believe they do attend.

6886. Do you know whether it is a fact or not, that in many cases where there are Church Education schools, with National Board schools equally convenient, children of the Established Church don't attend the Church Education schools, but attend the schools of the National Board?—I think it is very much the other way. They are more anxious to attend our schools than the National Board schools, as a general rule.

6887. Does such a state of things exist to any extent, are you aware?—I cannot say at this moment.

6888. Do you know of any such case?—I do not this instant.

6889. What do you say, for instance, to such a case as this:—I have been in the south of Ireland, and on visiting the National school, which was under the patronage of the parish priest, and had a Roman Catholic master, I found on examination that, though it was in the neighbourhood of a Church Education Society school, a large proportion of the Established Church children of the district were pupils. Have you any such case as that?—There may be. I really am not aware.

6890. Have you received any reports on that subject from time to time?—I have. Often reports or letters have been sent to us, applying for assistance, and if we were unable or unwilling to give some assist-

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ance, we have been told that that would happen—that the children would be driven into schools which they disliked.

6891. How driven?—Because they could not get the education they desired, as we were too poor to give them any assistance.

6892. But the case I refer to is the case of a Church Education school in which the teacher was a Protestant?—Perhaps the teacher was an inferior man who had not received a superior class of education. This might be the case in that particular locality, but when you compare the teachers generally ours are quite equal to the best under the Board.

6893. Do you think the parents of the children, if not the children themselves, look to get the best schools for the purpose of a literary education?—Where they think they will be best taught it is only natural that they should look there.

6894. Have you heard of any district where there was a National Board school, where a Roman Catholic was the patron, and the teacher a Roman Catholic, and where the school now being closed, the Roman Catholic children go to the Church Education school of the district?—I am not sure that I know a case of that kind.

6895. I passed a locality the other day, since the commencement of this Commission, answering that description. Is not that a proof that the children, or the parents for them, are anxious that they shall receive good, sound, literary instruction, whether it be in the Church Education schools or in the National Education schools?—I believe that is true of all, but I am quite sure Protestants would prefer to send their children to Protestant schools under a Protestant master.

6896. Do you think that holds with regard to Roman Catholics?—It may.

6897. Rev. Mr. *Cowie*.—I understand you do not pay any salary to teachers from your society?—Except to the London Hibernian schools. A number of schools were under that society some years ago, and when these schools were united to ours and came under our charge we got some funds with them—that is, funds raised in England for that society, and so we are bound to give whatever we get to the London Hibernian schools in salaries. Except these fixed salaries, so called, we do not.

6898. In that case do you pay the whole of the salary, or do you merely add something?—We merely add in all these cases.

6899. Do you allow any gratuities to those teachers who have been trained?—No. I am sorry we are unable. We did in former years give gratuities. We are unable now from want of money.

6900. Does the demand for teachers exceed the number you can supply annually?—Very much, especially on the male side.

6901. Do you use special books prepared by your society?—No; we do not print any books at all ourselves.

6902. But, did not the Kildare-place Society print books at one time?—The Kildare-place Society is not our society. We merely use their premises; the two societies are distinct.

6903. You are not speaking for the Kildare-place Society?—I am merely speaking for the Church Education Society; we never published any books.

6904. Do you use books prepared specially for your use in the Church Education Society's schools?—We use the best books we can get anywhere; we have no special books of our own; we use the books of the Society of Christian Knowledge as a general rule.

6905. Do you find these answer your purpose?—We like them very much.

6906. With reference to the examination papers of your teachers, are the papers a fair specimen of what you expect the teachers to answer—I mean do they really answer them fairly?—We really expect them to answer; we do not give any question they should not answer.

6907. Are you aware that examination papers are often a great deal above the powers of the persons examined?—We don't do it; in the first place, we have no object to secure; it is merely for the men and women themselves.

6908. How are your Inspectors appointed?—We appoint one ourselves here in Dublin. He is appointed by the committee, a man of long experience, I mean the Rev. Mr. Hamilton; and in the country, in the various dioceses, some friend who has some special aptitude for the duty offers his services, and he is appointed by the diocesan society—by the diocesan committee.

6909. Are the reports the Inspectors make on the schools ever published?—Never, that I remember.

6910. What is the special advantage of union of these schools with your society?—Well, they don't get much from us just now; one advantage may be that books are sold to them at a reduced rate, 25 per cent. below the published price. We are enabled to do that by arrangement with the Kildare-place Society, that is some advantage. Then, again, the advantage of intercommunion—feeling interested in the same great cause.

6911. What was the object of the model school in your system?—The object of it was with a view to training schools. We could not have a training school unless we had a model school.

6912. You mean by model school what we call practising school in England?—We have in Kildare-place the model school, the practising school, and then the training school beyond that. The establishing of model schools in each diocese was one of the arrangements proposed but we were unable to do it. There was one in Enniskillen, but it lasted only a short time.

6913. Was it a school in connexion with a training establishment?—We intended by that both a training and a model school. We proposed at first one for each diocese.

6914. Was the object of the model schools that you should teach children of the middle classes therein?—Never.

6915. Is it possible for a school to be in union with your society and also with the National Board?—I don't understand how it could be.

6916. Has any negotiation ever taken place between your society and the National Board with a view to obtain public aid for your schools?—I never remember any formal negotiation between the Board and us.

6917. Have you ever considered yourself on what terms you could receive aid from the National Board?—I have been often thinking on that subject, but I don't think have come to any definite conclusion.

6918. Suppose there were a general open examination for teachers' certificates, do you think it consistent with the principles of your society that your pupils in training should go in as candidates and become qualified teachers of the Board?—I don't see any objection to it, our principle being safe.

6919. Have any of your teachers, to your knowledge, ever gone into the Marlborough-street training school?—Not to my knowledge. I don't remember this instant an example. Some of our teachers, I understand, have joined the Board, but I don't know of any case at this moment. There may be such cases, but I don't know any case where a person trained by us has gone to the Board. I know many cases, however, where persons trained by the Board have come to us.

6920. Do you mean that they have come to you from the training school?—Yes; and who have gone through it; and our uniform experience of them is that they have been very much below par—very inferior to our ordinary run of teachers.

6921. You mean on coming to the Institution?—On coming to the Institution, and that their ignorance of Scripture is quite remarkable. They are, of course, members of our Church.

6922. Their ignorance of Scripture is not wonderful, because it is in evidence that they got no religious instruction?—That is a fact; their ignorance is quite remarkable.

6923. Do you refer to secular subjects also?—We find them deficient. Nor wonder at it, from all we

have heard about the National system. At this moment the most ignorant man of our class was a teacher under the National Board for two years.

6924. Was he trained in Marlborough-street?—I don't know. I know he was teaching under the National Board.

6925. Suppose a system of payment by results, something similar to the system we have in England, such subjects being secular only, do you think your society's schools would be able to derive any benefit?—If our training establishment was enlarged, and we were enabled to do what we could do, we need not fear any result of that kind; rather, I think it would be to our advantage. Our poverty is our great difficulty.

6926. I am not speaking of your model school in Dublin, but your schools generally in connexion with the Church Education Society. Being familiar with the principles of the society, and with the manner of carrying them out, do you think if the Government proposed to aid schools principally by payment for results, such examination being on secular subjects, that it would open a way to your schools deriving aid from the Board?—I think so.

6927. Is there any other plan by which they could be aided?—The Bishop of Ossory, I think, has proposed a plan very much like that, and the present Attorney-General.

6928. Mr. *Stokes*.—The fundamental principle of your society is that all the children should receive a certain amount of religious instruction?—Should receive the Scriptures.

6929. In a particular version?—In the Authorized Version.

6930. Do you take any means to ascertain that the parents of the children desire them all to receive that portion of religious instruction?—We do not. People are perfectly aware of the principle of our schools, and parents do not object—our system is so patent and so plain. I know cases where parents coming, who were Roman Catholics, were told, "You know if children come in here they must learn the Scriptures." The reply was "Very well." I know several cases of that in our model school in Dublin. In fact, the parents know the children must receive religious instruction; they cannot but know. We don't take any particular method to let them know.

6931. Is it not a fact that there is so little intelligence amongst the labouring classes that they really very often do not know what is to happen to their children in schools?—I cannot say; I can only speak from my daily experience.

6932. Do you believe that all the parents do, in fact, know their children will be required to read the Bible in the Authorized Version?—I think they cannot but know.

6933. Judge *Morris*.—The number of Roman Catholics, I believe, Dr. Leeper, is decreasing every year in your schools?—Very much so. We observe that. We have now 6,871, which is something less than the preceding year.

6934. You had, in 1863, 9,662?—Yes.

6935. Have you any statistics to show where principally the Roman Catholics come from, as regards the provinces?—Yes; we find it is chiefly in the south and west.

6936. In your reports you don't, I believe, enter into that detail—it is merely the numbers generally?—It may be seen by the tables at the end of the report. It must be in the returns we are now making for the Commission.

6937. So I think. There is no means of knowing it from the reports?—No.

6938. All your teachers must be Protestants?—They must be Church of England Protestants.

6939. All your books must be books in which there are Protestant definitions of the Bible?—We call it the Authorized Version.

6940. And the books are books which you said were published by some Protestant society?—By the Christian Knowledge Society. We are not limited to these; we take a good book wherever we can get it.

6941. I presume the tendency of the books must be a Protestant tendency?—I don't know; we look to see that the books are sufficient. As regards history, for instance, we use "The Student's Hume."

6942. But the Christian Knowledge Society, is that a Protestant society?—It is a Church of England society exclusively. We use some Scotch books.

6943. I presume also published by a Protestant society?—It would be very unlikely we should place any books in the hands of the pupils that contained anything we thought objectionable.

6944. Of course any books that contained any remarks favourable to the Roman Catholic religion, I presume conscientiously, you would consider objectionable?—I think so.

6945. Well, having disposed of the teachers, who must be Protestant, and the books, which must be substantially Protestant—in the schools in addition, you require that the Scriptures should be read?—Yes.

6946. The Authorized Version?—Yes, the Authorized Version in the school.

6947. And commented on?—And commented on freely.

6948. And of course that commentary also will be in a Protestant spirit?—That is perfectly clear.

6949. Well then, must not every Roman Catholic child that goes to your schools, that is, of tender years, necessarily become a Protestant?—I don't know that it is so of necessity.

6950. I say emphatically necessarily—must not a child of tender years, who is educated, mark you, by a Protestant teacher, in Protestant books and in the Holy Scriptures, commented on in a Protestant spirit, become a Protestant?—They may not remain long enough to be thoroughly imbued.

6951. If the child does remain long enough, looking at it in a sublunary way?—Home and other influences may correct that.

6952. Would not the odds be preponderating that the child would become a Protestant?—Well, I don't know that it is an inevitable consequence.

6953. Is not, supposing what I said to be true, your society, so far as Roman Catholics are concerned, a proselytizing society?—Suppose what you said is true, it might be.

6954. Is not that the tendency of it?—Not of necessity.

6955. As the teachers must be Protestant, as the books are Protestant, as the children are taught the Bible in a Protestant spirit, and with a commentary putting forward only and emphatically Protestant doctrines, is not the likelihood that any child, at all events a child of tender years, would become a Protestant?—That is a matter of opinion.

6956. And therefore as a matter of opinion, I ask is not the tendency of the society of a proselytizing turn so far as Roman Catholic children sent there are concerned?—National schools under Roman Catholic management must so have a proselytizing tendency also.

6957. I am not drawing any distinction with reference to National schools?—I perceive you are not, but I may make that observation at the same time, that it affects them also.

6958. Yes, it will, but not inevitably. Is not one of the objects of your society the dissemination of Protestant truth?—We never stated it in that way; that is too vague; the word Protestant is too vague. It may mean anything and everything. We are connected with the United Church of England and Ireland.

6959. Well, I mean Protestant in that sense. In the sense in which you put it, is not one of the objects of your society the dissemination of the truths of the United Church of England and Ireland?—We never put it in that form at all. We are merely an educational society—a school society. I will read the object from the second of our fundamental laws.

6960. Don't you, as a Protestant clergyman, consider that the Bible cannot support the dogmas of the Roman Catholic religion?—I do.

6961. Wouldn't you, then, as a Protestant clergyman, in commenting on it to Roman Catholic children,

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necessarily seek to demonstrate that it does not support the dogmas of the Roman Catholic religion?—That supposes that my invariable instruction is on controversial matters.

6962. No; but when you meet with passages which are controversial, in explaining and commenting on them to a child, must not you explain to him that it does not support the dogmas of the Roman Catholic religion, of which the child is supposed to be a member?—I may state the truth as it appears to me, but in no way controversial, or bringing before a child's mind what may be offensive to the child.

6963. I don't mean in an offensive way, but commenting on it in a Protestant spirit, don't you seek to teach the child it supports the Protestant dogmas?—So far, whoever I may be teaching, whether Mahommedans, Jews, Roman Catholics, or Protestants, I cannot but teach what I regard to be God's will and truth, and let he or she take it or otherwise. Of course I must teach what I believe.

6964. How do you account for such a number now as 6,871 Roman Catholics, principally in the South and West, attending the Church Education schools in which the teachers are Protestant, and the books are Protestant, and the teaching of the Bible is commented on in a Protestant spirit?—I really cannot say, perhaps the schools there are insufficient.

6965. Did you hear of pressure being put on the parents of children by their landlords?—I may have heard of it, but I don't believe it.

6966. I conclude you have heard such?—I could not but hear such, as I hear many other strange, false things.

6967. And you don't believe that has ever had any practical effect?—In my own experience I never knew of anything of the kind.

6968. I believe Dissenting Protestants, Presbyterians, and otherwise, are not taught the formularies of the United Church?—They are not.

6969. Well, then, Roman Catholic children, in fact, are exactly placed, as regards religious education, on the same footing as Protestant Dissenters?—Precisely.

6970. Both are excused from the formularies of the Church?—They are.

6971. Have you any Roman Catholics in your training or model school?—We had some in our model school, but not in our training school.

6972. Are they natives of this locality, or from a distance?—From Dublin, I think. I think they are inhabitants of Dublin, or from the vicinity of Dublin.

6973. Professor *Sullivan.*—Are they male or female?—Both male and female.

6974. Judge *Morris.*—How many in the model school now?—This moment I cannot tell you.

6975. Have you ten? I mean, is it so small that you have a doubt about ten?—I suppose the three schools have thirteen or fourteen.

6976. Are you able to give an explanation of why these fourteen or fifteen attend your school?—The number being so limited I cannot tell anything about them. Our school is open to all.

6977. Or the history as to where they came from?—No.

6978. Do I understand you, that you are not aware of any reason why these fourteen or fifteen Roman Catholics, in a place like Dublin, should go to your school?—I am not.

6979. Or any of them?—I don't know any reason they should come to us. I often wonder we have any.

6980. Or why any one of them?—I don't know the reason why any one of them should come. I was going to add, my impression generally is that Roman Catholic children do not object to reading the Scriptures if they are allowed to have their own way.

6981. That is, reading the Scriptures without comment?—The Roman Catholic children do not object to reading the Scriptures.

6982. Do you think the parents of Roman Catholic children do not object?—I don't know how to account for it, but many are drawn to where they are read.

6983. That is, the children's parents have no objection?—Yes.

6984. To have the Scriptures commented on by a Protestant teacher in a Protestant tone?—You may put it in that form if you like.

6985. Is not that what you said?—It is.

6986. Is it not the duty of the teacher to read the Scriptures, and comment on them in a Protestant spirit?—To explain them.

6987. Comment is the word. I take the word from the report?—I think comment is not the word. What are you reading from?

6988. I am reading from the report of '66?—That is no rule of our society.

6989. It is one of the reports—"The Word of Life is daily committed to memory, examined in, commented on, and explained to thousands of boys and girls of all denominations"?—No doubt of that.

6990. Well, now, is your evidence that in your opinion Roman Catholic parents would have no objection to have the Scriptures commented on and explained to those children by Protestant teachers in the Protestant version?—I think that, in general, the Roman Catholics would not object; I think there are Kildare-place reports that prove that.

6991. But the Kildare-place Society reports that the Bible was read without comment, and that that course was approved of by the Roman Catholic children?—There is, no doubt, a great difference between reading and commenting; but, notwithstanding all that, I think, from my own experience as a clergyman, that Roman Catholics do not object in the way that has been often stated, or to have a portion of the Scriptures even commented on by clergymen. For instance, in ragged schools they attend very freely, and there they are commented on, and, I presume, by Protestant teachers.

6992. Do the children get anything in ragged schools?—That may be or may not be.

6993. As a matter of fact they do get in ragged schools some material advantage?—They may, in some cases.

6994. Are you aware not that they may, but that they do?—I am not connected with any ragged school, and I am not sure of any, really.

6995. Have you not heard they do get their breakfast?—I have heard of something like that being given.

6996. You receive in round numbers about £50,000 a year?—Not quite that now.

6997. I take again from your report?—I don't know whether you have the last in your hand.

6998. I find in your report of '64 an income of less than £50,000, and it says that can poorly compete with £300,000. I suppose the £300,000 means the National Board?—I think so.

6999. You had for your £45,000 that year 63,000 pupils on the rolls?—That particular year?

7000. We'll take it this year. I am taking £45,000 a year. In that year, '64, your funds were £43,000. I take now the last report, '66, your funds were £45,619 14*s.* 6*d.*, and you had 67,427 children on the roll, that would be, I think, in round numbers something like 17*s.* a head. Are you aware the National Board for their £300,000 have 900,000 pupils, or about 6*s.* 8*d.* a head?—It is hard to compare a system so well endowed as the National system with ours.

7001. Is it not endowed as regards the number of schools? Ought not the means depend on numbers? When you say this income, which is less than £50,000, can but poorly compete with £300,000, ought not £50,000 with 67,000 pupils fairly compete with the £300,000 a year, with 900,000 pupils?—I think we work well, according to our means.

7002. And ought you not do better? Ought you not with £45,000, do better with 67,000 pupils than the National Board with £300,000 a year and 900,000 pupils. What would be the meaning of doing better in this case?—Compete?

7003. In what way would the result be ascertained?—We would educate and train more if we had more money.

7004. But ought you not do that for the 67,000 pupils? Ought you not train them, teach them, to say the least of it, as well, just as well, if not better, than the National Board do the 900,000 pupils for £300,000 a year?—Perhaps we do, and train them better.

7005. Are the Irish Church Missions at all in connexion with your society?—No; the principle is very much the same, so far as reading the Scriptures, but we are in no way connected. Perhaps it may be an argument in favour of our system—I consider it so—that there are a number of societies in Ireland on our system, though not in connexion with us.

7006. They are not affiliated?—Not affiliated. The Erasmus Smith's, the Incorporated Society's schools, Captain Robertson's schools, in the North of Ireland—all the parochial schools. This is very often forgotten; but the fact is, that every parochial school in Ireland is more or less on our system, though not always connected with us.

7007. How many of the bishops of the Established Church are connected with your society—members? Is not every bishop who subscribes a president?—He is a patron and member.

7008. So far, he is a subscriber then, and not a president?—The Bishop of Cork is a subscriber, but not a president, though he speaks at our meetings.

7009. How many out of the twelve, you must know, are connected with the society, either by subscription or as presidents?—I say the half at all events. Six of them are directly connected. I look on a subscriber as my test. The Bishop of Meath is a subscriber though not a president. That would be seven. We have seven out of the twelve.

7010. Rev. Mr. *Cowie.*—Will you turn to page 10 of your last report? Is it not £45,000 odd in that passage made up of £41,000 local effort, and £4,000 given by the society?—You are looking at the total available income?

7011. £41,000 is local, and £4,000 is given by the society?—£4,000 is sent to the Central in Dublin, and the remainder is contributed through country friends.

7012. Very well. The Board educates 900,000 children for £300,000 a year; how much local effort does that call forth?—I believe none; I believe next to nothing.

7013. About £40,000 a year?—The contribution of the children is about £40,000, and the subscriptions about £12,000 a year.

7014. Is it a fair thing to compare the efforts of the Board, for 900,000 children, with those of your society, which has 67,000 children?—I don't think it is. I think they are scarcely to be compared at all.

7015. May you not put it in this way—The small expenditure you make from the funds of your society is supplementary to about £41,000 a year from the country, while the large expenditure of the Board only calls in about the same?—In fact, I had no idea, until it was mentioned now, that so much money was got by the National Board. I did not think they got as much as you mentioned.

7016. Mr. *Gibson.*—What is the exact number of children that you educate. These 67,000 are on the roll during the year. How many are in average daily attendance? How many children are in attendance on the schools?—This moment I am not aware. Two or three of our friends will, perhaps, be able to give it to you from the North and South.

7017. It will be of importance to know the exact number that attend the school; the daily attendance at the schools might be very small?—I have often heard it stated, speaking of the two systems, that there is a greater per-centage of children attending our schools, as compared with those on the roll, than under the National system.

7018. Could you say how many Roman Catholics attend?—This very day, before I came out, I was looking over a list, and I found we had it ascertained some time since that 55 per cent. is the average of attendance, of all denominations, and that is very good, I believe, in comparison with the National Board, though indeed the two are so very unlike in many ways—one is so gigantic, and the other so small—one so rich, and the other so poor—it is hard to compare them.

7019. Professor *Sullivan.*—Are the contributions of the children to the school included in that sum?—I presume they are. I am not sure. I should not wonder if it was part of the income.

7020. It is stated as part of the income?—I should think so.

7021. Do you keep any account in these schools of the amount of receipts from the fees of the pupils?—I am not prepared to say that it is invariably done, but I presume it must be very generally done. We have so few paid agents in the country, we are not able to answer questions of that kind with anything like accuracy.

7022. Who repairs the school buildings?—They are repaired out of the local funds by the clergymen and other friends, parishioners, and subscribers to the schools. For the most part, all the repairs of the schools come out of the funds for the general support of the schools.

7023. By the way, that circumstance is not taken notice of in the Report. For instance, there are 1,400 schools?—A great deal of money is expended in that way in the course of the year, and our friends give that out of their own pockets.

7024. Some of the schools are connected with parish churches?—Yes.

7025. Do the repairs for the schools erected on this condition come out of the funds of the Ecclesiastical Commissioners?—No; the Commissioners do not pay anything for the repairs of parish school-houses.

7026. You stated the reports of the Inspectors were never published. Why is that?—We give the results. It would be very costly to publish them.

7027. It is a question of expense?—More a matter of expense.

7028. You also said, with regard to the qualities of the National trained teachers now under the Church Education Society, that some of them were inferior. Would you say whether they were trained or not?—I am not sure whether all the men we now have were trained or not, but I know they were teaching for some time, and one was teaching for two years under the Board.

7029. You are not aware whether they were trained, or to what class they belonged?—No, I don't know much about them; all I know is, that they were teaching under the Board, and my impression is that some of them were trained.

7030. You stated that the system of the Church Education Society was patent and plain to everyone, so that there could be no mistake about it in the minds of the Roman Catholics. Does that apply generally to all the schools under the Church Education Society?—It must. I believe it does.

7031. How would the school of a National teacher who is a Roman Catholic have a proselytizing tendency in the same way as the Church Education Society School, except on the condition stated by Judge Morris?—Many of the National schools under the National Board are in chapel-yards. That is a common thing; it is also a common thing for Roman Catholic clergymen to be patrons; it is a very common thing for the masters and mistresses to be Roman Catholics also; and I think that such influence should not be denied as tending to the proselytizing of Protestant children attending such a school.

7032. Is there not a wide difference between a school in which the fundmental rule is supposed to be, that no religious teaching can be carried on in the school in the ordinary school hours, and where the teaching must be supposed to be secular, and a school connected directly with the Established Church, where the Scriptures are daily read and explained in the Protestant sense?—I think no one can deny but that the locality of a National school in a Roman Catholic chapel-yard, within the sound of the Roman Catholic chapel-bell, and the Catholic service continually

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going on, and with a Roman Catholic teacher must have an influence in affecting the Protestant child's mind.

7033. Still you could hardly compare the two cases—could you?—Perhaps not exactly, but still I believe there is unquestionably an influence—a Roman Catholic influence in such circumstances, and it is a very common kind of thing.

7034. The converse of that would be equally correct with regard to a Roman Catholic child attending a National school where the teacher was a Protestant?—It might have that effect.

7035. The chance of a Protestant tendency must be still greater in a Church Education Society school, where there is no pretence of an unmixed secular education?—It may be. It is matter of opinion.

7036. You have stated the Roman Catholic children do not object to the reading of the Scriptures—do you think the Protestant children would object to reading the Douay Bible?—I never saw it tried. I think they would rather have their own. I think they would prefer the Authorized version for many reasons.

7037. We will take the ordinary school children—are they really able to distinguish between the Authorized version and the Douay version?—I think Church of England children, accustomed to hear the Authorized version, would at once note the differences in many passages.

7038. Does not the statement that the children do not object to read the Scriptures apply rather to the age of the children, who are unable to discriminate, and have never heard any objection to the book, and therefore regard it like any book read by them?—I don't know that anyone could ever make such a mistake as not to know the difference between the Bible and any other book, no matter how tender the age if able to read at all.

7039. Could they distinguish by the Bible itself? Is it not rather a question of the training or education they receive?—I was only talking of my own impressions about Roman Catholic children generally. I don't think they object in that way to reading the Bible, as it has been stated they do.

7040. Does not that imply that the subject of controversy enters very little into the education of Roman Catholics?—What is controversy? Truth is controversy in one sense.

7041. In that particular sense it is. But still religious controversy upon these disputed points is not one of the things generally discussed?—We don't undertake to teach controversy, but it is impossible to avoid avowing our creed sometimes.

7042. Is it not rather the function of parents of children to see that the children receive proper education than of the children themselves to decide?—Well, when children come to our school we may suppose their parents are not unwilling they should be taught in our system. It is a very fair conclusion.

7043. Very true. But I am putting the question generally in this sense, that it is no argument that because the children do not object, the parents, who are the proper judges, would not object. Is it not rather the function of the parent to say what religious training the child should receive up to a certain age?—That is matter of opinion.

7044. Do you think it is the function of somebody else—not the parent—to say what shall be the religion of the child?—We know that an ill-instructed parent is scarcely a judge. And you are to remember that if you are always to take the opinion of the father and mother, there would be no such thing as Christian missions amongst the heathen, for no heathen father or mother would wish their child to be proselytized—to use the word. If you are to listen to parental authority, in that case they should all remain pagans.

7045. You have heard of the famous Mortara case?—I have.

7046. On your principle that would be perfectly justifiable?—Let each case stand on its own particular merits.

7047. That would be an exceptional case?—With regard to parental authority there is no question whatever. Christian missions would be set aside if you always act on parental authority. No Hindoo or Japanese, or Chinaman, would allow his child to become a Christian in the exercise of his parental authority.

7048. Where are we to draw the line between that and the case of the Mortara boy?—I don't know. Parents are often very ignorant. They may not know what is good for their children.

7049. Are you aware of any case of compulsion on the part of landlords with regard to the attendance of Roman Catholic children in Church Education Society's schools?—I never knew a case.

7050. You consider that all the Roman Catholic children who are attending the Church Education Society's schools attend of their own free will, for the sake of the education?—I have no reason to suppose otherwise. I know of no such case as you refer to.

7051. To what are we to attribute the gradual decline in the attendance of Roman Catholic children in your schools from 9,662 in the year 1863 to 6,861 in 1867?—It may be attributed to various causes. Emigration may be one cause. Their going to other schools of a kindred nature—such as the schools of the Irish Church Missions. Then, perhaps, they are leaving our schools altogether and going to newly-erected National schools under, perhaps, Roman Catholic patronage, and the inducement of the Roman Catholic clergyman who wishes them to go there.

7052. Wherever you have a considerable attendance of Roman Catholics, are there any other schools in the immediate neighbourhood which they would be more likely to select?—In that general way I really cannot answer, but our schools are numerous and scattered very much. They could make a choice. Every parish has its own school—and every parish school is more or less under our system. They might go there if they thought proper.

7053. As a matter of fact, is it not the case, that where you have a large Roman Catholic attendance or of the children of Protestant Dissenters, such attendance is attributable to the absence of National schools?—I don't know enough of the country to be able to say so—I am more or less in connexion with Dublin.

7054. The *Chairman.*—Is the Church Education Society a missionary society in the sense of the "Irish Church Missions"?—Not at all. By the second fundamental law it can be seen what our objects are—affording instruction to the children of our own Church in the Holy Scriptures, under the direction of the bishops and parochial clergy, &c.

7055. What are your special duties as chaplain?—I catechise daily; I conduct the daily prayer in the house; I supervise and attend to all things relating to the moral and spiritual good of the students, and have a general care of them, at all times.

7056. What churches do the teachers and pupils in training attend on Sundays?—Chiefly a neighbouring church in Leeson-street—the Magdalen Asylum Chapel. Our former honorary secretary was clergyman there. Some of them come to my own church.

7057. Is there any general or special cause that brings Roman Catholics to your central schools in Dublin?—I don't know of any.

7058. Has the gradual increase of National schools throughout the country been the cause of diminishing the attendance in the Church Education Society's schools to a considerable extent?—I don't know, indeed. It may be one of the causes why Roman Catholics have been decreasing on our rolls, but I believe the ever increasing strength of the objections of the Roman Catholic clergy to allowing the children to come to our schools has been the chief cause of the diminution in the number of Roman Catholic children.

7059. Master *Brooke.*—I hardly think the Commission has ascertained fully the peculiar position of the schools with regard to finance. How are the funds of each individual school managed—has the central body any sort of control over the management of any one school?—We have not.

7060. The patron of each school finds the funds and spends them as he pleases—is not that so?—Perfectly.

7061. And the central or diocesan society has no sort of control over him?—Clearly not.

7062. Though they may sometimes give him a little assistance?—Yes, that makes it essentially a Church society, the clergyman never being interfered with in dispensing his means in whatever way he chooses, and paying the salary of the teacher in whatever way he chooses.

7063. With regard to the scale of proficiency there is one fact not yet brought out as to the promotion of the children. Are the children promoted from class to class by the schoolmaster or Inspector?—By the Inspector.

7064. Is it part of his duty to pronounce upon that?—Yes; that is one main object of his inspection.

7065. Professor *Sullivan*.—What arrangement have you for coming to a common standard amongst the Inspectors?—We have a common scale of proficiency—male and female.

7066. That applies to the local as well as to the central schools?—That is our system, represented by the scale.

7067. Master *Brooke*.—With regard to the assistance given by your central body to the country schools, we have not heard how the central body was able to supply inspection?—Some thirteen or fourteen years ago, we had a Board of Inspectors—eight or nine, who were paid about £150 a year each, together with travelling expenses. Gradually we were obliged to give that up: our funds failed. Then we supplied it in a manner by friends here and there—clergymen undertaking to do the work for us in the way I mentioned. Then, in the last three or four years, we attempted to assist towards inspection, by making a certain grant to each school.

7068. What grant?—The grant was only at the rate of 10*s*. a school. We have been obliged, within the last year, to withhold even that sum. We were able for two or three years to give just that small sum, which amounted to a good deal for us—something about £500 a year. That failed, from want of means; so we have been obliged to give it up. We have only one paid Inspector in our office now—Mr. Hamilton.

7069. With regard to the question of payment by results, that Mr. Cowie asked you about, is not that an essential part of the Bishop of Ossory's plan?—I think so.

7070. It is also a part of Mr. Warren's plan?—Yes; there was a plan akin to it I heard of during a former Lords' Committee. Earl Granville, I think, proposed to give inspection, books, and training, and as the result of inspection to give some help, paying by results.

7071. Mr. *Gibson*.—Was there not a communication addressed by your society to the Commissioners of Education requesting inspection and books?—Never any formal application. Mr. Cardwell when here, and our Secretary of the day, had some communication with each other, but there was nothing definite, or authorized by the society.

7072. Master *Brooke*.—With regard to proselytizing—is it any part of the objects of the Church Education Society to draw off Roman Catholic children?—Not at all. We don't refuse them when they come.

7073. Was not its object originally simply to teach children of the Established Church?—Simply, as evidenced by the second fundamental law.

7074. The clergyman's parish school, and not shutting the doors against any—it is an incidental result?—Just that; and it is forgotten too much, that when we were founded, I gather from the tone of our fundamental rules, especially the second one, it was merely to assist the parish clergyman's schools then in existence. Therefore we never interfere with his system, or with himself.

7075. With regard to Judge Morris's question about commenting on the Scriptures, is it not true that the Apostles' Creed, the Nicene Creed, and the Athanasian Creed, are Protestant doctrine, and fundamental parts of the Protestant Church teaching?—Clearly; we use them in our services, and allude to them in our Articles.

7076. Is it not true that all the great primitive doctrines are common to both Churches—the Trinity, the atonement, redemption, the corruption of human nature—these are common to both Churches?—Clearly.

7077. Is it not also believed by your Church that the doctrines peculiar to the Church of Rome are not such as would occur in reading the Scriptures, inasmuch as they were added to the older creeds?—We never expect to find what is peculiarly Roman Catholic doctrine in the Bible.

7078. Is not a large portion of practical morality founded on the Scriptures?—Far the greater part.

7079. There is nothing in that which is not common to both Churches?—No, there is not.

7080. A very large scope of commentary is to be found in the Scriptures which is in no way hostile to Roman Catholics?—Clearly; a great deal of common ground.

7081. And that the very ground likely to be found in the Scriptures?—Just so; and I am persuaded a great part of our teaching in our various schools is exactly on that principle. There is the Creed, every part of which is received by the Roman Catholic Church, and the Lord's Prayer, and the Ten Commandments are also taught.

7082. If tendencies are to be considered—if a school in which the Word of God is never mentioned during the course of secular teaching—in which the Bible is not to be alluded to—in which no moral instruction is to be founded upon the Word of God, nor any allusion made to its existence—might not such a school occur to us as having a very infidel tendency?—Positively so.

7083. Have we not good reason in the present day to be very much afraid of the progress of infidelity and contempt of Holy Scripture from the literature around us?—I think so.

7084. As to the comparison of funds, you are aware that in the year in which the report mentions the income was £45,000, there were 1,510 schools—allowing £4,000 a year for the Dublin schools you would have £41,000 as the amount spent upon schools in the provinces?—Yes.

7085. That appears to be about £27 per school?—Yes.

7086. The National Board with 300,000 have about 6,000 schools—that would give £50 a school. You can hardly do as much with £27 per school as with £50 per school?—You cannot.

7087. Are you aware also that of the 900,000 children there are 72,000 in forty or fifty convent schools which cost the Board very little, and so the average fund for each common school is increased—ought the Society do better than the National Board, the average funds of each school of the former being about one-half those of the latter?—No indeed, I cannot think so.

7088. You have many schools with ten or twelve or fifteen pupils in each?—Yes.

7089. Yet the teacher must have a salary?—Yes.

7090. The salaries are low enough?—They are.

7091. But for the same salary the teacher might teach a larger number?—Yes.

7092. You were asked whether there was any difference between the Mortara case, and the case of training a Roman Catholic child who comes voluntarily to be instructed—are you aware that in the Mortara case the child was by force or fraud taken from his parents and retained?—I remember reading that.

7093. Do you think it is lawful to do evil that good may come—is that Protestant doctrine?—It is not.

7094. Is there any instance of force, or fraud, or of undue influence, used to induce a Roman Catholic child to attend a school under your Society?—No; I never knew of such a case.

7095. Rev. Dr. *Wilson*.—Do you know of such a school as that described by Master Brooke, where no reference is made to Christianity?—I can very well understand there might be such a school under the National system.

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Rev. Alexander Leeper, D.D.

7096. Do you know of such a school under the National system?—I don't know expressly of such a school, but I can understand there may be one.

7097. Do you know of any one school, under the National Board, answering that description?—I do not.

7098. Have you read their books?—Yes, I have looked through them.

7099. How many of their books are there in which Christianity is not recognised, and in which the name of God does not occur?—I am not aware; but I can understand that in certain schools where the children did not read, or where the teacher was not bound to teach God's word, that God's name would not be heard at all.

7100. Do you know of any such schools?—Could it not happen in an infant school where they are unable to read?

7101. Have you visited such schools?—I have not.

7102. Then you cannot say?—I cannot positively say.

7103. Have you been educated yourself at a diocesan school?—No.

7104. Have you ever visited a diocesan school?—I think I have.

7105. Would it be possible for a boy to attend a diocesan school for twelve months, the head teacher being a minister of the Established Church, without that boy receiving any religious instruction—should you be surprised to learn that such things have occurred?—I have heard such things spoken of. I have heard of that analogy being drawn; but, I think, when you remember the different classes of pupils, it takes away the whole force of the analogy—a poor child and the child of a rich man or woman is very different.

7106. Do you think is the number of the Established clergy in this country on the increase who are favourably disposed towards the National system of education?—I think the number of those who are indifferent is increasing very much.

7107. But the number of those who take a decided interest in upholding the present system of National education—is it increasing or diminishing?—It may be increasing, but very slowly.

7108. Have you heard of a declaration presented to the Government lately, signed by 2,754 persons, including the Primate of all Ireland, the Lord Justice of Appeal, forty-five noblemen, five bishops, 146 Deputy lieutenants, 636 justices of the peace, 733 clergymen, and nearly 1,200 professional men and others in favour of the present united system of education in this country?—I did hear of that.

7109. Master *Brooke.*—Did you ever hear of a correspondence between the Bishop of Down and the National Board?—I did. It was distinctly declared that the Scriptures could not be referred to at all at any time of the day—not even to enforce a moral lesson.

[Adjourned.]

Nineteenth Day, Dublin, Friday, June 5, 1868.

Present:

The Right Hon. the Earl of Powis, *Chairman.*

The Right Hon. the Earl of Dunraven, K.P.
The Right Hon. Mr. Justice Morris.
Sir Robert Kane, F.R.S.
William Brooke, Esq., M.C.
Rev. David Wilson, D.D.
Rev. Benjamin Morgan Cowie, B.D.
James Arthur Dease, Esq.
James Gibson, Esq.
Scott Nasmyth Stokes, Esq.
William K. Sullivan, Esq., PH.D.
Laurence Waldron, Esq.

George A. C. May, Esq., Q.C., and D. B. Dunne, Esq. } *Secretaries.*

June 5, 1868.

William T. Wilkinson, esq.

William Thomas Wilkinson, Esq., sworn and examined.

7110. The *Chairman.*—What is the office that you hold under the Church Education Society?—training-master, and occasionally employed as inspector during vacation time. Perhaps I ought to mention that I was previously the head master of the model schools, while those schools were under the Kildare-place Society.

7111. Then is the master of the model school under your command?—No, he is not.

7112. Have you the superintendence both of the male and female training schools?—I instruct both male and female students.

7113. What part do you take in the teaching of the masters in training?—I take the instruction of the students in educational science to its full extent, including the organization of schools, and the management of them, mathematics, geography, natural philosophy, and other subjects.

7114. What do you comprise under the head of educational science?—The principles of education, including mental and moral science, the principles of teaching, the art of teaching and the practice of it, the organization, the management, and the arrangement of schools. These are some of the leading heads. We have subordinate ones.

7115. What times are set apart for religious instruction in the training schools?—I have a time-table, first for the male students. I find from nine o'clock till ten on Monday, Wednesday, and Friday the chaplain lectures, and I find there is preparation for this on five evenings in the week.

7116. Five evenings?—For an hour each; and three mornings from nine till ten, under the lectures of the chaplain.

7117. Is that under the chaplain or for the chaplain?—For the chaplain. On three mornings, from nine till ten, the chaplain lectures to the male students, and on the other three mornings to the females.

7118. That is the Monday, Wednesday, and Friday you have spoken of already?—Yes, for the males.

7119. Then for the female students the chaplain lectures on the alternate mornings?—There are two classes of the female students. The senior class is under religious instruction ten hours in the week. I can state those hours specifically if required.

7120. And the junior class?—Eight.

7121. And in the model schools, what are the arrangements as regards religious instruction?—I am not prepared to give the exact amount of time in the model schools.

7122. You have no time-table with you?—I have not a time-table of the model schools with me, but I should say there is an hour each day.

7123. What are the arrangements under which the masters in training come to the model schools to practise teaching?—There is a certain portion of their training time devoted to receiving lectures on teaching, part also in teaching under supervision.

7124. From whom?—From myself. After that they are present while model lessons are being given; criticisms are made upon those lessons in their presence, and peculiar features pointed out to be imitated. After that a class is committed to them under supervision and criticism.

7125. Under whose supervision?—That is my business; and then the students teach classes in the model school under the master of the model school's supervision and partly under my own; and finally, I ought to observe, they get charge of a school. Each student in turn takes the entire charge of a school (that school is called the practising school) previous to their being considered qualified to go down to the country to take a school.

7126. What amount of practice do they get in the course of the two sessions in actual teaching?—I think I might safely say three months of actual practice.

7127. What number of schools in the country did you inspect in the course of the last year?—Twenty.

7128. Were they all in or near Dublin?—Four were; sixteen were in Limerick.

7129. What were your reports as to their efficiency?—Favourable for the most part; some of them very much so.

7130. What were your reports as to the extent to which they were provided with school requisites?—I was very well satisfied in some instances, and I had to complain of the want of a proper supply of requisites in other cases.

7131. Are those requisites supplied by the central society, or by the managers of the schools themselves?—I think by the managers of the schools themselves, as far as I know; I do not think by the central society.

7132. Of what size were those schools that you inspected?—Those in Dublin were well attended. I have here in this list one school with 121 scholars; another 71; another 123; another 70.

7133. Are these total numbers of one sex or of both?—Of one sex. Some are exclusively male and others female, only in one case, where it was an infant school, where I mentioned there was an attendance of 123.

7134. Were any of those schools under an average attendance of 30?—No; one of those I mentioned had 121 on the roll, and the average daily attendance was 92.

7135. Were these numbers you have given the numbers on the roll, of the children in attendance on the day you examined them?—The numbers I gave at first were the numbers on the roll, and then I gave you in one case the average; but I should mention that the number in attendance is always between the average and the number on the roll; as, for instance, in this school the number on the roll is 121 and the average daily attendance is 92; and on speaking to the master he told me that the entire number of 121 attended sometime or other during the week. That is an unusual case, however, according to my experience.

7136. Would the children be specially warned to attend on the occasion of your visit for the purpose of examination?—They were not in this case. Here is another school—The number on the roll is 71; the average daily attendance, 45; in daily attendance, 52. Another—75 on the roll; average, 42; in daily attendance, 48. Number on the roll, 123; average, 70; in daily attendance, 108.

7137. Rev. Mr. *Cowie.*—Is the school where there are 123 on the roll an infant school?—That is an infant school.

7138. Sir *Robert Kane.*—Were the 108 in attendance on that particular day?—About the period I visited. For instance, I looked at the roll, and found 123 upon it. I found the average attendance, according to the returns, calculated to be 70. There were considerably more than 70 present while I was there, and, on looking at the roll, I found there was an attendance there that week, or in the period about the time I went, of about that amount.

7139. Rev. Dr. *Wilson.*—What was the attendance on that day?—I am not sure about that. I do not think I have that down.

7140. And what means had you of being satisfied that there was this attendance of 108 a few days previously?—The class-roll, and the statement of the teacher. The class-roll is regularly marked.

7141. Was that the only test you had? Had you any check upon that?—None. There is a daily report book.

7142. The *Chairman.*—What are the general arrangements of the country schools with regard to time for religious instruction?—There is usually a time-table, and on that time-table each subject is stated, and the amount of time devoted to it, and religious instruction has its particular time. I may mention that religious instruction more or less pervades every subject during the day. Direct religious instruction will occupy a particular time.

7143. In what manner is the indirect religious instruction communicated during the time when secular subjects are being taught?—In conjunction with such subjects as would of necessity have a religious bearing or a moral bearing.

7144. Would you give an instance to illustrate what you mean?—Well, a lesson in history, for example; a lesson in biography, a lesson in natural history, a lesson in almost any part of natural science.

7145. What branches of instruction do you class under the head of natural science?—Astronomy, the various departments of natural philosophy, and their application to explain common things in daily life.

7146. Are there many pupils in your ordinary schools that are advanced enough for those objects?—Yes; speaking from my experience there are a good many. There is a scale of proficiency according to which the children are instructed. I have made a synopsis of it here, and according to this children in four classes to a greater or less extent receive such instruction.

7147. Instruction in astronomy?—Well, it would be very elementary in the lower classes, of course; but you spoke about physical science.

7148. Natural science?—Natural science—and then I included astronomy in it. We begin with common things, and then ascend. The four classes would be entitled to instruction in that way.

7149. And how many of your teachers are persons who are qualified to mix religious instruction with secular subjects, with advantage to the pupils?—It is our object to see that they all shall be capable of doing that. That is our object. And we have reason to believe that they all are. Their certificate depends on their skill in teaching, including that skill. In fact, no amount of literary or scientific knowledge would gain a student a certificate unless that knowledge was accompanied by extensive religious knowledge—Scriptural information. The extent of their information in that respect may be proved in this way, that there is an annual examination in this city held by the Society Incorporated for Discountenancing Vice, and the students in the institution invariably take all the prizes in the teachers' class.

7150. Are your schools in the country habitually visited by the clergymen of the parish?—I should say so—carefully superintended. All the schools that I am acquainted with are so.

7151. Have you much opportunity yourself of assisting teachers to get places after they have finished their course of training?—Yes.

7152. Do you find any difficulty in getting employment for competent teachers?—No; quite the other way. The demand is greater than the supply. I can give you some figures on that subject. All the male students that, for several years past, succeeded in obtaining certificates have got employment, and more than 39 per cent. of the male students who did not get certificates. And I may say the same of the female students.

7153. Of what ages are the teachers now in training?—From eighteen up to close on thirty.

7154. In what manner have those teachers in training who are over twenty-one been employing themselves up to that age?—Variously; the greater number of them attending school or assisting their fathers at some

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employment. Some not so. Some have passed from some other calling to that of a teacher.

7155. Are any of your teachers in training persons who have been educated in the National schools?—Occasionally some have come over to be trained in Kildare-place.

7156. Do you find any marked difference between those and your trained students in point of being well grounded?—Yes; I have rather had to complain of deficiency in those persons.

7157. In what subjects did you find them deficient?—Very commonly in arithmetic and geometry; in general information, too. Their general information is limited.

7158. Do you use any of the books of the National Board in the training or model schools?—I think there is one. Sullivan's Grammar is the only one that is used, as far as I know.

7159. Are your other books English books?—We have several English books, but some are Scotch. Do you mean those that are employed in the instruction of the children, or do you mean those that are in use by the students?

7160. Either?—Well, those that are employed as school-books for the instruction of the children we obtain wherever they are good—some from England, and some are Scotch. Those that are employed by the students are from various places.

7161. Sir *Robert Kane.*—Mr. Wilkinson, in your common schools in the country—those of them that you have personal experience of as an Inspector—have you specific hours set apart for direct religious instruction?—Yes; I mentioned that every school has, or is expected to have, a time-table, so that I can know at any time when arithmetic is carried on, grammar, Scripture, &c.

7162. The time-tables that you exhibited to the Commissioners were those belonging to your Dublin institution?—Yes; those belong rather to the training department. I have not the time-tables belonging to the school department.

7163. But in general arrangements are the time-tables of the country schools similar to those which you have here shown?—No. They are in the principle. The details will differ. Different localities will require different time-tables, the circumstances of one school will differ so widely from the circumstances of another.

7164. But in every case there are times set apart for special religious instruction?—There are.

7165. By whom is that religious instruction given?—Sometimes by the clergyman of the parish, and generally by the teacher.

7166. How is that time generally arranged? What is the general arrangement of that time in your country schools?—I could not answer that question, so much depends upon the district. There is a discretionary power left with either the teacher or the clergyman to arrange the amount of time for each particular subject. There is no uniform time-table.

7167. Do you believe that there is direct religious instruction given every day?—I do.

7168. Is there any one day in the week set apart more especially for religious instruction?—Not to my knowledge; but I have heard of cases where on Saturday there would be a rehearsal of the direct religious instruction of the previous days.

7169. The *Chairman.*—Do the Church Education schools as a rule meet on Saturday?—Not as a rule.

7170. Do they follow the custom of the National schools in generally meeting only five days a week?—Five days; yes.

7171. Sir *Robert Kane.*—With regard to the indirect religious instruction, is it left entirely to the discretion of the master, the degree to which he may occupy the lesson with the Scriptural and moral and doctrinal references which the subject of the lesson may induce him to introduce?—Do you mean is he at liberty to extend the time over an unreasonable amount? For instance, suppose from ten till eleven would be put in the time-table as the time for instruction in a particular subject—is he at liberty to go on till twelve? Is that what you mean?

7172. Well, either that, or to what extent is it within his discretion to occupy that hour?—It is entirely within his own discretion, except that it would be considered very wrong to trespass upon the time of another lesson.

7173. If, for instance, you in Dublin, or the master in a country school, were giving a lesson, say, in mechanics, and that you thought you could use the subject for the purpose of illustrating the human skeleton and the evidences of design in the construction of the human skeleton which are so well known, is there any limit within which the master may be restrained from departing from the subject of mechanics and levers and mechanical powers in their purely secular meaning, and devoting the lecture to an exposition of the evidences of design, and of the wisdom of Providence in the construction of man?—There is no rule could well be laid down. A great deal is left to his own good sense and discretion. Everything must be, in a case of that kind.

7174. Now, as to what is practically within your own practical experience—you probably have had more than any other person similarly circumstanced—what is your practical experience with regard to the extent to which that actually takes place, if, for instance, giving to your pupils instruction in mechanics you had to take up levers of the first, second, and third order and then go on to the pulleys and the inclined plane, the wedge, the wheel, and axle, and those things, and considering that the training of those persons has to be done within a certain number of months, what is your own practical experience and habit with regard to the interpolation of the moral and religious illustrations?—In the case that you mention, and as you put it, I will suppose the lesson to be of an hour in length and I will suppose that the teacher, after careful consideration, believes that a very useful moral lesson may be derived from the subject, and therefore ought to be introduced; I would say that a quarter of an hour, or perhaps ten minutes, would be ample time for the purpose.

7175. Now, what I have just mentioned is nothing more than what lecturers not at all connected with your society or not at all identified with your society, would feel themselves quite at liberty to introduce on such a subject. But you do not consider yourself limited to such strict illustration of the beneficence of design or strict references to Scriptural passages; but you consider yourself entitled also to introduce doctrinal references, do you not?—Yes; provided that they are called for at the time, and provided that their introduction would not change the character of the lesson.

7176. And the determination of that is within the discretion of the teacher?—Entirely.

7177. Would you consider yourself at all restricted from the introduction of a reference to points which have been matters of controversial discussion and of differences of opinion amongst the several Christian churches?—Do you mean in conjunction with the lesson on mechanics?

7178. No, I will say for instance, with a lesson on history or geography?—I should feel myself to be at perfect liberty to do so, but I would be guided by a careful judgment as to whether that was the proper time to introduce it, and whether it would not lead away from the particular subject of the lesson. But if it bore on the subject of the lesson I should certainly carry it on.

7179. You mentioned with regard to the numbers in the infant school that you inspected, that the number on the roll was 123 and the daily average of attendance was 92, but that you found that at the time of your inspection the attendance had been rather above the average for some days previously, and I believe you said that you found it had been about 108?—I think so—something about that.

7180. Now, did you on that day at the time of your inspection, check the numbers that were actually pre-

sent then?—I had them counted for me and I have a very good eye for numbers and I saw that the return appeared to me to be perfectly correct. I did not count them all by heads, but I had no doubt on my mind about the accuracy of the return.

7181. Did you take any note of it at the time?—I am not sure.

7182. Perhaps you may happen to have the note with you?—No.

7183. You spoke of some teachers who came over to your schools to be trained, from the National Board?—Yes.

7184. What was the reason of their going over?—A change in their own feeling as regarded the two systems. I think that was the reason assigned by each of them.

7185. Were they members of the Church of England?—Yes; they were. They were not always so.

7186. They had been Roman Catholics?—Yes.

7187. Did they change their religion before they went over to you or subsequently?—Before.

7188. Had those persons been teachers in National schools?—I can speak for two, and I am not certain about the others.

7189. Two had been?—Yes.

7190. Then when they went over and joined your society, for what purpose did they enter your training class?—To be trained with a view to obtaining schools under the Church Education Society.

7191. Then you did not in fact give them what we call an *ad eundem*—you did not give them the same rank in your hierarchy that they had had at the National Board?—No.

7192. And they entered the classes as pupils?—As students.

7193. Did they succeed afterwards in getting their masters' certificates?—One is in my mind very distinctly, and he succeeded very well. He has obtained a very important post, which he holds up to the present moment.

7194. Can you mention what that situation is?—Yes; he is master of the marine school.

7195. Are you aware whether that gentleman changed his religion whilst he was a teacher under the National Board?—I do not know.

7196. But he had changed his religion before he entered your establishment?—Yes.

7197. Have you any instances of Roman Catholics entering as pupils in your establishment for the purpose of being trained as masters?—Not as Roman Catholics; but as well as I recollect, some years ago two or three persons entered as Church of England Protestants, but they turned out to be Roman Catholics.

7198. Did you, when you discovered that, remove them from your classes?—They were reported to the committee, and the committee removed them from the institution.

7199. Mr. *Gibson.*—I think we were told yesterday that there were 1,404 schools altogether in connexion with your society, Mr. Wilkinson, and 63,549 pupils; now can you say whether those pupils are pupils on the rolls or pupils in daily attendance—(I presume they are not in daily attendance)—can you tell me what is the average attendance of these 63,549 pupils?—I am not able to answer that. I am not in possession of the information as to whether that was the greatest number on the rolls or whether it was the average attendance.

7200. Master *Brooke.*—It is the gross sum on the rolls during the year. That is the way it is always taken, just as in the National Board returns?—I have it here for the year before last, and the numbers there given are the numbers on the roll.

7201. Mr. *Gibson.*—How many pupils were on the roll the year before last?—67,227.

7202. Then there were more on the rolls the year before last than the last year?—I believe so.

7203. Can you say how many of those 67,227 were in daily attendance in the schools?—As well as I can learn—but I cannot give this absolutely as quite correct—but, to the best of my belief, the daily attendance would be something about 77 per cent.

7204. Seventy-seven per cent. of the whole number?—Yes; the average attendance would be under that. I made a distinction some time ago between the number actually in attendance and the average.

7205. I want the average attendance?—It is over 50 per cent—50·66 per cent.

7206. Have you totted up the entire number on the roll and the entire number in attendance in the particular diocese of Dublin, which is under your own direction?—No; I have not got the average for the diocese of Dublin. I have the total number.

7207. Give me the total number if you please?—5,158, as nearly as I can give it.

7208. That is the entire number on the rolls?—Yes.

7209. Master *Brooke.*—Is that Dublin only, Mr. Wilkinson, or does it take in Kildare and Glandelagh?—Dublin diocese alone.

7210. Mr. *Gibson.*—When a child enters your school do you put down his religious denomination on your roll—do you enter his denomination as Roman Catholic, Established Church, Presbyterian, or any other denomination, do you take any cognizance of the religious denomination of the child?—The religious denomination is clearly taken notice of.

7211. And in giving religious instruction incidental or special, do you prevent the child of a Roman Catholic or a Presbyterian, or other Nonconformist from attendance on your religious instruction?—No; every child receives religious instruction, but in subjects such as the formularies of the Church, the Church Catechism, and so on, children who are not of the Established Church are not bound to participate in such instruction.

7212. Reading a portion of the Scriptures forms a part, I believe, of each day's teaching of the child?—It does.

7213. Now in the course of reading the Scriptures, if any text comes before you which commonly suggests a difference between the Protestant and Roman Catholic Churches, you, I presume, give the exposition according to the Protestant doctrine?—Yes.

7214. Although a Roman Catholic child may be in the class listening to and hearing this?—Yes.

7215. Will you allow me to ask this—in reading the chapter of Scripture (I think it is the 11th chapter of First Corinthians) in which the institution of the Last Supper is particularly mentioned, would you refer to the difference between the Churches with respect to the passage there—"This is my body"?—I think that reference to such a difference would be called for, and therefore would be quite correct.

7216. Would you explain in the presence of the class the doctrine of the Church of England and the doctrine of the Church of Rome with respect to that sentence?—I should say so.

7217. Is not the direct tendency of that to make the Roman Catholic child have some doubts about his own faith if he is aware of what his parents believe and what his Church believes—putting it in another light—putting it as a matter of truth?—Not of different view—you must let truth take its course.

7218. Can you state what the average salary or emolument derived from the schools is?—I can. You allude to the teachers?

7219. Yes?—The average salary of a teacher holding a first-class certificate would be something over £50; a certificate under that would be of course lower. The lowest grade of certificate would entitle a man to something between £30 and £40. I am now speaking of male teachers; and I ought also to mention that this salary is usually accompanied with a residence; sometimes half an acre of land or garden.

7220. Have your teachers any other source of emolument besides the salary which is actually given for teaching in the school?—Perhaps I ought to say that this salary is not given to them exclusively because they are teachers of the school; it is made up sometimes in part from the salary they derive as parish clerks.

7221. Now, in the Twenty-seventh Report of the

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Church Education Society for Dublin, I look at the parish of St. Catherine's, in which there are three schools—St. Catherine's Male, St. Catherine's Female, and St. Catherine's Infant School, and I find that the entire local contributions are stated to be £270: and I find that the children on the roll in one of the schools —the male—are 72; average attendance, 26; and the female school: children on the roll, 40; average attendance 19; and in the infant school I find the children on the roll to be 90, and the average attendance 25; making the daily attendance to be 70 in the entire for the three schools; and I find that the local contributions to the schools amount to £270. Now, do you know how that £270 of local contributions is expended on the school?—No; I have no information about St. Catherine's schools; I never inspected them.

7222. Then, the entire local contributions are not expended exactly on the schools, but for remuneration for other duties as well?—I do not know.

7223. Can you say whether that teacher who went over from the National Board to your system of education had been in our training schools?—That teacher that I spoke of as holding now an appointment?

7224. Yes?—He was trained.

7225. Was he one of those of whom you spoke as having shown great deficiency?—No; he was better than the others; considerably better.

7226. Under what management is this marine school that he is now in?—Under a Board of Governors.

7227. Where is this marine school?—On Sir John's-quay.

7228. Is it under a Board of Governors in connexion with your society?—No.

7229. Master *Brooke*.—From your experience of country schools, do you find the managers take an active part in the school—I mean of inspection?—In every school that I inspected, I always considered that there was a deep interest taken by the parochial clergy and many of the gentry. They were commonly present on the occasion of the inspection, and that led me to believe that they were very much interested in the school.

7230. Did you find any record in the register of their inspection as a daily thing, or a frequent thing?—Yes, in very many cases, on looking over the daily report, in which such entries are made, I found that the clergyman put his name, with a memorandum that he had been there, and that he was satisfied with the way matters were going on; very often.

7231. Did it amount to anything like a regular visitation or inspection; was it daily or weekly, or more than once in the week, or how?—I can only speak now, of course, from memory, and I should say that in some cases it appeared as if it was the fixed rule to go in on a certain number of days; in other cases it was occasional.

7232. Did you find that the managers and gentry who made those visits of inspection, took any pains to ascertain the correctness of the numbers of the children in attendance?—Occasionally I have noticed such an entry as this:—"Visited this day, found so many present," and then he signed his name verifying the statement, in the daily report book of the teacher.

7233. Therefore, the master or mistress makes the return of the numbers with the likelihood of a visit in the course of the day to correct the numbers?—Yes.

7234. Do you know at what time of the day they enter the numbers; is there any fixed time?—There is no fixed time.

7235. What is the usual time, or is it early in the day?—Generally I found the teachers calling the roll about the middle of the day, when they think all the children have come. In some cases they call the rolls twice in the day, first early in the morning, and afterwards give half marks for those that have come later in the day.

7236. There is an examination I believe before the entrance of any student into the training school?—Yes.

7237. They must come up to a certain scale of proficiency?—They must.

7238. Who examines them for that?—Very commonly I examine the male teachers, and the Inspector, Mr. Hamilton, has examined the female teachers. Sometimes I have examined both myself.

7239. Do you know any instances of any who were qualified by sufficiency of knowledge rejected for want of room?—That happens among the female students.

7240. You have not room enough for all that apply?—No; that is the reason that some that would perhaps be qualified are rejected, but the cases are very few.

7241. Generally speaking then all who apply and are competent are received?—Yes.

7242. In those cases where any of the candidates have been rejected for want of room is there a competitive examination?—Yes; it is in that way we test them. We are obliged to make a selection.

7243. And you choose the best answerers?—Yes; and hence then we have among us teachers possessing much higher information than is specified in the scale of proficiency.

7244. Rev. Dr. *Wilson*.—Can you say what proportion of the Roman Catholic and Presbyterian children on the rolls attending the Church Education schools are children whose parents are in the employment of the clergy or other influential members of the Established Church?—I have no information on that point.

7245. Can you obtain such information from your teachers?—It is possible; it would be a very lengthened business to do.

7246. Can you say what proportion reside within one mile of a National school—I am anxious to know how many of the children attending your Church Education Schools reside within one mile of any National school?—I should only give a guess. I never directed my attention to that.

7247. Can you say what proportion of the Established Church children, residing within one mile of the Church Education school, attend the National schools of the district?—I could not.

7248. Can you supply those returns, do you think?—I have no means of doing so; but if I were to speak from a supposition, or, at least, what is next to it, I should say that very few residing within that very short distance.

7249. Do the persons who come up for training come well prepared, by their previous educational acquirements, to take advantage of your instruction here?—Generally.

7250. Have they any standard to reach before admission?—Yes.

7251. Have you got a printed copy of it?—I have, relating to candidates for the male and female departments.

7252. Now, how are they tested in accordance with this scale or standard?—The examination is oral.

7253. By whom?—I have already mentioned, in the case of the male students for some years past by myself; and, in the case of the female students, by the Rev. Mr. Hamilton, the Inspector.

7254. Is the examination entirely oral, or conducted at all by written papers?—In the case of the male students, I conduct it always orally. Sometimes Mr. Hamilton has put some written questions to the female students.

7255. What progress do they usually make while in training?—Very considerable.

7256. I see you have two periods specified, of five months each. Do the teachers attend those two periods?—In order to obtain a certificate, each student must attend both.

7257.—What proportion attend both those periods?—In the case of the female students, a much larger number attend the two sessions than in the case of the men. In the case of the female students, a good many of them remain for a third session. The reason of so few men remaining—at least for the third—is, that there is a greater demand for the male teachers than for the female.

7258. Can you give the proportion of the female students who attend the second session?—I can.

7259. Just supply the number in each case. I wish

to know the average number who remain with you for the second course, and, if you cannot give that, give the number who attend the first, and the number who attend the second time; and, first, your male teachers?—From January, 1855, to the close of 1867 there were 342 male teachers trained; of these 59·9 per cent. returned for a second session. During the same period there were 405 female teachers trained; of these 77·5 per cent. returned for a second session, and 45·9 per cent. returned for a third session. Since August, 1862, the per-centage of the teachers who returned for a second session is—males, 81·1 per cent.; females, 78·1 per cent. And 80·6 per cent. of the female teachers returned for a third session.

7260. Each candidate pays an entrance fee of £6—is that for training or for the purpose of meeting the expenses that I see referred to here, of washing and so on?—That is intended to go towards covering every expense; they have nothing else to pay for, unless books.

7261. Is it designed in any way as an equivalent for the instruction and training they receive?—It could not be, because their expenses are much greater.

7262. Now, will you describe the course through which they all pass when with you in training, and first as to literary instruction?—The first subject is theology, religious instruction; secondly, educational science, elocution (this was lately discontinued), writing, drawing, English grammar, geography (including physical, political, and mathematical), history, social science, arithmetic (including mental arithmetic), book-keeping, geometry, algebra, mensuration, practical trigonometry, natural philosophy, natural history, vocal music.

7263. Now, what proportion of time do you give, for instance, to geography, mathematics, and so on?—For all the students, in attending lectures—theology, eight hours a week; educational science, four hours a week; drawing, one; grammar, three; geography, four; history, one; social science, one; bookkeeping, one; mathematics, five; natural philosophy, one; natural history, one; music, two; then, observing a lesson given in the model school, one.

7264. Have you now referred to the male teachers?—Yes.

7265. How far do you carry these male teachers who come up for training in mathematics?—Arithmetic must be extensively and well known; geometry, generally the six books of Euclid, with some deducible propositions; algebra, to the end of quadratic equations; mensuration tolerably extensively, and the practical application of trigonometry.

7266. You have referred to social science as one branch. What do you mean by social science as coming under your teaching?—The general principles relating to the distribution of wealth; also, all those matters that are touched upon in the late Archbishop of Dublin's book on money matters, but extended, taxation, emigration, rate of wages.

7267. You were about to make an explanation?—I was. When you asked me the extent to which the male students were instructed I took the liberty to refer you to the examination papers. There are papers given at the end of each session, set specially for the students of that session. They are expected to answer these in writing, and the papers are intended to give an idea of the extent in each subject to which they had received instruction.

7268. Is there an examination in these papers at the end of their training course?—Yes.

7269. Who are the examining body?—The examination, I would say, in answer to that, is conducted partly by these printed papers, to which written answers must be given, and these papers are afterwards examined. There is an oral examination also. The written examination generally extends over four days, and the fifth is devoted to the oral examination. The oral examiner may be anybody that the committee may appoint for the purpose.

7270. And who examines the written papers?—I do as far as the secular papers are concerned.

7271. And your decision is final?—Usually as to whether the answers are right or wrong.

7272. Do many of your teachers reach the point in mathematics that you have indicated?—Very many. The number of male teachers since August, 1862, that have obtained first-class or highest grade certificates (and to obtain one of these the teacher must come up to all those points) was 24·8 per cent. There is a grade certificate under that, called the highest grade of the second class. The amount of information necessary to obtain that is very little less than for the first; but the number that obtained such certificates was 21·7 per cent. 6·2 per cent. reached the lower grade of the second class. And then there is the lowest grade of all of the second class. I beg to say there are three grades of the second class. There is the lowest; a grade above it, called the superior grade; and a grade above that, called the highest grade. Then, in the lowest grade of second class, there were 15·5 per cent; and those that did not obtain certificates were 31·8 per cent.

7273. You refer now altogether to the male teachers?—Yes.

7274. Now, give us a similar series of facts in reference to the female teachers—and first, the course of instruction?—Yes; the instruction as regards the female teachers includes the greater number of the subjects that I have mentioned, with the exception, of course, of mathematics. It will include theology, science of education, arithmetic, history, social science, geography in three departments, natural history, and natural philosophy; but, in lieu of the mathematics, domestic economy and needlework would be taken in.

7275. Do you expect them to reach the same proficiency in reference to natural philosophy that you expect the male teachers?—No; where there are calculations introduced—as, for instance, in mechanics—they are exempted. And, if I might be allowed to take the liberty to refer you to the examination papers, you will find a distinction made between the answers that are expected from the female students and those that are expected from the male students.

7276. What I should suppose. Now, as to your proportions?—There is the same number of grades of certificates for the female teachers as for the male. Since August, 1862, 16·8 of them obtained the first-class certificate; 30 per cent. the highest grade in the second class; the superior grade of the second class, 14·3 per cent.; and the lowest grade of the second, 15·5 per cent.; those that did not obtain certificates were 23·4 per cent.

7277. May I ask, are those parties who have not obtained certificates, both male and female, usually in charge of schools?—Very often. I gave the per-centage a while ago.

7278. If I do not mistake, you have said that the demand is greater than the supply?—For male teachers.

7279. Not for female?—Well, I think the demand and supply are about equal there.

7280. Will you just now, please, give us in the same way the character of your course as to instructing these parties in the practical work of teaching. What is the course you pursue?—First, lectures are delivered to the students on the science of education in its various departments. Secondly, model lessons are given in the presence of the students, in order to exhibit to them the practice of teaching. Thirdly, every student in turn is required to give lessons, subject to criticism. Fourthly, the instruction of a class of children in all subjects is committed to each of the students. Fifthly, a section of the model school is given in charge to each student as an assistant to the master or mistress of that school. And, sixthly, each student in turn conducts a practising school.

7281. What is the supervision as to those young people who come up to be trained in regard to their religious duties?—First, there is the resident chaplain, whose supervision is constant. Secondly, the master of the model school has their supervision during the

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hours they are not engaged in direct study, or in the business of their training.

7282. As to their attendance at public worship on the Sabbath-day?—They all go together to church.

7283. They attend the Established Church, of course, and they are under the charge of the master of the model school going to and returning from church.

7284. Are they ever allowed to wander into a Presbyterian or Dissenting house of worship, or any other?—I never heard of a case, and I don't see how they could from what I have mentioned.

7285. The *Chairman.*—Are they all boarded within the premises?—They are.

7286. What liberty have they of walking out?—According to the time-table, the male students have about two hours every day that they can take recreation; at least dinner and recreation must come within four hours, from three to seven.

7287. What hour are they required to be in at night?—Six o'clock, not later, for the males, and five o'clock for the females.

7288. Master *Brooke.*—When you spoke of supervision with regard to the females under training, you have not mentioned the female superintendent?—I quite forgot that. In addition to the male superintendence there is the superintendence of the mistress in that department, aided by an assistant, and also by the matron of the institution, Miss Bond.

7289. Rev. Dr. *Wilson.*—You have been occasionally in the country in connexion with the schools?—Yes.

7290. Have many of the teachers fixed residences supplied by local parties?—Yes, often, it is part of their income, part of their emoluments.

7291. Are these residences taken at a valuation, and reckoned at so much on account of salary?—Sometimes they are and sometimes they are not included, at least not counted.

7292. Could you say what the valuation of these residences annually is on the whole?—I have sometimes found the residence and land valued at £8, sometimes at £5.

7293. Could you give the total?—No; I have no means of knowing it.

7294. Do the teachers receive school fees?—I am aware of instances where they do, and I am aware of cases where they do not, but I believe there is no general rule.

7295. Do you instruct the teachers usually to look for fees from the parents of the children, or are they expected to do so?—Do you mean what instructions do I give myself on that point?

7296. Yes?—No, the committee or diocesan committee may, but I cannot give instructions to that effect. There are many cases where I would allude to the circumstance if I was allowed.

7297. Are you authorized to give instructions as you see right yourself on that point?—No, I don't feel myself authorized.

7298. Have you done it?—I have often suggested to the teachers that if they give private tuitions, and if people were able to pay them, they ought to be paid.

7299. I refer to the children in attendance at schools?—I could not lay down a rule. It would be out of my province. I ought to add I have suggested that they might mention it to the superintendent, if the party is well to do, that they ought to be required to pay. I might say they ought to be asked to pay. I have done that very often.

7300. What do you mean by well to do?—Those who, by their social position, ought to be above taking free instruction, or at a penny a week.

7301. Do you include in that class, for instance, sergeants of constabulary?—I would, and comfortable shopkeepers and small farmers.

7302. Could you say what proportion of your male teachers act in the capacity of parish clerks?—No. I could give a guess at it.

7303. You are also engaged in the work of inspection occasionally, you have said?—Yes.

7304. One object of your society, it appears, was to aid in meeting the expense of inspection—do any of your Inspectors receive a fixed salary?—I am aware of one, but I don't know of any other.

7305. Then I presume this is simply travelling expenses?—I really don't know what the arrangements of the committee are on that point.

7306. Another object was to supplement the local funds by giving grants—I see grants to schools now—how much do you give, for instance, to Kilmurry. I will take two schools in my own immediate neighbourhood, of which I know something. Kilmurry you will find in page 72 of the Report for '66. Did any grant go from the Church Education Society for the support of Kilmurry school during that year?—I have no idea. I don't know anything at all of that department.

7307. And are the statistics not printed, so that the supporters and the constituency of the society can see how the money is expended?—I must leave that to some one else to answer. I know nothing at all of the money affairs of the society.

7308. Does the Church Education Society publish a complete account of the money that has been received, and how it has been expended, and so forth?—I don't know. I don't know of any account but this, but there may be for all I know. I am not mixed up with that department.

7309. But you are familiar with the working of the Society, the reports of annual meetings and the publication of accounts, and things of that kind?—I cannot say that I am.

7310. How many children are on the rolls of the school there?—The whole of the schools?

7311. No, that school, Kilmurry?—I see here thirteen; the average attendance is nine.

7312. How is that average attendance calculated—the usual way is it?—I suppose so.

7313. Is that a smaller attendance than you would expect if you visited the school?—I would say so.

7314. You visited twenty schools, sixteen of them in Limerick. Was Kilmurry one of them?—No, I have no recollection of Kilmurry.

7315. Were you in the city of Limerick?—I was.

7316. Kilmurry is about a mile and a half from the city?—I have no recollection.

7317. Did you take notes of the visit?—I did.

7318. Can you refer to your diary?—I have not my notes here. I have no recollection of that school.

7319. The amount of your contribution to that school was how much?—It is entered here as £26 10*s.*

7320. Can you say whether your society actually grants this?—I have no information on the subject.

7321. What is the cost per head of Kilmurry school? Am I to take for granted the £26 10*s.* was paid to the teacher?—I am not able to say that, for part of that may have gone for the school requisites, the repairs and cleaning of the house.

7322. Did you visit the Kilmallock school?—I did.

7323. The number of children on the roll is, how many?—Twenty-three.

7324. The number in attendance?—Nineteen.

7325. How many were present the day on which you visited?—I don't recollect. I could not tell now. It is a year ago since I was there.

7326. Is there a daily report book kept for that school?—There is.

7327. With the names of the children in attendance, and so on?—The names are on the class roll, but the daily report book contains only an entry of the actual figures.

7328. So I understand. But you have two such books, the pupil's roll and the report book?—Yes, and the register.

7329. Is there any record in that book of the amount of moneys received by the teacher in the shape of school-fees or otherwise?—I rather think not.

7330. Did you examine the accounts and check them?—What accounts?

7331. The school accounts. Are any school accounts kept?—Do you mean on money matters?

7332. Yes?—I had nothing to do with them.

7333. Did you examine the roll minutely?—I did.

7334. And were you satisfied with the regularity of the attendance?—I was.

7335. You have said, I think, that all these schools are carefully superintended?—That is my belief.

7336. To whom did you refer when you said the superintendence was careful? Who is the party who gives this kind of superintendence?—The clergyman of the parish, and in other cases laymen and ladies.

7337. Now, what means did you as an Inspector of schools take to know that there was such superintendence?—In that case?

7338. Or in any other case?—By the notice in the daily report book of the visits of those who did superintend.

7339. Did you find the reports in that book frequent?—In some cases tolerably so.

7340. In that case?—I don't recollect that case. I rather think I did see some entries, but I don't recollect.

7341. Can you say how many Roman Catholic children attend that Church Education School at Kilmallock?—I could not.

7342. Do any?—I don't know. I don't recollect. My impression is there were none.

7343. Where is this school situated? Is it in the village of Kilmallock?—It is right in the centre of the town. It is in the Castle, in the centre of the town.

7344. Are there any National schools there?—There is one. There may be more. I did not enter it.

7345. There are two—male and female. You did not visit them?—No.

7346. May I ask you why you passed them by?—My time was limited. I could not spare time to go in.

7347. Were there any Established Church children there?—I don't know. I made no inquiry about them, and it was accidentally I became aware of the existence of the school.

7348. Are they attractive looking educational buildings exteriorly?—I should say so.

7349. Should you be surprised to find there are several Established Church children in attendance in these National schools at Kilmallock —I should not.

7350. Are you aware Established Church children do attend?—No. I am quite in ignorance on the point, but I should not be surprised to learn that Established Church children do attend.

7351. Why would you not be surprised?—For this reason, that I had to report rather unfavourably of the Kilmallock Church Education school, and I would be inclined to think the children would go for better instruction to the other.

7352. Then if Established Church children attend the National schools in Kilmallock under the management of Dr. Downes, the parish priest, and with Roman Catholic teachers, would you not say it was for the sake of the superior teaching?—I would say so in that particular case, but then I am not able to say whether the education that is given in the National schools there is of a superior kind or not, but I know the education in the Church school is of an inferior character.

7353. Do you come into contact with the parents of any of the children that attended the National schools?—I did not.

7354. You did not visit the constabulary barracks in the town?—No.

7355. Should you be surprised to find that the children of the chief constable attended those National schools though the children belonged to the Established Church, owing to the superiority of the education in them?—I would not be surprised, provided the education is superior. I don't know whether it is or not.

7356. The *Chairman.*—Are the two schools contiguous—the National and the other school?—They are not.

7357. Rev. Dr. *Wilson.*—Could you not walk from one to the other in two minutes at any rate?—I think so.

7358. What local interest is taken in these Church Education schools by the gentry of the neighbourhood?—I don't know of any in that case except the clergyman.

7359. And are you satisfied with the amount and the character of the supervision in that case, may I ask?—I am not able to answer that question. As well as I recollect the visits were at least once a week, and sometimes oftener.

7360. In this case?—Yes, but I will not be certain.

7361. The visiting of the clergyman?—Yes; I cannot be certain on that point. I am speaking now from memory.

7362. Are you satisfied with the teaching of that Church Education school?—No.

7363. If you found as many children of the Established Church attending the National schools in Kilmallock, as there are attending the Church Education schools, what supervision of these Established Church children would you expect with regard to their religious instruction?—I don't understand that question.

7364. Is there any clerical supervision of those Church Education children who attend those National schools in Kilmallock?—I have no idea. I have no knowledge of the National schools in Kilmallock.

7365. You don't know whether inside the school or outside the school the religious education of the Church children is attended to?—I have no idea.

7366. Are you acquainted with any of the schools in the North of Ireland?—I am.

7367. Have you been in the county of Antrim?—I have.

7368. Have you been in a place called Broughshane, referred to in page 68 of the report. I see in page 68 there are three Church Education schools in Broughshane—male, female, and infant. How many children are there on the roll?—Eighty and ninety-three.

7369. The male and female schools seem to be united?—Yes.

7370. How many on the roll?—Eighty.

7371. What attendance?—Average attendance, twenty-six.

7372. Should you expect a higher average attendance than that?—I should.

7373. And can you say in that case why the average attendance was so low—why you were disappointed?—I could assign a probable reason, at least such a reason as I have been obliged to satisfy myself with for some schools, that some time before these numbers were taken, the schools had fallen into the hands of some unskilful teacher, and the daily attendance became irregular.

7374. Do you mean a change?—Yes; that, from a change of teacher, the school was clumsily managed.

7375. You attribute the small attendance in that case to want of skill in the teacher?—That has sometimes happened.

7376. But have you not clerical supervision?—Yes.

7377. And do not these clergy, supposing them to be managers, look after these matters, and see that their teachers are skilled in the management of schools?—I would say they ought.

7378. Will you just take the infant school. What is the number on the roll?—Ninety-three.

7379. What was the average attendance?—Twenty-five.

7380. This seems considerably lower than the average you have referred to in the other case?—Yes.

7381. Is not Broughshane a large village?—I don't know it.

7382. You have not been there?—No.

7383. Can you say whether any Established Church children attend the National schools of that district?—I cannot; I never was in that district; I know nothing about it.

7384. I wish to know as to the existence of a few schools in the year 1854. Have you been in the county of Clare?—No; I inspected only in Limerick, Dublin, and parts of Ulster.

7385. In 1854, I read from the Blue Book, where Dr. Trench says,—"I went first to the most Roman Catholic part of the country, where the Protestants might be expected to be very few. In the county of

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Clare, in the parish of Drumliffe, and town of Ennis, the Church Education schools had forty-eight Protestants and fifty-two Roman Catholics attending." He states there were none in attendance in the National schools. Can you say how this case stands at present?—I am not aware.

7386. In the parish of Kilfieragh, in the village of Kilkee, there were twenty-six Protestants attending the Church Education Society, and three in the National school, under Roman Catholic management. Can you say how the cases stand now?—No.

7387. In Kilkee, there were sixty Protestants attending the Church Education Society schools. There were two National schools, with two Protestants attending. Can you say how the case stands now there?—I cannot. I can give you no information of schools in the South of Ireland, except in Limerick; but I could mention cases in the North of Ireland.

7388. Page 66 of your present report, diocese of Down, Connor, and Dromore. In reference to Connor, can you say, in that passage with the names of so many schools given, the remark is made, "Closed at present." You say that in reference to Ballymacvevan?—I can speak from my own experience. Some schools, when I went to them, I found closed for vacation; and in my report I had to say it.

7389. Then there are Ballintoy; St. George's Male School, Belfast; St. George's Female School, Belfast; Christ's Luther, Belfast; "closed at present." Are not these the reports of the local parties?—I should say so.

7390. Then, "closed at present" is not the remark of your report, but the remark in the report of the local party?—Yes.

7391. Can you say why they are closed at present?—I can only give my own experience.

7392. Is it want of funds?—I don't know.

7393. Or of teachers?—I don't know.

7394. Or is it the want of scholars?—I don't know.

7395. Or can any change have taken place in the views and conduct of the Established Church clergy with regard to the schools?—I don't know.

7396. In reference to those in Belfast, for instance, are you aware?—I don't know.

7397. Have any of the schools ceased to exist altogether?—I do not know.

7398. In page 68, it refers to my own native town of Ballymena. With regard to Ballymena, you see the Ballymena schools, male and female; and there is a foot note to the page—"Since placed in connexion with the Board of Erasmus Smith." Can you say why?—I cannot as regards that particular school. I don't know why.

7399. Do you know what the constitution of that Board is?—I do.

7400. What is it? The Board of Governors that have been placed in the charge of the schools—of what denomination are they?—I should say they are Episcopalians.

7401. All belonging to the Established Church?—Yes. No; I am aware some are not. I think Chief Justice Monahan is a member of the Board.

7402. Are you sure?—I think so. That is my impression.

7403. Mr. *Dease*.—Ex-officio?—Yes.

7404. Rev. Dr. *Wilson*.—Are you not aware that class of schools is altogether under the management of the Established Church?—I am not aware.

7405. As much so as the Church Education Society?—I am not aware.

7406. Do you know anything of the history of it?—No, very little.

7407. Are you aware Erasmus Smith was a Dissenter, as would be reckoned now?—That is so, for I am aware he left considerable property, but I am not aware of the details.

7408. Do you use the National school books to any extent in your own schools throughout the country?—So far as my knowledge goes, I would say not to any great extent. There are cases in which they are used.

7409. Is there any special objection to them?—Yes; the first is that they are not very good books.

7410. In what respect?—They are not good educational books; speaking now for the purposes of the teacher. In the next place, there are people who fancy that in introducing the National books they are adopting the National system.

7411. Have you read these books?—I have not read them with care, but I have looked over them.

7412. Is Christianity recognised in them, in the ordinary school books?—Yes.

7413. That there is such a thing?—Yes, it is.

7414. Should you expect the name of God to appear in those books, or any moral instruction at all?—Yes, there is moral instruction, and the name of God does appear.

7415. In all the books from the First Book?—I dare say it does, but I am not aware the mention of the name of God necessarily implies moral instruction.

7416. Would you be disposed to say that it can be fairly alleged that no moral instruction is given in the ordinary schools of the National Board, the children using their own books?—Not very well.

7417. I will take one example from the First Book used by the little children, because sometimes it is understood that the name of God is not used in these schools at all:—"I hate to do ill. I was not made to be bad. God made us, and takes care of us." Is not God recognised there?—Clearly.

6418. For his kindness and his providence?—Clearly.

7419. In the same little book, put into the hands of the same little children, would you expect to find this:—"It is God that made me. It is he that still keeps me in life. It is from him that all the good things come which are in my lot. And it was he who sent Christ to save me. I wish that I could love him, and fear him, and do his will, and pray to him as I ought. It is a great sin to break the Lord's Day, or to take his name in vain, or to go with those who walk in the paths of sin. He hates all such things, and in his wrath will fall upon those who do them, and who will not turn from them. I pray that I may not think bad things, nor speak bad words, nor do bad deeds." Should you expect the whole history of redemption, more or less, to be brought out in the ordinary school books of the National Board, in connexion with God's dealing with the patriarchs and the Israelites?—I don't know. I am not prepared to say that. It is a matter of opinion.

7420. In reference to the religious instruction in your schools, do you think generally that you have frequent occasions to reprove or punish the children?—Frequent occasions to reprove and set them right.

7421. What is the nature of the punishment you use?—It is chiefly moral.

7422. That is the nature of the reproof or remonstrance for moral crime?—Clearly.

7423. Are you or the teachers in the habit of opening the Bible or reading by chapter and verse, in order to bring religious principles to bear on the offending children?—That is the usual course.

7424. As a matter of fact, do many Protestant parents—say the clergy and others—in admonishing and correcting their children, act immediately and with the Book of God in their hand, or use it as you have now stated?—I don't know. I could not speak for other people's practices.

7425. Do you know of many that delay it for a little time?—I cannot say; I have not heard.

7426. Have you not heard that many conscientious Christian parents think it better to delay the reproof for a period, that it might have a better effect even on the child?—Well, you must allow people at least, to be guided by their own judgment.

7427. Have you heard of many such cases?—I have, but the question is, whether I agree with that.

7428. Now, do Roman Catholic and Presbyterian children attending your school read the Scriptures in the Authorized Version?—They do.

7429. Is there no departure from the language of the Authorized Version?—No.

7430. Do you instruct them in the formularies of

the Church of England?—No; they are noticed that the lesson is on such a subject, and they are at liberty to retire if they like, and join in some other subject.

7431. Are the parents ever referred to?—I am not aware of any instance where they are, and I should say they are not. The parents have an opportunity of knowing all these facts.

7432. You deal with the children as you find them at school, without any reference to the parents?—Clearly.

7433. Do you, *in fact*, instruct Presbyterian and Roman Catholic children in the Catechism and the formularies of the Church?—I don't know of its being done, but I know it is contrary to the rule to do it—at least, to insist on it.

7434. Have you the opportunity of doing it? Is it not possible that the children may remain in the class?—That is possible.

7435. Have you not an opportunity of doing it without having the Catechism and formularies of the Church in your hand?—You could invent a means of doing it if you were so disposed.

7436. In reading don't you make particular remarks, comments on the Scriptures, from time to time?—Surely.

7437. In reading them don't you take advantage of the opportunity to instruct Protestant and Roman Catholic children in your doctrines, or the particular principles of your Church?—I am not aware it is done designedly.

7438. It is quite competent for you to do so?—It is.

7439. Mr. Gibson has partly anticipated me, in connexion with such passages as these:—"This is my Body," "Repent ye," and so on. Do you enter on the controversial points involved in these?—It would be proper to do so; it would not be out of place to state the meaning of a passage.

7440. Is it done, are the teachers in the habit of doing it?—I should say that it is.

7441. Then the Roman Catholic children get the advantage of this instruction?—They do.

7442. In giving lessons in Acts the 20th chapter, do you take advantage of the opportunity afforded by the words Bishops or overseers and Presbyters to instruct the children in the nature and character of the Episcopacy there referred to, whether diocesan or congregational?—I could not answer that.

7443. Or in reference to Philippians 1st chapter, 1st verse, where bishops and deacons are spoken of in that Church, do you instruct them as to the character of the Episcopacy, whether diocesan or congregational, and in reference to the deacons, whether they were for preaching or attending to the temporal affairs of the Church. Can you say?—No, I could not say.

7444. Is it ever done, do you think?—Not to my knowledge. I have no knowledge of it.

7445. Have you a fixed time usually in your schools for giving religious instruction?—Yes.

7446. Are you in the habit of giving religious instruction in your schools at other times?—Yes, incidentally.

7447. And mixing it up generally with your literary instruction?—Clearly.

7448. Rev. Mr. *Cowie*.—Have you made yourself acquainted with the schools under the National Board for the purposes of comparison with your own schools?—I have, on several occasions.

7449. Now, speaking generally, is it your conviction that your schools are either better, or as good as, or worse than the National schools?—Speaking generally, I would say they are rather better. There are exceptions. There are some, such as Kilmallock school, that was referred to, where I had to find fault; but yet I had not an opportunity of comparing that school with the National school in the neighbourhood.

7450. We have it in evidence already that the average attendance of Church Education schools is a good deal higher than in the National Board schools, but is that the case with regard to your model school in Kildare-place?—No, we have got in one model male and practising schools 211 persons on the roll, average attendance 103. That is about 50 per cent. In the female model and practising schools 223 on the roll, 122 average attendance.

7451. Were you in the schools on the day on which I visited the model schools?—I was.

7452. Because it struck me the schools were singularly empty?—That was the case. You visited shortly after a few holidays, and the children don't generally re-assemble at once.

7453. It was the week of St. Patrick's Day?—I believe so.

7454. Do you think that the impression on my mind would not have been produced if I visited it at an ordinary time?—I think so.

7455. Are not your schools there constructed for a very large number?—Yes, a good number.

7456. How many could you receive in the boys' school for example?—I think upwards of 150 can be accommodated in the boys' school, and the same number in the girls' school, and fully that number in the infant school. Then the two practising schools would add to that number.

7457. Are the children educated in Kildare-place Model School, children of poor parents, or of persons in better circumstances?—There is a great mixture, some are very poor, others are in better circumstances.

7458. With respect to your training school, where do you obtain candidates for training?—In every part of the country.

7459. Is there no system of pupil teachers or monitors in your schools, to provide candidates for your training institution?—No, that was not found to work well, it was tried some years ago.

7460. The paper which you have put in, describes as the entrance examination merely that candidates will be examined in the proficiency sheet printed for the children in the school?—Yes.

7461. Must they cover the whole of that work?—No, only four classes; there are six classes in the scale of proficiency; the minimum that will be received is specified, but they go beyond that very much.

7462. Where have they obtained their education generally, before they come to you?—In the schools in their respective localities.

7463. That might be either in a Church Education school, or a National school?—Yes.

7464. When you are dwelling on any part of school management in your lectures would you think it right to introduce scriptural or religious instruction, by the way as it were, in the course of the lecture?—I would; I believe I would be perfectly right, and I would be wrong if I did not do it.

7465. Would that be of a moral or a controversial kind?—Moral; suppose, for instance, I was teaching arithmetic.

7466. Do you teach arithmetic to the students?—I do.

7467. Can you introduce moral or religious reflections in teaching arithmetic?—I think it can be very well taught without introducing scriptural subjects; many occasions may arise for the necessity of it.

7468. Can you give me an instance where an occasion might arise for the necessity of it?—In the case of a reproof or reprimand.

7469. Would that not be in reference to the arithmetic?—Not to the subject itself.

7470. Don't you think this principle contended for is of a kind that might be called sentimental or rather polemical than practical?—I would not give an opinion on that point at all, because I would not be competent.

7471. Are you acquainted with a great many teachers who have been under your hands?—Yes.

7472. Do you think these teachers would themselves wish to interlard secular instruction with religious or pious sentiments?—I do; I believe that, and they think their work would be very imperfectly done if they do not do it.

7473. As a matter of fact, do they contend for it or for the liberty of doing it?—They do it, and do it zealously and well.

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7474. Has it not been made rather a matter of principle with you in consequence of the prohibition of the National Board in the schools connected with them?—I don't think that it was in consequence of that.

7475. Was it not made a matter of principle with you, in consequence of the prohibition in the National schools connected with them?—I don't think it was in consequence of that at all. I think it was always a matter of principle with our society, and its predecessor, the Kildare-place Society.

7476. Is your society constructed on the same principle as the Kildare-place Society?—Not the same principle. It is in that respect.

7477. Do you allow the children to read the Roman Catholic version of the Scripture?—No.

7478. Did not the Kildare-place Society?—They did.

7479. Then the Kildare-place Society made more concessions to the prejudices of other churches than your Society?—Yes, so far.

7480. Is it not possible the Church Education Society took the course I allude to in consequence of the National system?—No, I don't think so, for this reason, the real work of the school is recognised to be that of education, and not the mere imparting of technical knowledge. The literary teaching of the schools is viewed in that respect; moral training, spiritual influences, and intellectual culture must be carried on with teaching, no matter what the subject may be.

7481. Mr. *Gibson.*—In reading the Scriptures they were not allowed in the schools of the Kildare-place Society to make any comments?—True.

7482. In your schools you do?—True. I would explain that under the Kildare-place system the plain, grammatical sense and meaning were brought out—the plain construction of the passage.

[Adjourned.]

Twentieth Day.—Dublin, Saturday, June 6, 1868.

Present:

The Right Hon. The Earl of Powis, *Chairman.*

The Right Hon. and Most Rev. The Lord Bishop of Meath.
Sir Robert Kane, F.R.S.
William Brooke, Esq., M.C.
Rev. David Wilson, D.D.
Rev. Benjamin Morgan Cowie, B.D.
James Arthur Dease, Esq.
James Gibson, Esq.
Scott Nasmyth Stokes, Esq.
William K. Sullivan, Esq., PH.D.
Laurence Waldron, Esq.

George A. C. May, Esq., Q.C., D. B. Dunne, Esq. } *Secretaries.*

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William Thomas Wilkinson, Esq., further examined.

7483. The *Chairman.*—So far as your knowledge extends has there been much diminution of the number of pupils in the Church Education schools, arising from the gradual multiplication of National schools, and the greater convenience of those schools drawing them off?—I have no means of knowing that.

7484. You have not heard that reason assigned in those schools where a diminution in the number of pupils has been shown?—Not with regard to Church children. Some few instances have been pointed out to me, but they are so very trifling that they are hardly worth noticing.

7485. Are you aware that in many cases Church Education schools have been discontinued in consequence of their patrons or subscribers having become supporters of the National Board?—I have heard of schools previously under the Church Education Society having been placed under the National Board.

7486. Has that operated in many cases?—Not to my knowledge. I am not aware of that fact.

7487. Mr. *Dease.*—Is it a fundamental principle of the Church Education Society that in all its schools the Holy Scriptures should be used in the daily instruction of every child in attendance who is capable of reading?—It is.

7488. Your society holds that the Scriptures ought to be made an essential part of education, and that they should not only be read at certain hours, but that the teachers should be at liberty on all suitable occasions to refer to them?—That is the principle.

7489. Do you actually in the course of teaching, incorporate to any great extent religious teaching with literary teaching?—To a very great extent.

7490. Do the rules of your society contemplate such an incorporation of religious with secular teaching as that suggested in Sir Robert Kane's questions relating to lessons in anatomy and mechanics in his examination of you yesterday?—The rules fully embrace all that he alluded to.

7491. Do you consider it desirable that such an incorporation of religious with secular teaching should take place?—Do you ask my own opinion?

7492. Yes, your opinion?—My own opinion is decided that it should. It would be very incomplete teaching without it.

7493. Are you aware whether the fundamental principles of your society require that the teachers in each of your schools should be permitted to read and expound the Protestant version of the Scriptures to all the pupils in attendance?—I believe that to be the principle.

7494. What would occur in case the parent of any child in attendance at one of your schools expressed a wish that his child should be excluded during the time of any Scriptural or religious instruction?—I think the effect would be the removal of the child from the school, the parent not conforming to the rules of the school.

7495. You do not, I presume, deny the right of the parent to withdraw his child during such religious instruction?—Certainly not.

7496. Then, does your society recognise the right on the part of the parent to avail himself or his child of the benefit of your secular teaching to the exclusion of Scriptural or religious teaching?—No, the society does not recognise the right so far.

7497. Do you make a distinction between the reading of the Scriptures and other religious teaching; for instance, would you only insist upon a child being present during the reading of the Scriptures, and allow him to withdraw during any explanation arising out of the reading of the Scriptures?—No, both go together—the reading and the exposition. When you spoke of Scriptural instruction and religious teaching I assumed that they were identical—that you did not mean there was any distinction to be made between them, but if you mean by religious teaching, special religious teaching, as, for example, the catechism and the formularies of

the Church then those children whose parents do not belong to the Church have a right to withdraw, and the children are noticed that such instruction is to go on, and they are at perfect liberty to retire.

7498. Mr. *Stokes.*—Do you register the creed of the children on admission?—I am not aware that it is universally done, but it is recognised that a distinction of creed should be noticed.

7499. How do you ascertain the distinction of creed?—It is asked.

7500. On the admission of the child?—Yes; it is required to be asked by the teacher.

7501. Mr. *Dease.*—Is there necessarily any difference in the course of teaching of a child registered as a Roman Catholic and one registered as a Protestant?—There is no difference, unless as regards the peculiar points I have mentioned, such as the catechism and the formularies of the Church.

7502. But you insist upon all children attending the school remaining during the period allotted for the reading of the Scriptures?—Yes.

7503. Would your rules, founded on the conscientious objections that exist to excluding Scriptural teaching, be satisfied with having offered to the pupil the opportunity of receiving Scriptural instruction, even were the parent of the pupil to refuse the religious while accepting secular instruction?—I don't think the rules of the society will allow any separation of the two. If the child receive the secular he must receive the religious element in the instruction.

7504. Do you mean as a matter of fact, or as a matter of rule?—As a matter of rule, and as a matter of fact he does.

7505. Having offered to a child, or to the parent of a child, the advantages you consider he would derive from hearing the Scriptures read, would your rules be satisfied that the parent should withdraw him before that teaching begun, not being willing to accept it?—That is to say, he will only attend for receiving secular instruction?

7506. Yes?—No, they would not be satisfied.

7507. Are the teachers in your schools ever employed, so far as your knowledge extends, in performing duties in connexion with the church of the district?—Yes; sometimes as parish clerk, and sometimes as organist.

7508. There is no rule to prevent their being so employed?—No.

7509. What is the difference between schools described in the report as being "in connexion," and those described as being in "direct connexion?"—I do not know the distinction the Committee make.

7510. You have acted as an Inspector of schools?—Yes.

7511. Do you know the district of the county Westmeath?—No, I never inspected schools in that district.

7512. What is your system of taking the roll in the ordinary schools—at what hour is it taken, and what is the process gone through?—It is done by calling the names over one by one, and marking the attendance.

7513. Is there a fixed hour for doing that?—There is a discretionary power with the teacher of the school to appoint what time he pleases.

7514. The roll is only called once a day?—It is sometimes called twice. I know cases where it is taken twice.

7515. That is left to the discretion of the teacher?—Yes; he may be anxious sometimes to give a child credit for half a day's attendance.

7516. How is that calculated in taking the averages?—When the child is present at all it is counted.

7517. As a whole day's attendance?—He is counted as being present on the day.

7518. There is nothing to distinguish the half day from the whole?—No, not in the averages; but I am not aware that the practice is carried out in many schools.

7519. You mentioned yesterday, I think, in answer to the Rev. Mr. Cowie, that some holidays occurred at the time he visited your schools, and the children were absent on account of a holiday, it being St. Patrick's Day?—I believe that was the time, but I don't recollect.

7520. You spoke of Patrick's Day as a holiday in a patriotic, not in a religious sense?—Yes.

7521. Professor *Sullivan.*—I think you stated that from £30 to £40 was the lowest salary which a teacher received?—Yes, I would say so. I can tell you the salaries of masters that have come under my notice for a number of years. There is no salary that I can see under £30, unless in a case where board and residence went with the salary, and that, of course, made it up.

7522. How far does your observation apply? Is it to the Dublin schools only?—No, all over the country.

7523. You are not aware of any case where the salary was under £20?—No; I don't know of a single case under £20, and in addition to that were board and residence, or an equivalent such as three acres of land. In such cases the salary is low, but all the other salaries are just what I mentioned.

7524. You state that the parish schoolmaster is frequently the parish clerk or organist. Is the salary you have stated a joint salary?—Yes, but he is not always the parish clerk—not invariably.

7525. Still the salaries include emoluments which are external to teaching?—They do, but such emoluments are never included in our cash account.

7526. Does the schoolmaster ever fill the office of sexton?—I have known of a few cases in which that has occurred, but very few.

7527. Do you think it is desirable that the functions of schoolmaster should be connected with those of sexton?—Indeed I do not.

7528. Has it ever come to your knowledge that the teacher was employed in the household of the patron?—Do you mean as tutor to the family?

7529. No, but in a menial capacity?—No, never.

7530. Has it ever come to your knowledge that it has been the case with other classes of schoolmasters not belonging to the Church Education Society?—I don't recollect an instance.

7531. If such an instance occurred do you think it would be a wrong thing?—A very wrong thing, and a great degradation of the office.

7532. How long does the name of a child remain upon the rolls before it is struck off for non-attendance?—A great deal depends upon what causes the child's absence. Suppose a child to be sick, and information to that effect is sent to the teacher or patron of the school, the child's name is very commonly left on the rolls for perhaps three or six months, but if there is certain information that the child has been withdrawn from the school, the rule is to take the name off at the expiration of the quarter.

7533. In making up the numbers upon the rolls at the end of the year the return is a nominal one, and includes those whose names have not been struck off for absence, but who may have been absent for several months?—I suppose you want to know how many have passed through the school in the year.

7534. Take it as for the real school attendance?—Clearly. A child presents himself for admission, his name is entered, and he attends for a certain time. That child counts as having been a member of the school for that year.

7535. So that if the name was on for a day only it would count in the total number on the roll at the end of the year?—It would, but I suppose cases of that kind are very few.

7536. Have you any means of determining the number of Roman Catholic children who attend the school as to their average attendance as distinguished from the others?—I have no means at my command.

7537. It might happen that their names were registered, and they put in an appearance for a day and were then removed, and they would be counted in the average at the end of the year, though they gave no *bona fide* attendance?—That is possible, but hardly probable.

7538. Is every school provided with a class-book, report-book, and register on a similar plan?—Yes, there is a uniform register, a uniform class roll, and a uniform report-book required in every school.

7539. Then the returns sent in to the central office are derived from such registration?—I should say so.

7540. How many school-days do you count in the week?—Five and part of the sixth.

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7541. That is the half of Saturday?—Yes.

7542. The number of hours you stated yesterday for the different subjects of teaching amount to thirty-seven in the week?—I make it forty-two.

7543. How many lectures in the day does that give on an average? If you allow Saturday as a whole day it will make it seven, but you only allow half a day?—That would be about the number.

7544. Do you classify those who come up for training, or are they all placed in one grade?—The male students are generally pretty equal and they make one class. It is not so with the female students, and we make two classes of them.

7545. How many hours then are set apart for private study?—Twenty-one.

7546. That is an average of three hours a day, but you don't include Sunday?—No.

7547. Well that would be more than three and a half hours a day?—Yes.

7548. Is not ten and a half hours of literary work a day too much for a teacher?—It is very severe work if it is done.

7549. What is the duration of the training?—Two sessions of five months each for a master, and generally three sessions for a mistress.

7550. What do the teachers do in the vacation? Do they go home?—They return home generally.

7551. Are they permitted to remain at the Institution during vacation if they choose?—Some few are, in the winter interval only. Circumstances sometimes arise that some are permitted to remain.

7552. Then it often happens that many remain during the vacation?—Not many.

7553. Do you think a smaller number of subjects and a fewer number of hours would be more conducive to real instruction than that extremely hard work?—I do; but the session being five months, and a cessation then for a month, they are relieved very much, and after a training of two sessions they are free; but, however, I have not found the health of any one of the teachers break down. I am very willing to admit that the work is severe.

7554. I find several varities of reading books in use in the schools?—Yes.

7555. Is the "Dublin Reading Book" of the Kildare-street Society the one that is mostly employed?—It is seldom used.

7556. It is seldom used now you mean?—Very rarely.

7557. You use the new series of the English books?—Yes, the books issued by the Society for the Promotion of Christian Knowledge.

7558. The standard under the "Revised Code?"—It corresponds to that.

7559. Do you find any difficulty, where there are different kinds of school books employed, in fixing upon a common standard in the examination in the school?—So far as these books are concerned they are cleverly got up for school purposes, and we don't find any difficulty with them, but there are others of which the same cannot be said, and when they happen to be in use there would be difficulty.

7560. If different books were constructed according to the same plan, and yet different in the lessons, do you think there would be much difficulty in coming to an accurate examination of the pupils?—If the plan be based on a sound educational principle there would be no difficulty. It is immaterial where published or what the subject matter of the lessons would be.

7561. It is only when there is a considerable difference in the plan that such a difficulty would arise?—Yes, or in cases where there are books on no plan at all.

7562. The *Chairman.*—If you had one uniform set of books in all the Church Education Society's schools as there is a uniform set in the National Board schools, would that diminish the labour of your Inspectors?—I don't think it would affect that point at all, if the books are really designed well for school purposes.

7563. Professor *Sullivan.*—Is reading the Scriptures the only religious instruction which is compulsory?—If you mean by religious instruction to include all sorts of moral reflections that will naturally arise out of a lesson, then that religious instruction is as compulsory as the direct Scriptural teaching.

7564. I rather allude to the books. What books do you consider to belong specially to religious instruction?—The Bible.

7565. I mean in the rule not compulsory?—The Catechism and Prayer Book.

7566. There is a little book published by the "Society for Promoting Christian Knowledge," called "English History." Is that read in the schools?—In a good many.

7567. That would come under secular teaching?—Yes.

7568. I suppose you are well acquainted with that book?—I have had it in my hand, and looked through it.

7569. Is there not a very large portion of that book that is extremely objectionable to Roman Catholics?—It is very plainly stated at any rate.

7570. Do you not think that book itself, though brought in in the regular school instruction, is almost as objectionable as many books purely dogmatical?—It would be very difficult, and perhaps it would be an improper thing, in my view, to construct a History of England without the passages to which you refer.

7571. That is a matter of opinion. I am merely speaking of the differences of opinion which exist. Do you not think there is a portion of this book which in your own judgment is such as to be offensive to Roman Catholics?—Well, it is difficult to answer that question. I don't know if people should be offended at what are facts.

7572. Is there nothing here but facts? Am I to suppose that everything in the book is a fact?—That is my opinion.

7573. Suppose another set of people do not think the statements to be facts?—Well, it would be a very great advantage to them to read them, and prove both sides.

7574. I admit that both sides should be read. I recommend it myself, but I want to know whether there are not many people who would not admit that recommendation as being quite agreeable?—Well, really I find it difficult to account for other people's opinions and views, but my own view is this—there is a fact—there is a history.

7575. Suppose the converse were put—that a book written in a strongly Roman Catholic point of view, as this book is decidedly written in a strongly Protestant point of view, and that you or your children were forced to read it, would you think it was offensive?—In a case of that kind I would feel it my bounden duty to make myself acquainted with the facts of the case, and if I believed, being forced to read the book, that it was incorrect, it would be my duty to show where it was incorrect.

7576. As a matter of fact, would you be inclined to send your children to a school where the books in general use were books corresponding to this for Roman Catholics?—I would. I would have no objection, when that is only part of the course, and it is open to an opinion to prove whether they are right or wrong.

7577. As a matter of fact, when you speak of opinion, are the class of persons who attend your schools capable of judging of the facts in a book of this kind?—No. I think the exercise of a sound judgment and right reason is a matter of growth and late development.

7578. You say all the statements in this are facts?—That is my opinion, so far as I have examined it.

7579. You have examined, I suppose, the original sources of the history in the book?—I have satisfied my own mind upon them.

7580. That is from the original documents?—No.

7581. Then on what do you base your belief in the authenticity of all the facts?—Well, I have been educated into them, and have read pretty much upon them, and have formed my own views.

7582. Precisely. You take the facts upon trust?—Yes.

7583. And if the person who stated them happens not to have stated them rightly you are not in a position to judge whether he has or not?—Unless by the weight of evidence.

7584. What other weight of evidence have you got as to whether what are stated as facts in this book are in accordance with what occurred or not?—I would only judge of the evidence as in any other case, and see what was said on both sides.

7585. You admit you are not in a position to judge of the original documentary evidence upon which what are stated in this book as historical facts are to be based?—Clearly.

7586. And yet you consider a child of twelve or fourteen years of age is in a position to examine and judge of the weight of evidence?—I am sorry I did not put what I had to say in language plain enough, or you would not have taken that view. It was my fault. I thought you were speaking of me as in the capacity of a parent of a child.

7587. I am speaking of you as one in a very responsible position, a man of intelligence, and one who had studied this question, and you are not in a position to prove to me that the statements in this book are in accordance with the documentary evidence, and yet you would expect a child of twelve or fourteen years of age, or his parent, who may be, perhaps, an ignorant peasant, would be able to investigate what are put forward as historical facts?—I cannot help them.

7588. Does not your evidence amount to this, that you take it upon trust?—I do.

7589. And the children are obliged to take it upon your trust?—Just so.

7590. That is to say, they are dependent entirely upon the teacher of the school, who hands them a Protestant book for the historical evidences?—Yes.

7591. They have not the means of determining the other side; it is not presented to them?—I am not sure about that. It is the business of the teacher to teach them to read and think, to train up the thought; and then when they are taught they will have an opportunity of reading other books upon the subject.

7592. Do you know that the children in the country ever read other books than their school-books?—They do.

7593. Do they read a great many books?—I know cases.

7594. In certain cases, of course they do, but do they generally?—Well, I could not answer for the whole country.

7595. Is it not the fact that one of the greatest difficulties that education has to contend with is the circumstance that the people have not the books to read, and do not read any except the school-books?—I don't think so. That is not my opinion.

7596. You are acquainted with a good deal of the country?—A good deal.

7597. How many booksellers' shops are there in the country outside three or four of the principal towns?—I don't know. I could not answer the question, but I know places where, if the books are not actually sold, there are ways of getting them.

7598. Take the Roman Catholics, for instance. What way have they of getting books except in the ordinary booksellers' shops?—I find that when their friends come into large towns they can get them easily. Books are cheap. They are multiplied to such a degree that the prices are very low.

7599. I admit that, if you take all that are published?—I am sure there is a great deal of reading afloat.

7600. The books exist, I have no doubt, for there are 20,000 published annually, but have the people the taste or the means of getting at them in the rural districts of Ireland?—When you spoke of the means I thought you meant that the high price put all, except the school books, beyond the reach of the people. I do not think that.

7601. I meant, also, the facility of sale. Do you know, as a matter of fact, how many counties in Ireland are there in which there are no booksellers' shops whatever?—I don't know.

7602. Would you be astonished to hear that there are eleven or twelve counties?—Yes, I would.

7603. And in those counties there would be no opportunity for the children to learn anything outside the school-books, or anything but what is inside the covers of them. Is the Reading Book No. 3, of "Nelson's school series," used in all your schools?—In some cases it is.

7604. Now, in part of this, in the Bible lesson, do you think it would represent the exact doctrine of the Roman Catholics on the points touched upon?—I don't know the lesson to which you refer. (Book handed to witness.) I don't see anything in that that a well-informed Roman Catholic could object to.

7605. What is the age of the children reading this book?—From six to eight years of age.

7606. Mr. *Dease*.—Do you expect them to be well-informed at that age?—Oh no, they are just learning to read at that age, and read fluently, without reading what would be called intelligently.

7607. Professor *Sullivan*.—Is not that the exact period in which positive as distinguished from negative doctrine is communicated to children?—I don't clearly understand the question.

7608. There may be certain points on which there would not be much difference of opinion among children of any age?—Yes.

7609. But is it not the time of life, between seven and eight years of age, when instruction is given upon matters of religion, and especially on those matters in which other doctrinal points are necessarily introduced in the elucidation of what I may call the negative portion?—It is possible a teacher in carrying on the reading lesson may do as you say.

7610. Suppose he did not do it, wouldn't it be necessary, from a religious point of view, that he should do it?—Not as I have read that. There is quite scope enough there for a teacher to open that out, and it would give him plenty to do without departing from it.

7611. Isn't that the age at which a child ought to receive doctrinal teaching in connexion with that? Wouldn't you, as a matter of fact, do so in connexion with the lesson?—I take that lesson as it stands, and whatever the doctrine in it I would feel it ought to be opened out.

7612. I find here another little book—an "Ecclesiastical Primer." Does that enter into the religious or secular teaching?—The religious.

7613. Then on that, of course, I need not ask any questions, as it is not compulsory?—That is not compulsory, but I wish to mention as regards that primer that it is confined to the students under training. That is a book the chaplain lectures upon, or his lectures to the students in training are based upon it.

7614. Have you turned your attention to the statistical portion of the return, so as to be able to tell us what is the relative proportion of the children on the roll in the several books, taking as a standard this little series of the Christian Knowledge Society?—I have.

7615. For what year?—For 1866.

7616. Perhaps you could state the total number on the roll, and then the number in each of the books of this series?—The children are divided into six classes. The lowest class comprises or would correspond with any book there where words of one syllable occur.

7617. That is, it would correspond to the first part of the First Reading Book of the educational series?—I should say so, and if there be any passages in another part where words of one syllable occur the children are expected to go over it. The second class must be able to read words of two syllables, and the third class should read any one of the books.

7618. Including the Fourth?—Yes, and the reading to be fluent and accurate. After the third class the intelligence is tested. We don't expect a very large development of intelligence in the early stages of reading.

7619. So that we may take your third class, and all above it as persons able to read moderately?—To be able to read fluently, and without making mistakes. After the third class we hold them accountable for intelligent reading.

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7620. What proportion of the children on the roll belong to the first division?—I am not able to give the information with the accuracy I could wish, but I can do it in perhaps what would be as satisfactory a manner. When I was making up this calculation I could not lay my hands upon all the reports of the Inspectors in all the dioceses. I was unable to get the reports of five of the dioceses. The consequence is that I am unable to account for the number 67,327 pupils in the schools or the total number in all Ireland. If you deduct the five dioceses, I am able to account for the remainder.

7621. Which are the five dioceses?—Achonry, Armagh, Clonfert and Kilmacduagh, Killala, and Tuam. The number of scholars in the remaining dioceses would amount to 43,543, being the number returned by the Inspectors as having been present on the day on which the inspection was made. In the first class I have described, there were 21,038; in the second class, 10,774; and in the third class, 7,290. These are the three classes.

7622. Is that return drawn up for each of the dioceses separately?—No, it is for the sum total; but I think I can put it in separately for each.

7623. Would you be able to put in a return for each of the dioceses separately?—I cannot. I have searched the office, and cannot obtain some of the reports of the Inspectors in several dioceses, nor any of the reports of the Inspectors in the dioceses I have mentioned.

7624. Would you state from these numbers what is the per-centage in all that you have of the three classes?—The first class, 48·32; second class, 24·74; and third class, 16·74 per cent.

7625. Then, as to the remaining classes, what would they make altogether?—About ten per cent., or a little more.

7626. What is the total per-centage of those in the Third Book and upwards—in other words, of those who can read?—Do you include the two-syllable readers?

7627. From those who are in the Third Book?—Above 26 per cent. who are reading lessons containing three syllable and polysyllable words.

7628. That is over one-fourth?—Yes.

7629. Mr. *Dease.*—In page 71 of the reading-book, referred to by Professor Sullivan, I find this question asked,—"The letter B is very often silent after M; but name some word where it is silent when it does not come after M. Answer, two unpleasant words, 'debt' and 'doubt.' I think we may try to remember the two words, for they are both bad things. It is bad to be in debt, and it is bad to be in doubt: both are unpleasant." Do you think that the fact of being taught one religious doctrine on Sunday, and another doctrine on week-days, is likely to place a child in a condition of doubt—the condition described in the reading-book as bad and unpleasant?—Do you mean doctrines in contradiction to each other?

7630. I do; and that must necessarily be so in the case of Roman Catholic children who attend your schools habitually on week days, and their own place of worship on Sundays?—It would be a natural consequence.

7631. Rev. Mr. *Cowie.*—Do you consider your schools are established through the country for a national purpose, or for Established Church purposes?—For a national purpose.

7632. Do you think that?—I do, and think they are adapted for it.

7633. Rev. Dr. *Wilson.*—In connexion with that, may I ask you in the case of schools—and there have been several referred to, with an average attendance of from nine down to eight, seven, six, five, and, in some cases, even two scholars—do you adhere to your opinion still? Is your system not more a Church system than a National system?—No; if people will not avail themselves of it, we cannot help it.

7634. Professor *Sullivan.*—What is the exact difference between the rule of the old Kildare-street Society and the Church Education Society?—In the old Kildare-place Society the Scriptures were read, and there was no further comment made than the grammatical sense brought out. In the case of the Church Education Society a wider scope is given, and the sense and application of the passage to daily life, and to the heart and influence upon the character and conduct are all brought to bear.

7635. In other words, the Church Education Society has gone back to the habit or custom, or rule of the last century, and has made them truly Protestant schools?—No, I would not say that; I don't think there has been a return to any principle. The Church Education Society has maintained one and the same principle all along. It is nothing new, nor has it returned to anything that had been abandoned.

7636. Are not the Church Education Society's schools more strictly religious schools than the Kildare-street Society's?—Yes, in that sense.

7637. That is to say—the Kildare-place Society's schools were not found acceptable to the majority of the people, although they merely read the Scriptures in them, and would you think the Church Education Society's schools could be possibly National when they go further in Protestant religious teaching?—I do. I think there are two great principles involved in this question. This is my own decided opinion. The first is as regards the school, whether it is to be considered as a mere shop in which portions of secular knowledge are to be dispensed to the children that come, or are in attendance at that school, or is it to be a place for moral training, for intellectual culture—in other words, for education in its truest sense. The latter is my belief. The other principle involved is this—whether a mere school-book, which may have the name of God reverently alluded to, and even contain an epitome of Christian doctrine, is to be regarded as a standard of truth, and have authority in matters of morals and faith. I don't believe it. I believe there is but one book for that purpose, that book is the Bible—and it is dishonoured when any school-book is put in its stead.

7638. You state that your schools were intended to be National. Do you imagine they could be National, in the full sense—that is to say—while admitting the doctrine you lay down now, and have laid down all through, that the schools are strictly Protestant, that they would be suitable for Roman Catholics?—Yes, I would.

7639. And you think the Roman Catholics would admit that?—I am not prepared to say that they would not.

7640. Mr. *Dease.*—Would you consider that an eating-house in Constantinople, where pork was a necessary part of every meal, could be described as a National-eating house?—Do you mean pork exclusively?

7641. No, where it was a necessary part of every meal, and that you could not have your dinner without pork?—I am inclined to think it would not be National, for all in Constantinople would object to it.

7642. What is the difference between that and education called by you National—given to a nation the great majority of whom are Roman Catholics, and who object as a part of their religion to being obliged to read the Protestant version of the Scriptures?—I would like we should be both agreed as to the word education. Do you mean instruction in arithmetic, grammar, and so forth?

7643. I speak of the system as a National system—whether or not it can justly be called a National system as you describe it?—That is my belief still.

7644. Professor *Sullivan.*—You said you were not sure whether or not the Roman Catholics would accept that system?—I repeat that.

7645. What is your ground for coming to that conclusion?—I was for several years head master of the model school while it was conducted under the Kildare-place Society, and until that society ceased to exist, and I am well aware that large numbers of Roman Catholics attended that school, though they knew that the Scriptures were to be read, and they took part in the reading, and attended at such explanation as I have

already stated to you were within the range of the rules of that society. I am well aware of that fact and that the children attended it from choice.

7646. That was the Authorized Version?—Yes.

7647. You are sure of that?—Perfectly sure.

7648. Well, in the last century they were offered the same advantages that are now offered by the Church Education Society. Did they universally accept them?—I believe it is a matter of history they did not.

7649. Then, your individual experience is of more value than the current of 100 years' history?—If left alone, I think they would avail themselves of the Scriptural teaching.

7650. Were they not left alone last century when they had no priests to influence them?—They had not the same opportunity as now.

7651. Was not the opportunity forced upon them?—Perhaps the act of forcing had some influence on them. If they had been left to their choice it might have been different. I speak from experience.

7652. You admit they had not the external influence of the priests, and they had a double advantage that it was not only offered, but offered with a bounty?—I don't admit that they had not the priests' influence at any time, for I believe it always existed.

7653. Where was it in the last century?—I don't understand the question.

7654. Were the priests as numerous in the country then, and could they exert an influence on the people directly as they do now?—I could not answer that. I suppose they always had influence.

7655. If the priests did not exist at all in whole districts of the country they could have no influence amongst the people?—I could not answer that.

7656. Mr. *Gibson.*—I always thought it was a fundamental principle of the Kildare-street Society that the reading of the Scriptures was to be without note or comment, either on the Authorized Version or the Douay?—That rule utterly excluded reference to controverted points.

7657. Was that not the rule of the Kildare-street Society?—It was so stated, but I always understood it, and it was always impressed upon me and upon my mind, that as far as the plain, grammatical sense of the passage read was concerned, it was always open to be learned.

7658. You were in connexion with the Kildare-street Society at the time the grant was withdrawn?—It was since the withdrawal of the grant that I was connected.

7659. You were not in connexion with the Society before the grant was withdrawn?—No.

7660. Can you say from your own knowledge or information was it not one of the reasons assigned for withdrawing the grant from the Kildare-street Society that their teachers had, contrary to their fundamental rule of making no note or comment on the reading of the Scriptures, taken advantage of the reading of the Scriptures to enforce doctrinal views. Are you aware that was alleged?—I could not state from my own knowledge, but I have heard such a thing stated.

7661. Mr. *Stokes.*—With what object do you admit into your schools children whose parents do not belong to the Established Church?—To educate them and instruct them on the subjects that are taught there.

7662. Is it in the hope that your instructions will lead them to agree to the doctrines of the Established Church?—I never heard it stated that that was an ultimate hope or design of the society.

7663. Is not the natural and necessary tendency of the instruction you give them to induce them to conform to the doctrines of the Established Church?—I would not say so—not necessarily.

7664. Do you think that a child could receive instruction from you—could receive your interpretation of the Bible daily, without adopting your scheme of doctrine, which I suppose is that of the Established Church?—Yes, I belong to the Established Church. That may or may not be the case. I could not answer the question.

7665. Rev. Mr. *Cowie.*—You decline the qualification of being called proselytizing?—Certainly.

7666. You would repudiate that distinctly?—I would, distinctly.

7667. Mr. *Stokes.*—Do you think a Roman Catholic child of tender years could enter one of your schools—continue with you, and get his primary education with you, and leave the school a Roman Catholic?—I believe that possible.

7668. Rev. Dr. *Wilson.*—What is your idea about the National schools or the National system of education, if you claim yours to be National. What are the elements that go to make nationality in that sense?—My idea of any system of education is derived from the consideration of the individual—what that individual is as God made him. God places him in my hands to train out and develop every faculty and quality of his nature. Any system of education then that is defective in any one of these, of course falls short in that particular, and what is true of the individual is true of the nation. Therefore, if a single child is to be educated moral training must go on, intellectual development must go on, as well as the infusion of school teaching, and physical training and spiritual training must go on.

7669. Taking matters as they are in this country, do you think it possible that a system such as that described by you could overtake anything like a fair proportion of the people?—I do.

7670. Do you think the people of this country would be educated on such a system as that?—Yes, speaking from my own experience.

7671. Are you aware a Commission sat in 1806, that may be said not to have been a Catholic Commission, but rather an Established Church Commission, when four prelates of the Church acquiesced in the unanimous finding that "no system of education can be carried into effective execution in Ireland, unless it be explicitly avowed and clearly understood as its leading principle that no attempt shall be made to disturb or influence the peculiar tenets of any sect or description of Christians." That was the opinion of four prelates of the Established Church. I believe you belong to the Established Church?—I do. I am not aware my opinion differs from that, or that I said anything opposed to that.

7672. The system you say does not interfere with the peculiar tenets of any section of the community?—I don't think it does.

7673. Mr. *Stokes.*—What do you mean by saying that Almighty God places the child in your hands?—If I am the master of the school I am the representative of the parent while the child is with me. I believe the responsibility of the parent falls to me for that time—and I believe that to be very serious—in all that relates to the moral training—in all that relates to the intellectual culture—in all that relates to the spiritual development as far as in me lies, and more than that, the imparting of useful knowledge of a technical kind.

7674. If you derive your authority from the parent don't you feel yourself bound scrupulously to observe the wishes of the parent with regard to the religious education of the child?—I would like to understand the question.

7675. You say Almighty God sends the child to you because the parent having the authority sends him to you. Then I ask do you, in dealing with the child, consider yourself bound—scrupulously bound—to observe the wishes of the parent?—Let me put the question as I understand it. Suppose the parent is a Roman Catholic, Presbyterian, or Methodist, or of any other religious denomination—is your question this, that I am to respect the feelings of the parent as regards the child. If so, I do.

7676. You don't consider it compatible with honour and integrity to take advantage of the ignorance of a poor parent?—No. I should say this, that I feel myself bound, and entirely accountable as I have told you, for the training of the child in all the points that I have mentioned.

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7677. The *Chairman.*—Suppose the parent of another religious denomination sends his child to be taught by you in a Church Education school would he do it with the full knowledge of what your religious belief was, and the system of the school?—I would say he should from the very fact of the public name of the school.

7678. Mr. *Gibson.*—Is secular instruction not a part of your education in the extended form in which you allude to it?—I make a distinction between mere instruction and education or development.

7679. Do you give any instruction without education?—It would be very unskilfully communicated.

7680. Do you give any instruction without education in your own sense?—No.

7681. Then you would not teach a child to write or to cypher if the parent said I want the child taught to write or to read, and it is my duty to have the child taught so and so, and I want you to give him this part of his education or instruction—you would refuse?—Very possibly, but allow me to explain. It is impossible that instruction could be skilfully carried on without education being carried on at the same time.

7682. Could you not teach a child to read or teach him to write without giving him special religious instruction which you think it your duty as general educator to give?—I misunderstood the question. What I thought it was was this, that there could be teaching of a secular kind without education of some kind. In the matter of writing it could not be carried on without educating the eye, the hand, forming taste and habit, and forming character to a certain extent.

7683. Do you mean to say that instruction always implies education?—If skilfully done.

7684. Would you refuse a Roman Catholic parent who comes to you and says, "I want this child to be taught to write or taught arithmetic, will you teach him these, and these only"?—I would certainly refuse that child.

7685. Then so far as you carry out your system you would absolutely exclude from the benefits of secular instruction, so called, every child who would not agree tacitly or expressly to accept the whole teaching, which, as a Christian, you think should be given?—Yes, that is my belief. If a child has the misfortune to have a bad parent I don't consider that that is any reason why I should follow in that parent's steps.

7686. Do you think the Roman Catholic children coming to your school are committed to your care in the same way that a child is committed to the care of a parent by Divine Providence?—It is my belief he is during school hours.

7687. And that you should exercise all the rights and functions of the parent?—The parent gives up his right to me.

7688. And you won't allow a parent to limit your teaching in any way to mere secular teaching?—No. I am accountable for his education in the full sense of the word.

7689. I believe it is a principle of the Church Education Society that by right the entire education of the community belongs to the Church as an established Church, and that it has the exclusive right to educate?—I don't know that to be such.

7690. Rev. Dr. *Wilson.*—Are you aware such a claim was ever made by them or on their behalf?—That is the first I heard of it—that which you have read.

7691. Master *Brooke.*—Mr. Wilkinson, do you happen to remember the terms of the second fundamental law that is found in the appendix of our report: "The objects of the society are to assist schools at present existing in the country and to establish new schools, on an improved system, for the purpose of affording to the children of Protestants instruction in the Holy Scriptures and in the Catechism and other formularies of the Church, under the direction of bishops and parochial clergy, and under the tuition of teachers who are members of the United Church of England and Ireland." Do you happen to remember that fundamental rule?—I am aware of that.

7692. Well, that is the primary object?—Clearly.

7693. There is no mention here of children but the children of the Church; but it was never required to be to the exclusion of the children of any other communion?—No; there is not a word of exclusion.

7694. But the instruction of the children of the Church is the primary and only object that is mentioned in the fundamental rule?—Yes. The view in which I spoke of its being national was that it embraced everybody who wished to avail themselves of it. That was the sense in which I spoke.

7695. An institution established for the purpose of the children of the Church may, by its catholicity, if I may use the expression, be so managed as to be a fair establishment for children who were willing to recognise the common grounds of Christianity and reverence the Scriptures which were acknowledged by all. That would have been the result in many cases?—That is the sense in which I used the term national as applied to it.

7696. If schools, established primarily and chiefly for the benefit of the children of the Church and carried out on principles which the parents of the children of the Church approve, happen to be attended by the children of other denominations, whose parents make no objection to that mode of teaching, would it be reasonable that the children of the Church should lose any portion of the benefit of the instruction in order to accommodate those who were but secondary objects?—I think not.

7697. If a Roman Catholic parent, or a Unitarian parent, were to come to the schoolmaster and say, I only wish my children to learn grammar, geography, reading, writing, and arithmetic, and not to be instructed in your faith; and if that child or several such children were admitted, would it not be an interruption to the business of the school they selected; would not the children of the Church be obliged to be in separation, and would it not in short be an interruption to the ordinary course of the school?—Yes.

7698. Would that not be a very sufficient reason for saying we have got our own system; we don't want you to come, but if you will come you must adopt our system?—Clearly.

7699. Rev. Mr. *Cowie.*—But, clearly, so long as a system such as that is carried on the society could have no claim whatever on the public funds for aid?—I don't say that.

7700. Mr. *Stokes.*—In the case of a child that had entered your school, and went through it as a Roman Catholic, and left it as a Roman Catholic, in what spirit would he receive, do you expect, your religious instruction; would it make any impression on his mind or heart at all?—I can speak from what I know, and I have known the very best influences arise from Scriptural teaching in such cases upon the character and conduct as exhibited in the school, and I would hope at home.

7701. Without any change of faith?—Without any change of faith.

7702. Would the children, under these circumstances, receive your teaching in the same spirit in which we all learned mythology at school?—Do you mean as an inoperative principle? I would say certainly not. The application to the heart and to the conduct would be clearly pointed out.

7703. But, so far as doctrine goes, he would reject all that you had taught him?—I would not say that the great doctrines that are the great fundamentals of Christianity he would reject.

7704. So far as your teaching differs from that of his parent or his pastor, he would reject it?—He might.

DANIEL O'SULLIVAN, Esq., sworn and examined. June 6, 1

Daniel O'Sullivan, esq

7705. The *Chairman.*—What office do you hold in connexion with the department in Marlborough-street?—I am one of the two assistant professors, or junior lecturers, my lord.

7706. Under which professor are you assistant?—The science professor, Mr. Butler.

7707. How long have you held that appointment?—Since the beginning of 1858.

7708. Had you previously held any appointment under the Board?—I had previously been head master of the Central Model School, Marlborough-street, for three years; previously to that, I had acted as Inspector in the north of Ireland—head-quarters Enniskillen, and the district embracing the greater part of Fermanagh and a portion of Tyrone; and previously to that, again, I had accompanied one of the Head Inspectors, Mr. Kavanagh, now better known as Professor Kavanagh, who was at that time directed to specially inspect and report upon all the workhouse schools and prison schools of Ireland.

7709. Will you give an outline of your ordinary duties during the week at present?—The subjects which have been confided to me by Mr. Butler are arithmetic and algebra. I am engaged in the actual lecturing of the teachers for two hours and a half on Mondays, Wednesdays, Thursdays, and Fridays; and for another hour I am taking notes of the way in which the teachers perform school duties—of the way in which they instruct the classes committed to their care. On Tuesdays I am engaged for an hour only, and Saturday is a *dies non*, the masters being at the model farm on that day; merely with this exception, that on Saturday morning we lecture the mistresses, turn about, for an hour.

7710. With respect to the notes that you take as to the way the teachers practise, is that the way they teach the ordinary pupils in the National schools?—Precisely; so far, however, as I am concerned, their teaching is confined to arithmetic.

7711. How often does each individual teacher, during his course, come under your supervision in his practical teaching?—Not more than about ten times.

7712. How many teachers do you have before you are engaged in practical teaching on each occasion?—Twelve, generally.

7713. Are they then instructing a separate knot of pupils?—Yes.

7714. And you turn from one to the other?—Precisely.

7715. Do you make notes of the way the different teachers work?—I do.

7716. Do you interrupt them, or make suggestions or corrections at the time, or do you talk over your notes with them after?—Sometimes I do the one, and sometimes the other. There are times when it appears to me injudicious to interrupt the teacher; at other times I find that I can do so without interfering much with the progress of business.

7717. In those cases where you take notes, and reserve your observations, do the teachers come to you immediately after the conclusion of their hour of practical teaching, or what is the arrangement?—I may say that the teachers are in constant communication with me. As superintendent of the George's-street training establishment, I have special charge of a considerable number of them before and after school hours. Your lordship asked me a while ago what position I held in Marlborough-street. I don't know whether I should have added to my answer to that question that I hold a second appointment—the one just referred to.

7718. Do you reside at this boarding-house?—I do.

7719. How many boarders are there under you?—The number at present is 58, but I remember a time when it was so large as 93.

7720. Have you the supervision of their conduct out of school hours?—I have.

7721. What do you state as to their conduct generally?—Nothing could be better. Perhaps I may mention that a military gentleman, who lives next door to me, volunteered the statement some time ago, that he had been over a great part of the world, and had had a great deal to say to the management of men, but that he had never in his life met so well behaved a body of men as mine. That gentleman is Captain Wynne.

7722. Have you any power of inflicting punishment, or correcting the students?—Well, my business is to bring before the notice of the Board any serious irregularities which the teachers may be guilty of. In the case, however, of trifling offences—breaches of discipline, and such like—I have a discretionary power to the extent of fining a teacher a shilling or two. The teachers are each allowed, under the name of pocket money, a shilling a week, and I inflict a fine by simply withholding the shilling.

7723. In cases where you inflict fines, do you keep any book or record of them?—There is an official record.

7724. Mustn't a return of each offence be submitted to any officer in Marlborough-street?—Such a return is laid before the Board at the end of every month. Perhaps your lordship will allow me to add that I don't think I have inflicted a fine half-a-dozen times since I got charge of the establishment, twelve years ago.

7725. What age are the teachers in your boarding-house generally?—I can give the average ages of the teachers trained in 1837, in 1847, in 1857, and in 1867. The average age of the masters in 1837 was 23·6. We had not begun to train mistresses at that time. The average in 1847 was, masters, 22·6; mistresses, 21·6. The average in 1857 was, masters, 21·95—a shade below 22; mistresses, 21·8. The average in 1867 was, masters, 22·3; mistresses, 20·7. I can, if your lordship desires it, give the maximum and the minimum age for each year. The maximum age in 1837 was 30, and the minimum 17: no mistresses, as I have already said. In 1847, the maximum age was, in the case of masters, 36, and the minimum, 16; in the case of mistresses, the maximum was 33, and the minimum 15. In 1857, the maximum age of the masters was 42, and the minimum 16; while the maximum age of the mistresses was 29, and the minimum 17. Lastly, in 1867, the maximum age of the masters was 42, and the minimum 16; while the maximum age of the mistresses was 34, and the minimum 16.

7726. What do you consider the best age, first for masters, and next for mistresses, to come up for training?—A good deal depends upon the natural capacity of the teacher, and a good deal also upon the extent and accuracy of his or her acquired knowledge.

7727. As a rule, do you think it desirable that teachers should come up at a later age than 25?—By no means undesirable.

7728. Do you think it would be desirable that there should be some limit to age beyond which they should not be taken in?—There has been a rule to that effect. I cannot at this moment mention the maximum age beyond which as a rule the Commissioners have never gone, but, speaking from memory, I should say 30.

7729. Speaking as a teacher, do you consider that you do much good with pupils over 30?—Well, I certainly would prefer teachers below 30; at the same time, I have no hesitation at all in saying that in several cases over 30 I have been able to effect a considerable amount of good.

7730. Do you consider that persons who come to be trained over 30 are a class desirable to encourage, as regards any practical good afforded by them in their own schools afterwards?—That depends upon circumstances. There are several isolated localities in Ireland where you find a master joining the Board at a comparatively advanced age; and then the Commissioners have to consider whether it may not be better to train that master than—by dismissing him—leave the locality without a school. He is a fixture in the locality; his friends and relatives are about him; perhaps he is connected by marriage with the people; and I can very well understand a case—indeed, I think that when act-

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ing as Inspector I met with several such cases—in which it is desirable to train a man beyond 30, or even 40, and make the best of him.

7731. Have you charge of the religious instruction of the teachers while they are under your superintendence as boarders?—I never regarded that as portion of my business. In fact, I do not consider myself competent to undertake such duty. All that I can be expected to do is—look after the conduct of the teachers, see that they are well behaved, that they observe the rules of the establishment, and so forth.

7732. Is it your duty to see that they go to a place of worship?—They are not formally brought to a place of worship; but I take means to satisfy myself that the Catholics go. The Protestant teachers of the different denominations are very well looked after, but I regret to say that the Catholics have not the advantage of the supervision of a clergyman of their Church.

7733. Are the boarders in your house of various religious persuasions?—Certainly.

7734. Do you think it would be an advantage for the training establishment and for the pupils, if chaplains of the different religious persuasions formed part of the establishment?—I have no doubt at all about it. For my part I should very much like such an arrangement carried out.

7735. Were you in charge of this boarding-house at the time when a Roman Catholic clergyman did visit the training school?—I got charge of that boarding-house, as well as I remember, about the middle of 1856, twelve years ago. At that time no Catholic clergyman formally attended; but a Catholic clergyman did attend in Marlborough-street.

7736. Was that Dr. Power?—My recollection takes me back to Father O'Grady, a Vincentian, from Phibsborough. He was succeeded, as well as I remember, by Father Mulligan, who died sometime afterwards, and who, I think, was succeeded by Dr. Power—the last clergyman whose services we had the advantage of. Dr. Power was appointed rector of the Holy Cross Seminary, in one of the suburbs, and the clergyman who succeeded him—having received no directions, as I understand, from Cardinal Cullen—did not think proper to visit the Marlborough-street schools. Since then we have had no clergyman.

7737. During the time that the Roman Catholic clergyman was in the habit of visiting the schools in Marlborough-street, was that duty assigned specially to some particular person, or was it considered to form part of the duty of the local parish priest?—It was a purely voluntary thing on the part of the clergyman.

7738. What I want to know is was that voluntary duty performed by the parish priest or by a person specially requested to undertake the duty, or designated for it?—Cardinal Cullen used to decide as to the clergyman.

7739. Mr. *Stokes*.—The Vincentians were never in Marlborough-street, were they?—Father O'Grady attended in Marlborough-street at one time.

7740. The *Chairman*.—Did the cessation of the attendance result from absolute prohibition, or merely from default of a fresh appointment being made?—As well as I am able to answer the question, I should say from no fresh appointment having been made. The attendance of the clergyman was confined to Tuesday, the day set apart at that time for religious instruction. Now we have religious instruction every day—from ten till half-past ten on other mornings, and from ten till twelve on Tuesday.

7741. Was any application, either formally or informally, made to the Roman Catholic authorities for the attendance of some clergyman?—Does your lordship mean official application?

7742. Formal or informal, either official or unofficial?—I myself once spoke to the clergyman who succeeded Dr. Power, as to the desirableness of his taking up the Doctor's duties in the schools. Beyond that, I am not aware of any communication having been made; and I may add, that what I said was said entirely on my own account, and as a private matter between the clergyman and me.

7743. Do you consider the time the students are in training a sufficient one?—I do not.

7744. How long should you desire to have them under training?—Perhaps your lordship will allow me to mention that in the second report of the Commissioners, that for 1835, a two-years' course of training was contemplated; but I can very well understand the many difficulties which must have occurred to the Commissioners as involved in the carrying out of such an arrangement. I should say that, in the present circumstances of the country, we could scarcely extend a session over a longer period than twelve months.

7745. Two sessions?—Two of our present sessions.

7746. Assuming that the present training of only one session to continue, do you think it would be desirable to diminish the number of subjects to which the teachers attention is called?—I am decidedly of opinion that the number of subjects is entirely too large for the time.

7747. Do the teachers come to you generally well grounded?—Some do, and some do not. The young people from the district model schools, as a rule, are very well grounded.

7748. What do you say to those who have been monitors of ordinary National schools?—A monitor of two or three years' standing is, generally speaking, very fairly prepared.

7749. Are those who come up at an advanced age, men over thirty, well grounded?—Well, as a rule, they are not as well grounded as the others. Such persons generally take to teaching at a comparatively late time of life.

7750. Have you any means of dividing into separate classes the better and the worse informed that come up in each session?—The only division at present is one which may be said to be mechanical rather than otherwise—a mere division of the class into two parts, for convenience' sake. The teachers classed first of third or higher belong to what we call the first or senior division; all the others go into the second or lower division. My notion is that we ought to sub-divide those divisions, or rather to classify upon a different principle. A serious drawback to the effectiveness of my teaching has always been the great disparity—both as to natural capacity and as to acquired knowledge—between the teachers under instruction. I think that in dividing the teachers we ought to take these two elements into account.

7751. At the present moment the training-school and boarding-house in connexion with it are by no means full?—Do you speak of the boarding-houses for masters?

7752. Yes?—They are not full. The Glasnevin house, for example, has forty beds, and the number of teachers at present in the establishment is only twenty-two.

7753. Are these your ordinary teachers?—Yes; I am speaking of the Glasnevin branch of the literary department.

7754. What is the reason, under those circumstances, why the training of the male teachers, or a considerable portion of them, is not extended over two sessions?—That is a question which it is hardly competent for me to answer.

7755. Is it a question of expense or that at the end of the first session they go off to schools?—I don't see why it should be a question of expense. I think that, in a matter of that kind, expense ought to be a very trifling consideration with the State.

7756. Would a master be allowed by the Board to remain for a second session if he desired?—No; that is not the arrangement at present. The teachers leave at the end of the session, as a matter of course. The Commissioners began the training of teachers in 1834, and in that year they had three sessions; they afterwards divided the year into two sessions, and there is no difficulty in the world, that I can see, about passing from the half-yearly to a yearly session.

7757. Do I understand you that to do that would require a different arrangement on the part of the Board?—I see no difficulty at all in the carrying out

of such an arrangement; I think that the Board have simply to order it. With reference to a matter that your lordship alluded to a while ago—the attendance of a clergyman to instruct the Catholic teachers, I may perhaps be permitted to mention that the nuns from one of our convents used formerly to attend to instruct the Catholic mistresses, but withdrew some years ago—I understood at the instance of Cardinal Cullen, who, it is well known, disapproves of several of our present arrangements.

7758. The Bishop of *Meath*.—Since the prohibition by the Roman Catholic bishops against teachers attending the training school, have you perceived any difference in the quality of the men that ordinarily come up?—Since that time we have found it very difficult to reach the Catholic teachers, and in their absence we have been training a much larger number than usual of what I call non-teachers. Taking, for example, the ten years ending December, 1867, I find that the per-centage of non-teachers trained during the first five years was 16, and that the per-centage for the last five years was 36. I apply the term non-teacher to every person who, at the time of training, is not in charge of a school, as principal or assistant.

7759. Now, may I ask from where do these non-teachers come?—They come from every direction.

7760. I don't mean as regards localities?—Some of them are pupil teachers, some are monitors, some are persons who had acted as substitutes for teachers during the training of the latter, some are mere pupils, some are governesses, and so on.

7761. Have you made any classification as to the religious denomination of these non-teachers who present themselves for training?—I don't know that I have.

7762. In general terms are there as many Roman Catholics present themselves as there used to be?—Not at all.

7763. Are there many of them of the Roman Catholic persuasion since that prohibition?—There has been a considerable increase in the number of Protestants, and a corresponding decrease in the number of Catholics.

7764. And you find the moral conduct of the present class under your care is as good as was formerly, before that prohibition was issued?—Well, as I mentioned to Lord Powis, the conduct of our teachers has been almost invariably good, in fact excellent; but if there has not been a falling away in this respect, I think it right to say that I attribute the circumstance to the innate goodness of the young people, and to their religious training at home, rather than to the supervision which I am able to exercise over them.

7765. Do you find an inferior class, speaking as regards their intellectual qualities, present themselves to you since that prohibition?—Yes, so far as several of the non-teachers are concerned.

7766. Do you consider that a serious loss to the education of the country?—Certainly; and the more so because of our inability at present to reach the *bonâ fide* teachers of the country. There were 8,172 teachers in the Board's service at the close of the year 1866, and the number of trained teachers was then only 3,320; so that in round numbers 5,000 of our teachers are untrained.

7767. What way has the Board now of effecting the classification of these untrained teachers, and classifying them?—Does your lordship allude to the untrained teachers in charge of schools?

7768. Yes; these 5,000?—They are examined and classed by the Head Inspector and the District Inspector.

7769. Do you consider that is as good a mode of classifying them as sending them up here to undergo a course of training and classifying them afterwards?—Well, imperfect as I must admit our existing arrangements for the training of teachers to be, I don't hesitate to say that no teacher of even mediocre capacity can pass through the training department without being improved both as a scholar and as a teacher; but as to the mere determination of the character of a teacher—that I think can be done as well in the country as in Dublin.

7770. That is, his character might be tested as well?—Yes.

7771. And even with the greatest aptitude to the young man or young woman it is of the greatest advantage that they should see the best mode of teaching?—Undoubtedly.

7772. The *Chairman*.—These who you speak of as non-teachers, do they come up with the intention of becoming teachers?—I don't believe that all do. I suspect that in some cases our department is made a kind of *refugium peccatorum*, a sort of lie-by for young people to spend a few months in, pending the turning up of something more to their taste than teaching.

7773. Mr. *Stokes*.—What becomes of the people when they leave you?—I have no means of answering that question.

7774. Don't you trace them at all?—They come up to us, we knowing nothing about them at the time, and at the end of the session we send them away.

7775. You don't keep any register which shows what becomes of the people that are trained on leaving?—Not as regards the non-teachers. The *bonâ fide* teachers, as a matter of course, return to their schools in the country. In the case of the special-class teachers, a class that I may have occasion to speak of by and by, a record is kept such as you refer to.

7776. You have no register to show what becomes of every man that has been trained?—I must repeat my last answer. We simply presume that the general-class teachers return to their respective schools. Every departure from this rule is recorded in the Inspection office, but not in my department.

7777. Professor *Sullivan*.—Since the prohibition of the bishops with regard to the training of persons in these training schools has the number of Roman Catholics considerably diminished?—Very considerably.

7778. Does the actual number now trained really represent the *bonâ fide* state of the teaching of Roman Catholic teachers?—I regret to say that it does not.

7779. The number of *bonâ fide* teachers sent up by their patrons is much smaller than would appear by the actual number of Roman Catholics in the training department at the present moment?—Yes.

7780. Another witness stated to us that the numbers of Roman Catholics and Protestants were, in the males' department, in the proportion of 37 to 29, and 31 Catholics to 42 Protestants in the female department. Do these numbers really represent the *bonâ fide* number of Catholic teachers sent up for training by the patrons?—I think that a former answer of mine disposes of that. Perhaps you will permit me to give the per-centages for the last ten years, individually, of what I call non-teachers. I am speaking now of males and females collectively:—1858, 12·6; 1859, 17; 1860, 10·7; 1861, 14·7; 1862, 24·1; 1863, 34·6; 1864, 40·7; 1865, 33·6; 1866, 37·5; 1867, 33·8.

7781. Then, at present, in order to keep up, as it were, the relative position of Roman Catholics and Protestants, you are obliged to admit a greater number of non-teachers and allow people to remain longer in the training department than at other periods. Is that the case?—There is a good deal of pressure from without as to the admission of non-teachers, and we are unwilling to reject them in the absence of *bonâ fide* teachers.

7782. In non-teachers, you have included, I think, monitors and pupil teachers?—I apply the term non-teacher to everybody who, at the time of training, is not in charge of a school, as principal or assistant.

7783. That is your definition of a teacher as distinguished from a non-teacher?—Yes.

7784. But, do not a portion of those who go under the name of pupil teachers and non-teachers become teachers afterwards?—Certainly.

7785. Can you state how many of the teachers summoned up to the training department within the last two years have declined to come?—I go back to the beginning of 1866. Am I to confine myself to Catholic candidates?

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7786. I mean both Catholic and Protestant?—Of all denominations?

7787. Of all denominations?—For the spring session of 1866 there were summoned 161 Catholics, of whom 80 declined to come, and 102 Protestants, of whom 32 declined to come. For the second or autumn session of that year 155 Catholics were summoned, of whom 97 declined to come; and 109 Protestants were summoned, of whom 32 declined to come. I now pass to the year 1867: for the spring session 160 Catholics were summoned, of whom 82 declined to come, whilst 83 Protestants were summoned, of whom 22 declined to come. For the second or autumn session of 1867, 184 Catholics were summoned, of whom 95 declined to come, and 82 Protestants were summoned, of whom 11 declined to come. I conclude with the spring session, of 1868, for which there were summoned 181 Catholics, of whom 113 declined to come, and 101 Protestants, of whom 28 declined to come.

7788. Have you any means of knowing what the grounds of refusal were in the case of the Roman Catholics?—I know nothing absolutely or officially of the grounds of refusal. If you ask my opinion, I shall be happy to give it.

7789. What, in your opinion, has been the chief cause?—I have no doubt that the chief cause has been the unpopularity of our department amongst the Catholic managers of the country. Our unpopularity nobody regrets more than I do myself.

7790. What is the cause of that unpopularity?—Well, a considerable number of the Catholic managers, I understand, would prefer denominational to mixed education; but if we eliminate that number there will remain, as I believe, a great many whose unwillingness to send their teachers to training would be overcome if we adopted certain changes in the training department. For instance, some of the managers refuse to send up their teachers because of the rule obliging those teachers to live in one of the official boarding establishments; others refuse, I believe, owing to a want of confidence in us, based upon the absence of all clerical supervision.

7791. When the training department was in Merrion-street, did all the teachers reside on the premises at that period?—The training department in Merrion-street was opened on the 10th of February, 1834, and the Commissioners' first boarding establishment, namely, that at Glasnevin, was not opened until 1838. Consequently, the teachers brought up to Dublin between the two dates—'34 and '38—lived out in the city.

7792. Were they allowed any money for paying the expenses of their lodging?—Yes; they were allowed twelve shillings a week for board and lodging.

7793. But since the opening of the Glasnevin training premises none have lodged out?—None have lodged out, except in a few special cases. We now have two establishments for masters and one for mistresses. The Glasnevin establishment, as I have said, was opened in 1838. The George's-street establishment (for masters) and the Talbot-street house (for mistresses) were both opened in 1844. So that the mistresses, also, lodged out for some time—the training of mistresses having commenced in 1842.

7794. Then your idea is, that if that system which existed previously were carried out in the case of those who objected to having the teachers dwelling in the official boarding-house, it would get rid of many objections?—Well, as I have already remarked, I have been in charge of the George's-street training establishment for some twelve years, and although I have had under my supervision teachers of all the different religious denominations in the country, I could not refer to a single occasion upon which the slightest unpleasantness occurred that could be traced, even in the most indirect way, to any difference of religion. At the same time, I have no hesitation in saying that, in my opinion, it would be unreasonable on the part of the Commissioners to deprive teachers of the advantages of training, merely because of the unwillingness of those teachers to live in one of our houses.

7795. How many meat dinners are you allowed to give to the teachers in training?—Four, weekly.

7796. Were you allowed to give more at any former period?—When I got charge of the George's-street establishment, and for some years afterwards, there were five meat dinners in the week, the non-meat days being Wednesday and Friday.

7797. What led to the reduction?—A few years ago, Dr. Sullivan and Mr. Butler, on being appointed Inspectors of the boarding establishments, called a meeting, at which the medical officer was present, of all the people connected with those establishments; and, as well as I remember, it was upon that occasion decided that a rice dinner should be substituted for a meat dinner. The rice, after some time, was changed to tea.

7798. A rice dinner?—A rice dinner.

7799. Do you mean to say that any physician recommended rice as a substitute for meat?—My recollection is that the idea originated with the professors, rather than with the medical man.

7800. Is it your opinion that young men who come up from the country, and see a great number of new objects, and whose minds are greatly excited, and who are obliged to work the entire day, and learn a number of new subjects, and who work very hard in the evening—that that is a judicious arrangement to diminish the amount of meat?—The change was made entirely against my wish.

7801. Then, it is your opinion, that the change was injudicious?—I disapproved of it; but those gentlemen having been appointed Inspectors of the boarding-houses, I felt that the change was their affair and not mine; in fact, that I had no authority to interfere.

7802. You stated, I think, that you thought the present time for training is too short?—I am decidedly of that opinion.

7803. Do you think that all the arrangements of the professional staff are satisfactory?—As I mentioned a while ago, the Commissioners stated in their report for 1835, that they contemplated the appointment of five professors—one, of the art of teaching and conducting schools; a second, of composition, English literature, history, geography, and political economy; a third, of natural history, in all its branches; a fourth, of mathematics and mathematical science; and a fifth, of mental philosophy, including the elements of logic and rhetoric. They go on to say, "We propose that no person shall be admitted to the training institution who does not previously undergo a satisfactory examination in an entrance course to be appointed for that purpose, and that each person who may be admitted shall study in it for at least two years before he be declared fit to undertake the charge of a school, that during this time he shall receive instruction in the different branches of knowledge already specified, and be practised in teaching the model school under the direction of the professor of teaching." That was the Commissioners' programme at that time.

7804. Has that programme been carried out?—No; I am sure that it is unnecessary for me to remind you that there are a great many difficulties to be encountered in the carrying out of any important change. The Commissioners may be said to have been, from the very first, in somewhat the same position as the Jews after their return from captivity: working with one hand, while the other hand was holding a weapon of defence; and the wonder to me is, that they have been able to effect so much good in the face of all the difficulties against which they have had to contend.

7805. What would be your notion of the arrangements that ought to be carried out there?—I would have a yearly instead of a half-yearly course, and four professorships instead of the five originally contemplated. I would divide the course of instruction into four parts:—English literature, mathematics, natural philosophy, and, though last not least, pedagogy or schoolmastership.

7806. Would you make these professors independent of each other?—I think it desirable that each should be responsible for his own set of duties.

7807. You think the present system of professors and assistants not a judicious one?—I would rather, with your permission, not answer that question, being myself one of the assistants.

7808. I mean in a general sense, not with regard to the particular professors.

7809. Don't you think that those persons who are intrusted with a particular department should have full power of regulating the details of teaching?—Undoubtedly.

7810. When was the oath of allegiance for the teachers discontinued?—As well as I remember, in December, 1843.

7811. Do you know what circumstances led to that?—I do. At the time to which I have referred, two or three Covenanters objected to the taking of the oath, whereupon the matter was reported to the Lord Lieutenant and the Law Officers, who, after (I presume) due consideration, advised the discontinuance of the practice.

7812. The abolition of it, therefore, had nothing to do with political matters?—None whatever, so far as I have been able to learn.

7813. Are any lectures on experimental science given at present?—None that I am aware of.

7814. How long is it since lectures on experimental science have been discontinued?—I am not aware that any lectures on experimental science have been delivered since the time of Dr. Clarke, who died about two years ago.

7815. For what periods did he lecture there?—He used to attend for about eight weeks in each session, and deliver lectures on certain branches of physical science. He lectured in the model schools in the country also. In fact, his time was divided between the district model schools and the central training establishment.

7816. So that, in fact, the central training department was considered, so far as his arrangements were concerned, as a model school?—Yes.

7817. Did you think it desirable that such lectures should be given there?—Undoubtedly.

7818. What means have the teachers in the country at present to get up science classes under the Department of Science and Art? What means have they of learning anything of physical science?—I really don't know, except attendance at one of the model schools in the country.

7819. In the model schools themselves what arrangements have they for that purpose?—I take it that the district model schools are now dependent for instruction in physical science upon the head masters whom Dr. Clarke instructed—the head masters and their assistants.

7820. There is no means of continuing the instruction at present to the future masters of the model schools?—None that I am aware of.

7821. When was the evening school in Marlborough-street opened?—The old evening school was opened in 1847, and closed in 1851; a new evening school was established in the beginning of the winter of 1866, and has so far been a great success.

7822. Can you give me an idea of the number attending that school?—I am not prepared, just at present, to state the exact number. If I were to speak from memory, I would say that, during the first winter, there were some 200 pupils in attendance, and not less than 300 last winter.

7823. Not less than 300?—Not less than 300.

7824. What classes were they generally taken from?—The object which the Commissioners had in view in establishing the night-school was to afford an opportunity to young men to improve themselves who were engaged during the day, and unable to attend a day-school. For instance, young men in merchants' offices, printers, mechanics, and so forth.

7825. Who conducted the teaching of that class?—The teaching is intrusted to a number of our junior masters—all under the superintendence of Mr. Cahill, who is responsible for the efficient working of the school.

7826. Mr. *Gibson*.—You said that in 1838 teachers were allowed twelve shillings a week for their board?—Yes.

7827. Can you say what sum would be a sufficient allowance now for the weekly board of male teachers and female teachers. Was the allowance the same in both cases in the olden time?—The same in both cases.

7828. At present, what would the male teachers cost the Commissioners?—The cost varies according to the prices of provisions. The establishment charges are from 10*d*. to a shilling per head, per day. I am speaking of the masters in my establishment.

7829. I am not speaking of the establishment charges, but what it would cost to board and lodge the teachers out. You said that in 1838 the teachers had some twelve shillings a week?—Not in 1838. I said from 1834 to 1838.

7830. When the Glasnevin establishment was opened you said twelve shillings a week?—I said previously to its opening.

7831. I want to know would that be a sufficient sum to allow at present?—We all know that twelve shillings a week would go a much shorter way now than it did so far back as the time from 1834 to 1838; and I think that the Commissioners, in dealing with the National teachers, ought to be liberal.

7832. What do you think would be a fair sum to allow if the establishment were done away with in George's-street, and the teachers allowed to board wherever they pleased; if the Commissioners were to give them a weekly sum, as I believe they do in Scotland, for their board, what would be a fair sum to get them respectable board and lodging in Dublin?—I would say fifteen shillings a week as the minimum, and a pound a week as the maximum. The question takes me more or less by surprise. You misunderstand me if you are under the impression that I am advising the abolition of the official boarding-houses.

7833. You stated you had no objection to allow a teacher who had an objection to live along with the other teachers in the boarding establishment of the Commissioners to live outside?—I say so still.

7834. I want to know what sum would be required to be paid by the Commissioners in order to enable the teachers to get their board and lodging outside of your establishment?—Well, speaking without having gone carefully into details, I would say fifteen shillings a week as the minimum, and a pound a week as the maximum.

7835. Fifteen shillings a week would be at the rate of £45 a year?—£40 in round numbers.

7836. Can you form an estimate of what the cost to the Commissioners now is, including everything that would enter into a calculation of the kind—rent, taxes, expense of staff, &c., all that would become unnecessary if the present system were discontinued?—I do not contemplate that. What I contemplate is, the retention of the official boarding establishments, with permission to objectors to go elsewhere.

7837. I want to know the relative advantages and comparative cost of each system—I want to learn the cost of the boarding-house system to the Commissioners?—I have not, at present, the necessary materials for such a calculation. For instance, I do not know, and have never been able to learn, what the rent paid for my establishment in George's-street is; nor do I know the amount of the taxes.

7838. Would you be kind enough to turn that matter over, and let the Commissioners know what the comparative cost of boarding a young teacher outside in George's-street is, and what the probable cost is now, taking a fixed number, of course? Your present number is 58?—My present number is 58; but I have, before now, had nearly twice as many.

7839. In order then to give a fair estimate take the smallest number, and the total cost of the staff during the year, adding the whole expense of the establishment, which, of course, is a fixed quantity, and then you will be able to see what the charge is?—Perhaps you will pardon me if I take the liberty of saying that the question appears to me to involve something more than a mere financial consideration.

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7840. But I do not wish you to consider it in any other light at present. That is not a matter that I have yet put forward, and therefore I do not wish you to consider it in any other light. But I will now put a question which is not financial—Do you consider it an advantage to have young persons of different denominations, Roman Catholics, Protestants, Presbyterians, all living together in the same establishment, and showing that spirit of kindly feeling one to another which you have spoken of—do you consider that a great advantage in the administration of a system calculated or intended, at least, for a mixed community such as we have in Ireland?—I think I have already answered that question twice in the affirmative. Nobody is more sensible of the advantages than I am myself. At the same time, I would coerce nobody into one of our establishments. If a person said to me, "I have a conscientious objection"——

7841. I am not speaking of conscience, but I am asking your opinion whether as between two systems, one a boarding out, and a boarding in—which do you consider the system more calculated to advance the general object of the system of National education?—Well, the boarding houses of the Queen's Colleges, for instance——

7842. I am not speaking of the Queen's Colleges, I am speaking of a system of united education, a system which is at all events intended to be so. Do you consider that the teachers should live together in the same house, and there learn to exemplify in their own feelings and conduct towards each other those principles which hereafter in the administration of the schools, and the carrying out of the education of the country the Commissioners are anxious to promote?—Personally, I do not consider a mixed boarding-house an essential element of mixed education.

7843. I want to know what you consider the comparative advantages?—My answer is this—I have found the plan of mixed boarding-houses to work admirably. That is only part of my answer, however. When I find a large and influential number of the managers of the country schools refusing to let their teachers come——

7844. You have said that you have never had any instance of the young men differing with each other in these matters, but always showing the kindliest feeling one towards another. You have stated that without a single exception?—Yes.

7845. Now, I ask you whether a system which would scatter the young men instead of bringing them together in this way, would be likely to promote the same manifestation of kindly feeling of one towards another, as the present system? I take it that in domestic life the young men come together in a great variety of ways in which they could not come together in the classes and in the school. In the school they are all under your eye, and of course they are attending to the particular duties of the classes. In their domestic intercourse they have opportunities of showing their feeling towards each other as companions and friends. Would they have these opportunities if they were boarding out of the house—living away apart from each other?—They would have such opportunities in their intercourse in the lecture-rooms, and in the playground.

7846. But they are not talking to each other in the lecture-rooms?—They have very little intercourse during the time for study, because complete silence prevails.

7847. Have you any hours whatever in your boarding-house of relaxation when the young men are not engaged in study, or when they are engaged in the intercourse of family life?—We have.

7848. Would they have this intercourse of family life if they were living in particular boarding-houses in the different parts of the city?—Well, there is not as much of such intercourse as you seem to imagine. The Presbyterian and Episcopalian teachers, on Saturdays and Sundays have rooms to themselves.

7849. I am not speaking of Saturdays or Sundays; I am speaking generally?—There is comparatively little of family intercourse on other days, the teachers time is so much occupied.

7850. What means have you of knowing the actual expense of each teacher in your boarding establishment?—The best means in the world—I keep the accounts.

7851. According to all the expenditure that passes through your hands, will you give me your estimate of the actual cost?—From 10*d.* to 1*s.* per man, per day: that is, for dietary alone. I am unable to tell you the rent of the establishment, or the amount of the taxes.

7852. You have said that you do not know?—I do not know.

7853. The *Chairman.*—Do you receive from the Commissioners the actual cost of boarding these masters, or do you receive a weekly allowance for boarding them?—Merely the actual cost. The Commissioners have appointed certain purveyors, who supply the several articles in certain specified quantities, it being part of the housekeeper's duty to see that the articles are of the proper quality, as well as sufficient in quantity. The purveyors furnish their accounts monthly, and those accounts are checked by means of the "dietary-book," for the accuracy of which the housekeeper and I are responsible.

7854. Mr. *Gibson.*—I think you said that your cost is 10*d.* a day, that is nearly 6*s.* a week; and I find the actual expenses outside of your establishment were 15*s.* How do you account for the great difference between 6*s.* and 15*s.*?—My 10*d.* to 1*s.* a day referred to dietary alone. It did not contemplate lodging or house-rent; and again, it is a well-known fact that the greater the number of persons who board together, the lighter the expense to each.

7855. You used a very strong expression, which, I confess, I was a little startled at—you said that your establishment in George's-street was a *refugium peccatorum* at the present time—a very strong expression. Now those persons in training that you describe in this way, you said they were non-teachers. Now, who is it that sends them up—on whose recommendation do they apply for admission to this *refugium*?—Will you give me leave to say that, in using that expression, I did not for a moment imagine that *peccatorum* could have been interpreted literally. With regard to the sending up of those young men, I think I have already said that they are sometimes sent on the recommendation of a Commissioner, sometimes on the recommendation of one of the local gentry, sometimes on the recommendation of a clergyman, and so on.

7856. Are the great mass of them not sent up on the recommendation of the Inspector?—Oh, the majority of them undoubtedly are. When you say the great mass, do you mean the great mass of the class, or merely of what I call the non-teachers?

7857. I just mean the non-teachers that you have described in that particular way?—I am not at this moment prepared to say that the great mass of the non-teachers are sent up by the Inspectors.

7858. Are the Inspectors not always referred to?—Not always.

7859. You have spoken of them as being generally pupil teachers, monitors, or substitutes. Will not the pupil teachers, monitors, and substitutes always constitute the majority?—Certainly.

7860. Now, will not all those come under the special observation of the Inspectors?—Well, under ordinary circumstances they would, but I have known instances of young people sent up on the recommendation of persons who are not Inspectors.

7861. Those are exceptions I presume to the general rule. I am speaking of the general working of the system, and not of a particular case?—Well, I suppose they may be called exceptions. A member of our special class was sent up on your own recommendation.

7862. Are you not aware that a Commissioner, as a Commissioner, has a right to recommend any person that he chooses?—I did not mean to convey anything to the contrary.

7863. And did you mean to convey that those who are sent by the Commissioners are sent to a *refugium*

peccatorum ?—I must once more assure you that I did not intend the word *peccatorum* to be interpreted literally: quite the contrary.

7864. Now, supposing that the teachers were boarding out of the establishment, would there not be facilities for a larger number of teachers being instructed ?—I should say so.

7865. While now the number is limited to the number that you can accommodate in your training establishment ?—Yes.

7866. The number would extend to the number that the professors could superintend in the schools ?—Oh, the professors could, within certain limits, as easily instruct a large number as a small number.

7867. Rev. Dr. *Wilson*.—You have stated I think already the year in which the Commissioners took steps for training young persons for the business of teaching ?—1834.

7868. But did you refer in that to those young persons only who had been acting previously as masters and mistresses ?—I can only give you my impression, which is, that the persons brought up at that time were actually in charge of schools; at least, the greater number of them.

7869. For what period did the Commissioners intend to train masters ? By their early Report of 1844 are you aware that their intention was that masters should remain under training for two years ?—The word masters has two meanings.

7870. But we shall not discuss the meaning of the term. I shall quote the words of the report of the Commissioners for 1844:—"We have at present fifteen youths who are boarded and lodged with the master in training, and who are to remain with us for two years. We have also fifteen young women at our establishments," and so on. "Heretofore our means did not allow us to undertake the educating of young persons for the business of teaching. Now, we have taken steps for doing so ?"—You are now alluding to what we call our special class. Allow me to explain what that is.

7871. We do not require any explanation just now. In addition to those who were brought up as masters and mistresses did not the Commissioners in 1844 express their intention to take special steps to have young persons trained who had not previously been in charge of schools ?—They expressed such intention in their second report, that for 1835.

7872. May I ask was that the design, do you think, of Lord Stanley in his letter introducing the system of National education ? Have you read the letter of Lord Stanley ?—Yes, frequently; but perhaps you will be kind enough to refresh my memory by referring to the particular passage.

7873. One regulation of Lord Stanley's letter was in reference to teachers:—"Teachers to be appointed shall have received previous instruction in a model school to be established in Dublin." Was not the idea that the teachers to be appointed to schools should have received instruction in the model school before being placed in charge of a school in the country ?—It so appears from the passage quoted; but the idea is one which, in my opinion, it would have been impracticable to realize.

7874. Do you know at what time arrangements were made for having monitors in some of the best schools—what was the earliest period ?—I don't remember the exact date, but the institution of monitors goes very far back.

7875. What was the object of that, do you know ?—Undoubtedly to lay the foundation, as it were, for an efficient staff of teachers.

7876. Was it that they should have a preparatory course of training ?—I should say so.

7877. At first you were only able to give a very short period of training to your teachers ?—I find from the records that we had three sessions in 1834. Perhaps you will allow me to add, that, not very many years ago, an attempt was made to pass from the half-yearly to a yearly session. A class of teachers was summoned for the 7th February, 1855, and sent home on the 25th July following. That class was succeeded by one summoned in October, 1855, and kept over Christmas till March, 1856. I always understood that that was an attempt at getting from the half-yearly to a yearly course. But the attempt was abandoned, for some reason or another.

7878. Do you approve of having your teachers trained ?—Certainly.

7879. Are you aware whether the District Inspectors with whom you have come in contact approve of a previous training generally for all the teachers before taking charge of schools ?—The rule is that a teacher must be actually in charge of a school in order to be eligible for training. To that rule, however, there have always been exceptions.

7880. Now, do you concur in the opinion of Professor Butler, expressed many years ago, that the schools of the teachers who are trained are better conducted, and in a higher state of efficiency than those under the charge of untrained masters ?—They ought to be.

7881. But, as a matter of fact are they; you have been Inspector for some time ?—Yes.

7882. What is your experience ?—Well, you occasionally will find, through the country, an untrained teacher conducting a school more efficiently than a trained teacher. A teacher is not necessarily inefficient because of his being untrained.

7883. Are these cases, in our opinion, exceptional ?—Of course.

7884. Do you concur in this opinion of Mr. Keenan, one of the Chiefs of Inspection—"I have never entered a school-room and taken a glance round the room that I was not able at once to pronounce as to whether the master was trained or not, such a difference is there between the schools of the trained and the untrained teachers"—Was that your experience ?—Mr. Keenan has had much greater experience than I have had.

7885. Was that your experience ?—As a very general rule, yes; but I distinctly remember some untrained teachers whose schools were more efficiently conducted than many of the schools in charge of trained teachers.

7886. You acknowledge these cases to be exceptional ?—I do.

7887. The Commissioners have testified in the report of 1866, that in the training establishment the success of united education had been most conspicuous where its chief obstacles might have been anticipated; was that been your experience ?—I think that, for some years past, the success of united education, as exhibited in the training department, is not as conspicuous as it had previously been.

7888. Then you differ in opinion from the Commissioners who have published the report of 1866 ?—It would appear that I have the misfortune to do so.

7889. In what respects do you observe any difference ?—A few years ago, we had a large class of teachers, representing the different religious denominations in the country, and in the proportions which one might reasonably expect. Latterly, however, the Catholic teachers have not been coming up.

7890. And is that the only reason you have for making the observation ?—It may be that I misunderstand your question.

7891. Do you concur in the following statement:—"The establishments in which the teachers, both male and female, attending at our training institution are boarded and lodged, continue to be efficiently conducted ?"—Yes.

7892. "The inmates have been distinguished, as heretofore, for the general correctness of their conduct, the maintenance of order and discipline, the exercise of kindly feeling towards each other, and for the careful observance of their religious duties." Do you concur in that ?—Quite.

7893. Have the Commissioners at present anything like a fair supply of trained teachers—you have given us the proportions, and, of course, you say "No" ?—According to the report for the year 1866, the last report published, the number of trained teachers was only 3,320.

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7894. Can you say how many young persons have been dismissed for incompetency as teachers from the service of the Board?—No.

7895. What has occurred to prevent teachers from coming to training?—I believe it to be the opposition of the great majority of the Catholic managers.

7896. Were such teachers exposed to any practical disadvantage in consequence?—Certainly.

7897. To relieve them from that did the Commissioners alter any rule?—The Commissioners decided, some time ago, that thenceforward any teacher who proved himself sufficiently qualified could enter the first class without having previously been trained. Whether that was consequent upon the opposition of the Catholic managers, I am not in a position to say.

7898. Are you not aware of it as an historical fact?—I am not.

7899. Is non-training a departure from the fundamental condition of Lord Stanley's letter, to which I have referred—is not it a direct departure from that fundamental regulation?—I should say so.

7900. Have Roman Catholic teachers come for training in opposition to their managers, who are the Roman Catholic clergy?—A comparatively small number have.

7901. Can you say how many these are—you have given us statistics of other matters?—I am not able to give you the precise number; but I know that scarcely a session has gone by since the bishops' prohibition without my having been requested by one or more teachers to put them in the way of obtaining situations, they having forfeited their schools by the mere fact of their having come up to be trained. That is a condition of things which I, as a Catholic, sincerely deplore.

7902. Mr. Sheehan is Head Inspector, and Mr. Hunter was?—Yes.

7903. Are you aware that they have testified that the places of those teachers were supplied by inferior teachers?—I was not aware of that; but I can easily understand a manager's preferring an inferior teacher to a superior one who had been disobedient or insubordinate.

7904. In reference to the parties who come to you for training, you say that the Commissioners prefer teachers to come under thirty years of age?—Yes.

7905. Would they not, do you think, prefer, or should you not prefer to have young parties come under your training and instruction under twenty years of age?—Yes; any time from eighteen to twenty-five, I should say.

7906. You would prefer that to thirty?—Yes.

7907. You have referred to the supervision of those young persons, and regret that there is no clergyman of your own communion to superintend the Roman Catholic youths?—Certainly.

7908. Have the Established Church young men and women any kind of supervision in Marlborough-street?—They have.

7909. And have the Presbyterians?—Yes; and the Methodists, also, I believe.

7910. Do clergymen of those denominations attend to give instruction there?—They do.

7911. Are they paid?—No; I regret to say that they are not paid.

7912. Are they recognised or called chaplains?—I believe they are called chaplains; but so far as payment is concerned, they are not chaplains.

7913. But they are chaplains without pay?—Precisely.

7914. Have these Established Church and Presbyterian clergymen ever expressed a wish, do you think, to be paid?—They may have expressed a wish without my knowing it. I have no doubt that they would be very glad to be paid.

7915. Do you think they are volunteers in attending to give this religious instruction?—I do.

7916. Can you say whether any of these gentlemen is paid from any source for discharging his duty?—I believe that the gentlemen are not, any of them, paid.

7917. Is there any reason why a Roman Catholic clergyman does not volunteer also to discharge this duty?—I really cannot undertake to say.

7918. Can you say why Archbishop Cullen, to whom you referred, did not think it proper to appoint a person to take charge after the previous gentleman had given up?—I understand that his Eminence is likely to be examined here, and I respectfully request that you put that question to himself.

7919. What is the per-centage of non-teachers as you describe them who are up for training at present?—Of the ten years ending last December, the per-centage for the first five years was sixteen, and for the last five thirty-six.

7920. Do you reckon that a small or a large per-centage?—Large.

7921. Which?—Thirty-six.

7922. You reckon that a large per-centage?—It is more than twice as large as sixteen.

7923. In reference to the conduct of the young parties you attribute it to their innate goodness rather than to any clerical supervision?—Because, as regards Catholics, there is none.

7924. Have their habits not been established and confirmed previous to coming under you to a very large extent?—No; not those of the younger members of the class.

7925. How long do they remain with you?—Not quite five months, on the average.

7926. Have they not all in your opinion come largely under religious instruction and training previously to coming up to your establishment?—I presume so.

7927. Now you referred to a certain prohibition as acting on the quality of the candidates for teachers, and showed that the quality is now inferior—to what do you attribute that?—I think I said the non-teachers.

7928. And are they an inferior lot?—Certainly; not all, but some.

7929. And how is that attributable to Cardinal Cullen's prohibition?—The inferiority of the non-teachers is not attributable to him; what is attributable to him is, the non-attendance of *bonâ fide* teachers, I mean Catholic teachers, in the usual numbers.

7930. Is there still a large number of such teachers in the country who are engaged in teaching?—Yes.

7931. Have you many coming up from time to time of the age you specified; forty-two, I think you have specified as the maximum age?—No; such cases are very exceptional.

7932. How many were there in 1867?—I think not more than one or two; but I cannot speak precisely.

7933. Can you speak precisely of 1857?—Yes; because I consulted the records.

7934. How many were there of forty-two years of age in 1857?—My return does not give the number of any particular age, but merely the maximum, the minimum, and the average age.

7935. I wish to know how many had attained forty-two in 1857, and how many in 1867?—That I am unable, just now, to state.

7936. Do you mean to say that this prohibition has prevented many parties from seeking the position of teachers?—Well, that is a question which I am unable to answer.

7937. Why not, when you have answered the other in reference to the effect of the prohibition?—You now refer to persons who have never come before me—persons who are not teachers at all. I should say, however, that to a greater or less extent the prohibition would naturally have the effect you speak of.

7938. But, do not you come largely into contact with the District Inspectors from time to time?—Not much.

7939. Then you cannot form an opinion on that subject?—No.

7940. You admit that your arrangements for training are themselves imperfect?—Not as efficient as they ought to be—not as efficient as they could be made.

7941. In which department does this imperfection

lie, do you think?—The great defect, to my mind, is the insufficiency of the time devoted to what I conceive to be the chief object for which teachers are brought up, namely, the practice of teaching in the schools. Now, my opinion, in a general way, is this (without going into details):—Theoretically, our training establishment is an institution which, at the commencement of a session, receives a class of candidates supposed to be possessed of a certain amount of scholarship, and which, at the end of the session, sends those candidates home, more or less efficient teachers. Practically, however, we find that the members of each class require improvement as scholars, as well as improvement as teachers, and what I would do, I think, if I had my way, is this:—I would summon, say, seventy-five candidates, whom I would improve as scholars for one half-year. I would then transfer that class to the schools where, for a second half-year, I would have them working all day, and I would make provision for their getting an extra lecture, morning and evening. Then, having got rid of those seventy-five, having turned them, as it were, out of the lecture-room, I would bring up a new class of seventy-five more; and in that way I would have two seventy-fives, one set being improved as scholars, and the other set learning schoolmastership. I would have a corresponding programme for the mistresses.

7942. Before approaching the practising as teachers, do your remarks apply now equally to those who have previously served as masters and mistresses and pupil-teachers and monitors in either model or ordinary schools?—I said a while ago that I would divide the teachers into classes, basing the classification partly upon the amount of their acquired knowledge, and partly upon their natural capacity.

7943. Does your plan take in both alike—both those who have previously acted as teachers and those who have been pupil-teachers and monitors in model or ordinary schools?—Yes; subject to what I have just said about classification.

7944. It equally applies to both?—Yes.

7945. As a general rule, which do you find the best prepared to take advantage of your educational powers—the pupil-teachers and monitors, or those who have been previously in charge of schools?—The pupil-teachers and monitors, as a rule.

7946. They are better prepared to take advantage of your instruction?—Yes.

7947. Then you think that it is mainly in the want of practical training in the work of teaching that it is imperfect?—Mainly, but not entirely.

7948. Then will you specify what you would propose if you had your way, as you say, in reference to the actual training of these people in teaching schools?—Formerly we had only three schools—a boys', a girls', and an infants' school. These schools were organized upon the simultaneous plan of instruction; the children all writing at the same time, or all reading at the same time, or all ciphering at the same time, as the case may be. After some time, it was deemed desirable to exhibit differently organized schools to the teachers, and schools more of a size with their own in the country. With that object in view, the practising schools were established, four for boys and three for girls. My opinion is, that the teachers in training, instead of, as at present, entering the practising schools as mere visitors, ought to be required to take part in the actual work.

7949. Are they not required to take part in the school-working now?—Not as regards the practising schools. They simply visit and observe what is going on. They only take part in the practical working of the large school for an hour a day—this week, say, being devoted to arithmetic, and next week to reading; not all the teachers, but a number of them in turn.

7950. To state your plan briefly, what would you propose?—One course for the improvement of the candidates as scholars, and a second course for practising in the schools.

7951. In regard to that second course, what is your plan?—I would have them actually working in the schools all day.

7952. Under any supervision?—Certainly.

7953. Whose?—That of the head master and the heads of the training department; the immediate supervision of the head master, and the general supervision of the professors.

7954. Have you ever given to the Commissioners or Chiefs of Inspection, or Secretaries, your view upon that point?—Yes. Some years ago Mr. Macdonnell, having talked the matter over with me more than once, expressed a wish that I should put my views on paper.

7955. Did you do so?—I said that I felt a delicacy in doing it, lest my scheme might not meet the approval of the heads of the training department. (I was at that time head master of the model schools.) He pressed me, however, to write a memorandum for his own private information, and I accordingly did so.

7956. Was there any practical action ever taken upon it?—None that I am aware of, if I except the building of the seven practising schools.

7957. Do you know whether it was ever brought before the Board or not?—I should say not, because Mr. Macdonnell had been requested by me to regard the document as strictly confidential.

7958. But was not your object and his a design to improve that department?—No doubt; but my opinion was that Mr. Macdonnell, in the event of his approving of my views would take action on his own account.

7959. You have referred to a longer period of training, and we have also referred to the original design of two years. Could masters and mistresses in charge of schools in the country be spared for so long a period under the present arrangements, from their schools?—I do not see why they should not. I would allow them to go home in the middle of the yearly session.

7960. For the purpose of teaching their school?—Well, for the purpose of seeing their friends, and looking after affairs at home—both school affairs and domestic affairs.

7961. Is it easy to supply their places in their absence with proper and efficient teachers?—At the present time there ought to be no difficulty about that.

7962. Are you aware it is stated that there is a difficulty?—I have heard it stated; but I can hardly understand it.

7963. You have given us the per-centages of the Roman Catholic and Protestant teachers, who have been summoned for training and have declined to come. Can you account for the number of Protestants who have declined to come? What general statement would you apply to them?—I don't undertake to account for them.

7964. Is there not a book in which statements are made with regard to the summoning of such parties, and their reasons for not coming?—I believe so; and if you desire the information I shall be very happy to have it supplied.

7965. Does this book come into your hands?—Not of necessity.

7966. As a matter of fact, have you such a book?—No.

7967. Then you cannot assign any reason for Protestants declining to come?—No.

7968. You have given the per-centage of Roman Catholics who have declined to come up for training in 1867. Is not the per-centage of Roman Catholics who have come up for training large, considering that the prohibition has been made?—I don't think so.

7969. You think it is not a large proportion under the circumstances?—No; particularly when the non-teachers are taken into account.

7970. Is there not a prohibition?—There is.

7971. Is it not designed to take effect on all such teachers?—Well, in point of fact, some of the managers, I suppose for special reasons which I cannot explain, appear disposed to relax the rule.

7972. They don't carry out the prohibition?—The great majority do, but we occasionally find a teacher coming up with his manager's approval.

7973. You assigned three reasons for the objection of managers to the training schools—the second was, that these managers preferred denominational to mixed

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education. What managers did you mean?—I meant Catholic managers, and I think I said so.

7974. What reason have you for coming to that conclusion?—Public rumours, and conversations with Catholic managers from time to time.

7975. How many?—A large number.

7976. You have refused to give me your opinion with regard to the Inspectors, some of whom you met?—I have refused nothing. I meet with a much larger number of Catholic managers than of Inspectors.

7977. In proportion?—Yes.

7978. What is the number of Inspectors?—Sixty at present.

7979. How many do you come in contact with?—I very seldom come into contact with Inspectors.

7980. Do you not meet them at Marlborough-street when they are there on business?—They seldom call at my office.

7981. Have you had conversation with six Inspectors, District or Head, during the past year?—I think not.

7982. With five?—I can remember only three of the Inspectors with whom I have had what could be called conversations.

7983. What is the proportion to the whole number?—One-twentieth.

7984. How many Roman Catholic managers are there?—I have not the number in my mind at present.

7985. Have you any idea of the number of those with whom you have had conversation?—I don't keep an account of the number of clergymen I am brought into contact with, but I am almost constantly in contact with them. I cannot give you a definite number.

7986. The managers, you say, prefer denominational to mixed education?—I said a large and influential number of Roman Catholic managers.

7987. What do you say of the lay managers as distinguished from the clerical managers?—It is not easy to get at the sentiments of the laity, as a body.

7988. I shall take the educated laity?—You probably know as much about the educated laity as I do myself.

7989. I do know a considerable number of them, but I am anxious to have your opinion. I know some most intelligent, well-educated Roman Catholic laity, and have for twenty years, and I know them to be most favourable to united education?—I have no doubt of it. What I would say of the educated laity is this: some are of the priests' opinions, and some are not; but the proportion each way I am unable to give you.

7990. You have said that some are opposed to the training, owing to the fact of the teachers living together in the boarding establishments. Does that apply to a large class of managers?—I have been given to understand that it applies to a considerable number.

7991. Others object on the ground that there is no clerical supervision. Is there not every facility given for their supervision?—The facilities exist, but they are not availed of. Therefore, the fact remains that there is no clerical supervision.

7992. At first, these young persons lived in lodgings?—Yes.

7993. There was a change?—Yes.

7994. Why?—I cannot tell, unless I were to venture an opinion.

7995. You are not aware of any fact accounting for it?—I am not.

7996. Did you hear it was owing to improper conduct outside?—No.

7997. That that was given by the Commissioners as a reason for the change?—No; but I heard this, that when the teachers lodged out, the then head of the training establishment, who was supposed to visit them frequently, and to exercise the necessary supervision over them, admitted before a Parliamentary Committee, in 1837, that he had visited once only.

7998. You began to train mistresses in what year?—1842.

7999. They were allowed to lodge out at that time?—Yes.

8000. You have said that if the lodging-out system were now acted upon that the objections of many parties would be removed?—I said that I believed so.

8001. Can you say is the number of such persons large?—I believe it to be considerable.

8002. You have also said you would not deprive persons of training because of the teacher's unwillingness to go to one of those establishments?—Or the manager's unwillingness to let him go.

8003. What proportion of the teachers under your care at present are unwilling to lodge together?—I take the simple fact of their being in the establishment as evidence that no unwillingness is felt.

8004. Their will is rather positive in the other direction. They prefer living together?—I assume that from the fact that they are living together.

8005. Man is a gregarious animal?—Yes.

8006. For purposes of supervision and good order, is it not desirable they should be kept together?—So far as my opinions as an individual are concerned, I would keep them together. At the risk of being tiresome, I would ask permission to say once more that, as a free-trader in non-essentials, I would merely allow these persons to lodge out under proper supervision whom I could not induce to come in. That is my meaning.

8007. How many young persons during the past year, or how many of those at present in training, have been unwilling to come in themselves? Does the unwillingness apply to even one of them?—I take the fact of their being in the establishment as evidence that they are satisfied with the existing arrangement.

8008. Do the young men of different denominations who come there wish for separation themselves?—I should say not.

8009. Have you heard of or known any cases in which Protestant and Roman Catholic teachers have been intimate companions, and lived upon the most amicable terms?—I have.

8010. And made choice of each other apparently as companions?—Certainly.

8011. And have continued friends through life?—Yes.

8012. Would you not think that most desirable?—I never had a second opinion about it. And I may add this, as a postscript, that it is not an unfrequent occurrence in my establishment, and I presume the same remark applies to the other establishments, to find a Catholic teacher, on becoming unwell, and being asked to name a companion to sit up with him, selecting a Presbyterian, and *vice versa*.

8013. Your postscript has suggested one other question. Mrs. Campbell, a Roman Catholic lady, was head mistress in Marlborough-street, and took a great interest in all these young people?—Yes.

8014. Are you aware that Episcopalians and Presbyterians, as well as Roman Catholics loved her while under her care, and continued to love her in afterlife?—I have no doubt about it. And, at the risk of being considered wanting in modesty, I will venture to say that I believe I am as great a favourite with your co-religionists as with my own. At least, I can honestly state this, that never, since I first got charge of the teachers, have I made the slightest difference between any two of them on the score of religion.

8015. Mr. *Stokes*.—What is the precise point, can you say, of the ecclesiastical prohibition which has been several times referred to; does it bear upon the teachers, or is it not rather a prohibition which prevents the clerical manager of a school from employing a person trained in Marlborough-street since a certain date?—Yes; and it directs a manager not to allow an untrained teacher who may be in charge of one of his schools to go for training to Marlborough-street.

8016. But there is no prohibition against young persons employed by Protestant managers, or not at all employed in schools, from coming to Marlborough-street to be trained?—No.

8017. Those young persons who come to you to be trained are probably employed in schools where the managers are not Roman Catholics?—Yes; and also, in some cases, where the manager is a Catholic layman.

8018. What is your objection to the pupils who take refuge with you as non-teachers—why are you not willing to see them in your establishment?—I am not sorry to see them, but I am sorry to see them occupying the benches intended for *bonâ fide* teachers.

8019. If these young persons, now non-teachers, when they leave you go to schools, are they not a clear gain to the profession?—If I admit your premises, your conclusion is irresistible; but I am afraid that the absorption into the National system of that class of persons is a very slow process.

8020. You do not believe that when they quit Marlborough-street they become teachers of National schools?—I believe that some of them, upon leaving Marlborough-street, turn their backs upon the system.

8021. Do you say living in Dublin is more costly than living in one of the large towns on the other side of the channel?—I am not well acquainted with the large towns on the other side of the channel; I merely know London, Liverpool, and Manchester.

8022. Take Liverpool—is the cost of living in Dublin higher than the cost of living in Liverpool?—I imagine there ought to be very little difference.

8023. Do you think that a young person under training in Dublin ought to be boarded for about the same cost as one in Liverpool?—I do.

8024. I am well acquainted with a training school in Liverpool, where the young persons are boarded at an annual cost of £12—which, taking forty-four weeks for the period of instruction would give something less than 5*s.* 6*d.* per week. Do you think a young person could board in Dublin for such a sum?—Yes—board; but not board and lodge.

8025. Do you think if the National Board were to allow £12 a year for a young female teacher, and £18 a year for a young male teacher for that period, that they would not be able to manage for themselves outside the walls of Marlborough-street perfectly well?—I consider the sums you specify wholly insufficient.

8026. Do you think the young teachers in their own schools have the £40 or £50 a year you describe as necessary for the board and lodging in Dublin?—When I said fifteen shillings to one pound a week, I was thinking of masters and not of mistresses, who, of course, can live more cheaply. I am still of opinion that less than fifteen shillings a week would be an insufficient allowance.

8027. Do you think there would be any possibility of supplementing the allowance of the Board, by contributions from the persons who have such a strong feeling in favour of boarding outside?—I should not like to depend upon that.

8028. With regard to Roman Catholic schoolmistresses, would you not take it for granted that if this boarding outside were sanctioned they would go and live in houses in connexion with convents?—I should think it a very natural arrangement.

8029. Do you not think the nuns would keep them perfectly well for £12 a head?—I cannot say that I do; a good deal, however, would depend upon the number of young people who may agree to live together.

8030. The *Chairman.*—I think you said a large proportion of the non-teachers turn their backs on teaching as soon as they pass through their period of training?—I believe that some do.

8031. With what object do these persons take the trouble to come up to Marlborough-street and reside for six months?—Well, in the first place, there is the inducement to see the city. Then, the temptation is a strong one to a young person to have the opportunity of being comfortably boarded and lodged, free of expense, for four or five months, and to have the advantage of a course of lectures into the bargain.

8032. Is it a passport for them to getting employment in commercial and other departments?—I should say so.

8033. Can you offer any suggestion as to the means by which the selection of such persons may be confined more closely to those who are likely to take up teaching as a profession?—That is a line not easily drawn; but if we could only settle our differences with the Catholic managers, I have no doubt that there would be a much larger attendance of *bonâ fide* teachers, to the exclusion of the non-teachers, or of such of them as would not be likely to take up teaching as a profession.

8034. Mr. *Stokes.*—Can you give a return from your books showing how many of those non-teachers had not taken service under your Board within the last three or four years?—I should say so.

8035. The *Chairman.*—By whom are the non-teachers recommended when they offer themselves in Marlborough-street?—Sometimes by a Commissioner—sometimes by an influential gentleman who is not a Commissioner—sometimes by a clergyman—and a large number by the Inspectors. The recommendations are made by various parties. In fact, owing to the absence of *bonâ fide* teachers, we are indisposed to refuse admission to any respectable young person who comes properly recommended.

8036. Mr. *Stokes.*—Do you require them to sign any pledge on admission, to the effect that they will become teachers?—No.

8037. Could not that be done with the greatest ease?—But what would be the value of it?—The meaning of that pledge would be this—I intend to become a teacher in the event of my failing to do better.

8038. The persons you call *bonâ fide* teachers are not bound beyond that?—No.

8039. If they got better offers to-morrow they would be off?—Certainly.

8040. Do you consider it would be beneficial at all to make the young people declare they had at the present time an intention of becoming teachers of National schools?—Such a pledge has never been insisted upon. It would be, I think, unreasonable to exact from a young person any more than the conditional pledge which I have mentioned.

8041. Would not even that be of service?—I scarcely see the value of it. I would give up my present position in the morning if I could do better.

8042. Do you think any large number of young persons come to Marlborough-street without any intention of becoming teachers at all?—I should rather say that they come with no very definite notion of what they will ultimately do, but determined to avail themselves in the meantime of the advantages which Marlborough-street affords.

8043. Do you see no means of checking that waste of public funds?—I do not.

8044. The *Chairman.*—If these persons had to pay a deposit, which would be returned to them only after one or two years service in a school, would the number of such persons be materially diminished?—That would be a very good plan, but it would be exceedingly difficult to get a deposit out of the class of persons we are now contemplating. Perhaps Mr. Stokes will allow me to say, in reply to his last question, that I don't consider money spent in the training of the non-teachers a positive loss to the State. I don't consider it a waste of public money.

[Adjourned.]

TWENTY-FIRST DAY.—DUBLIN, MONDAY, JUNE 8, 1868.

PRESENT:

The Right Hon. The Earl of POWIS, *Chairman.*

WILLIAM BROOKE, Esq., M.C.
Rev. DAVID WILSON, D.D.
Rev. BENJAMIN MORGAN COWIE, B.D.

JAMES GIBSON, Esq.
SCOTT NASMYTH STOKES, Esq.

GEORGE A. C. MAY, Esq., Q.C., } *Secretaries.*
D. B. DUNNE, Esq.

June 8, 1868.

Rev. HUGH HAMILTON, sworn and examined.

Rev. Hugh Hamilton.

8045. The *Chairman.*—What position do you hold in the Church Education Society?—Inspector for the United Dioceses of Dublin, Kildare, and Glandelagh.

8046. What number of ordinary schools come under your inspection?—Shall I count them by places or schools, distinguishing boys' and girls' schools?

8047. Count them by schools, according to the arrangement of the National Board?—In the diocese of Dublin, on the 2nd January last, there were 76 schools inspected for the last half-year; report gives 93; 10 were not inspected in the half-year. As Inspector, I sometimes make one report where two small schools are together; in Glandelagh, 21; and in Kildare, 27.

8048. From and to what numbers do these schools run?—From 100 to eight or ten.

8049. Is that the average attendance, or the number on the roll?—The number on the roll.

8050. What is the smallest number at which you consider you can keep a school alive and efficient?—I think the smallest is Feighcullen.

8051. What is the smallest number at which you think you can keep a school in an efficient state?—Well, Feighcullen is a very good school, and there are only twelve on the roll. Of course, it would be a great deal better if there were more children. I think twenty would be sufficient.

8052. The minimum number of the National Board is thirty. Do you think that a smaller number than thirty is satisfactory?—I have had very good schools with twenty on the roll.

8053. What proportion of the total number of the schools you have mentioned do you think would be under thirty?—The report of the Church Education Society will show, for they have given their numbers.

8054. Has the number of schools in the three dioceses increased or diminished within the last few years?—They have diminished by about five or six. We have lost about ten, and we have gained about five, so that I think they have diminished by about five.

8055. What were the causes of that diminution?—Mr. LaTouche, of Harristown, withdrew a very good school, at Carnalway, because he would not teach the formularies of the Church of England. Miss Vivian, of Newbridge, withdrew another for the same cause; and the Rev. Mr. Kemmis put a school at Mountmellick under the National Board.

8056. Have your existing schools lost many pupils from the gradual increase in National schools, and by making those schools more convenient to children to attend?—I think the loss has been rather from emigration. I do not find that it arises from the establishment of the National schools.

8057. Then, do you state that within your district the gradual increase of National schools has not affected the attendance at the Church schools?—Very little.

8058. Have you any means of comparing the relative proficiency of the first class, in some of your ordinary schools, and the first class in some of the schools under the National Board?—No.

8059. Have you any duties in connexion with the training establishment in Kildare-place?—I inspect the model school—that is the boys' and girls' portions, once a year. I examine the young women for entrance, which is competitive, as we take the best that come. We cannot receive all that apply. If a prize is to be competed for or anything of that kind I am sent for specially to examine, but I have no regular business in the establishment.

8060. Are these young women you speak of teachers or are they coming to be trained as teachers?—They are candidate teachers.

8061. Are the numbers you take of them limited by the accommodation of your building or by your means?—Both.

8062. How many can you accommodate?—Comfortably thirty-six, but the society sometimes accommodates more.

8063. What are the numbers at present?—There are now 16 male and 40 female students.

8064. It is as full as it can comfortably accommodate, I suppose?—Yes.

8065. Rev. Mr. *Cowie.*—That is for the female teachers?—Yes.

8066. The *Chairman.*—Are you often applied to personally to recommend female teachers to schools?—Yes.

8067. Have you many opportunities of getting them places?—Yes.

8068. Do you find any difficulty in getting places for your properly trained mistresses?—No. It has not come before me. It may be so.

8069. What sort of salaries do the masters of schools get in your district?—Rather low.

8070. Do you notice any improvement in the qualification of candidate teachers upon their coming up for training?—I think they come generally very well prepared on the subjects that the head classes of a good school ought to learn.

8071. In what schools have these candidate teachers been usually educated?—All over the country.

8072. The schools in connexion with your society, or National schools?—Of course, generally the schools of our own society, but sometimes from the Irish Church Mission schools, and sometimes from independent schools.

8073. Of what classes are the parents of these candidate teachers usually?—The classes from which teachers are generally selected—the respectable class of teachers—farmers, and the higher class of servants.

8074. Are they from town or country generally?—Both.

8075. Do you find much difference in the general attainments of these candidates, according to the part of the country from which they come?—No. I do not know from what part of the country they come. I have no means of knowing.

8076. Your course of instruction for masters, I think, is twelve months?—Mr. Wilkinson could answer that. It is by sessions I know.

8077. Do you find that the subjects taught to the teachers are acquired by them thoroughly?—I get very good answering when I have to examine them, either after or before entrance.

8078. Do you consider the number of subjects at the time of teaching admits of their mastering them properly, or do you consider the number of subjects too great?—I never heard any complaint from any party on the subject. I have never taught, so that I cannot tell personally; but I have never heard a complaint.

8079. Do you examine the teachers yourself?—I examine the candidate female teachers when they are coming in, and if there is an examination wanted for any purpose, I am called upon to examine. For instance, if a gentleman gave a prize for £2 or £3 to the male teachers, I should be called on to examine. There are certain free scholarships for which I am called on to examine.

8080. Mr. *Brooke.*—There is an examination when they are going out every half-year. Do you examine the teachers then?—I sometimes prepare the questions for them, or get them prepared; but at the end we put questions to them before the public, and that is my business. An important portion of the examination is conducted on paper. I find questions for them occasionally, but never properly examine.

8081. The *Chairman.*—What are the free scholarships of which you speak?—There were two, I think, given to the young men for good answering; but the fund is exhausted.

8082. What are their amount?—A free session, or £6 each.

8083. When you examine a school do you examine every child in it?—As nearly as possible. I examine the lower classes superficially, and the higher classes in a searching way.

8084. What is your practice in the religious parts of the examination with respect to children not belonging to the Established Church?—Do you mean Protestant children not belonging to the Established Church, or Roman Catholics.

8085. Either?—I examine all in Scripture, and make no difference; but when I come to the Catechism or the formularies of the Church, if the master says a certain child is a Presbyterian, and has not learned them, I then ask him a commandment, or sometimes a question from the Assembly's Catechism, or something that will allow him to answer as well as the rest.

8086. And with respect to a Roman Catholic child?—I should ask him a Commandment or something of that kind.

8087. Are the Presbyterians and Roman Catholics in the class with the other children?—Always.

8088. Do they stand aside during any part of your examination?—No.

8089. Does it ever happen that difficulties occur in your schools as regards religious instruction with Presbyterian or Roman Catholic children?—Never any with Presbyterians, and there are very few Roman Catholics in my district now.

8090. In those parts of the country where the Roman Catholic children attending your school are considerable in number do you attribute it to your secular instruction being the best in the neighbourhood, or to what cause?—I should rather confine myself to the dioceses of Dublin, of which I have a knowledge at present. Of course there are many causes.

8091. Is the goodness of your secular instruction one cause?—I suppose so.

8092. What are the other causes do you consider?—Living near a school, for one; and also relations going to the school.

8093. When you examine a school, or visit it, do the teachers conduct any part of the business of the school before you?—That used to be the plan. I have not time for it now, except in the infant schools, where I generally put the teacher to teach before me.

8094. A certain portion of time in each day is, I think, devoted both to Scripture reading and to other religious instruction?—Yes.

8095. While the secular instruction is going on do you think it is the habit of masters to introduce much incidental reference to religious topics?—I don't know.

8096. Are there many of your schoolmasters who would be qualified to do so with much advantage to the pupils?—I think there are.

8097. Do you consider that the communication of the secular instruction alone is sufficient to occupy their attention for a time?—Yes.

8098. Are there many of the schools in the three dioceses which you examine where the schoolmasters have residences?—Generally there are.

8099. Are they given free?—Yes.

8100. Do you consider it an advantage to a teacher to have a residence?—Very great.

8101. Does it add materially to his comfort?—Certainly.

8102. Have they gardens as well?—In the country, where there is a master, there is generally a garden.

8103. Do the country masters turn their gardens to much advantage?—It depends on the industry of the man himself very much. I have seen them very useful. The garden is sometimes very small—merely like a flower garden and play ground.

8104. Do the masters, as a rule, remain long in the service of your society?—It is very variable.

8105. Does it often occur that they get better places in other employments after having been schoolmasters for a time?—No; I think they generally continue the most of their lives in the service. Some young men of course have got places, and have been ordained; but the generality of them remain through life as schoolmasters.

8106. Do you keep any record of your trained teachers, to see what per-centage continue to act as teachers?—That does not pass through my hands. If they were under the Board of Erasmus Smith, where I was secretary, I could have told you.

8107. Are you aware that many of the pupils from your training school get places either in the civil service or in the police?—I have not heard.

8108. If the religious instruction in your schools was confined to certain portions of the day, either at the beginning or end, would it make much difference in the organization of your schools?—Direct religious instruction must be confined to a certain period; but the objection we make is, that the master is not allowed to touch upon a passage of Scripture while secular education is going on. For instance, if I were teaching the second book of Homer I should have no right to bring in the vision of Micaiah, the son of Imlah; that is, in the second book, where Homer speaks of the lying spirit. If I were a classical teacher I could not well teach that without it.

8109. Are there many of the Church Education schools in which classics are taught?—None. I am merely illustrating the rule.

8110. Practically, would occasions for such reference be of very frequent occurrence in the course of ordinary teaching in a common school?—Where moral conduct was concerned it would be very desirable. For instance, where one child copies a sum from another and denies it, which is a case I have often found, then I should feel myself bound to speak of truth, and the law of God. I have very often had to do it.

8111. Would not that be a question more of discipline than of direct teaching?—I have said this—"When you copy a sum from your neighbour, you break the rule of the school, and when you deny it, you break the law of God." I have had to say that on occasions when I found the practice common.

8112. Are there many children in your schools above fifteen years of age?—A good many.

8113. Is it prejudicial to a school to have boys over that age?—No, it is an advantage. They draw the others on. I should rather keep them to sixteen or seventeen years of age, if I could.

8114. Are the boys over fifteen in your schools usually advanced pupils or very backward?—Generally advanced. I should find fault with the teacher if I found a boy of fifteen that could not read

8115. Do you think that boys over fifteen in the lower classes of your schools derive advantage from their attendance?—Certainly. When I find a boy of fifteen that cannot read, I find fault with the teacher, and his answer generally is, that the lad comes to school irregularly, or that he only came within the last month.

8116. Is that his parents fault or his own?—It is hard to say. Both, I suppose.

June 8, 1868.

Rev. Hugh Hamilton.

8117. How many standards or classes of proficiency have you in your schools?—We have a scale.

8118. How long ought a child that attends regularly to remain in each class?—He is supposed to remain a year. The working-class of the school is the fourth class. Very few get above that according to the scale, and except in first-rate schools, I don't encourage the teachers to make fifth or sixth classes. If they come up to that they become private pupils or candidate teachers. That is the practical working of the scale.

8119. Are there many of your teachers who have taken holy orders?—I have heard of a few.

8120. Do they get ordained directly from your schools, or do they go through any course of training?—They go into Trinity College.

8121. Do they take degrees there?—Yes.

8122. Is it the habit in Ireland for the bishops to ordain schoolmasters who have not taken degrees, or who are called in England, literates?—No; a degree is much cheaper here than in England.

8123. When inspecting the girls' schools do you pay any attention to the needlework?—Sometimes I inquire about it, but not much, although it is very important.

8124. In what way do you secure due attention to it?—By asking questions about it occasionally. Where there is a mixed school taught by a master, I very often ask, "What do you do for needlework?" That is my usual plan.

8125. Is it the habit of the friends and subscribers of a school to take any part in the instruction in your schools?—It is.

8126. Is that advantageous to the school?—Of the greatest advantage.

8127. You find that it assists the teacher?—Very much. A clergyman and his family are invaluable to a school.

8128. Mr. *Gibson.*—Do many of your teachers, besides teaching the schools, act also as parish clerks of the different churches of the dioceses?—Generally they do.

8129. In the amount of local emoluments mentioned in your reports is the salary of the clerk included as a part of the emolument of his teaching?—As a part of his emolument, but not as a part of what the Society gives. I always note them separately. If you look at my reports you will see in some places £10 given to the teacher as parish clerk, and the salary something separate. I always distinguish it in my report.

8130. Look at the list of schools in direct connexion with the Church Education Society which I now hand to you, and in the Report you will see that the local emoluments sometimes amount to a very large sum?—That is not made up from my return, but from the local secretary's reports.

8131. Look at St. Catherine's parish. You will see mentioned three schools, boys, girls, and infants?—I know them well. I myself inspected them this week.

8132. You see that there is a large amount of local emolument there—£270?—I don't know how they came by that.

8133. Apparently the £270 is applicable to education in these schools?—Certainly. I cannot tell on what principle that is made up. I can only be answerable for my own report.

8134. What is the average salary of each male and each female teacher in the dioceses you are particularly acquainted with?—That would be a very difficult calculation. It would take me many hours to do it.

8135. I think it was mentioned that it was from £30 to £50?—A great number of the salaries are joint salaries, sometimes the male teacher and female and infant schoolmistresses being in the same family, and it would therefore be very difficult to know.

8136. You are not able to say?—No, I am not able. I always note the salary, and the necessary local assistance—that is the office of parish clerk, and sometimes clerk of a coal-fund, in order that at the central office it may be known what the place is worth, but if a master gets private pupils, I should not note that.

8137. Is there any expenditure supplied out of the local contributions other than the teacher's salary? Is there any expenditure for providing clothing?—I don't know anything about that. The question is perfectly new to me.

8138. The *Chairman.*—What is the average condition of the schools in your dioceses as regards the school requisites?—It is not so good as it ought to be for want of funds. I always ask the question, and if there are not sufficient requisites, I make a list of what I think necessary, and give it to the clergyman. It would be a very great advantage if I could, as I did for the Erasmus Smith's schools, get the whole or the half of the requisites from the central Board. Nothing would be of greater advantage.

8139. Mr. *Gibson.*—How many Roman Catholics are in attendance in the schools of the dioceses with which you are acquainted?—You will see that in the return. There are not many.

8140. Do the children make any weekly payment to the master?—In some cases they do, and in some they do not. I have been always in favour of weekly payments if I could get them to pay 1*d.* per week, for it insures a more regular attendance; but in a great many cases I report, "No payment," or that the master makes £3 or £5 a year from the payments, or whatever it may be.

8141. Master *Brooke.*—You said that within the last three or four years the society had lost about ten schools in your district?—Yes, and gained five, and one infant school.

8142. Have you got two schools in your mind that you mentioned already—one belonging to Mr. La Touche, of Harristown, and another under Miss Vivian? Did they join the National Board?—No.

8143. Well, as to the other eight, did they join the National Board?—One joined the National Board, that was Mountmellick: also Enniskerry.

8144. As to the others, how do they stand?—Carnalway schools are in a very good condition, for I have given them inspection, though it was not my business. In Carnalway the system carried out was the same as in the Church Education schools, only that I could not put questions on the Church Catechism, and the clergyman had to do that outside the school-house.

8145. You stated that there was a deficiency in requisites in the schools. Do you find them sufficiently supplied with books?—Well, fairly; but I should like a better supply than we have. I always ask if requisites are wanted, and press the clergyman to get them if they are wanted. I have paid for requisites myself in one or two instances.

8146. How do they stand as regards maps? Is there a deficiency there?—I think small maps do as well as large maps in a school. Large maps are ornamental, but I have had good classes who learned from small maps.

8147. Have you a sufficiency of small maps?—Well, I supplied one school with maps for 4*s.*, and paid the postage down, so that they are cheap enough. I gave six or eight of the principal maps, and paid for them myself.

8148. Then what are the requisites the want of which you feel?—I think, paper, slates, easy reading-books, and spelling-books are wanted; I don't say the schools are badly supplied, but I think a little better supply would be an improvement.

8149. Have you prepared any statement in figures of the proportion of those that are in the upper classes—the intelligent readers of the third, fourth, and fifth classes?—I note in every school that I go into, the first, second, third, and fourth classes; we don't often reach the fifth or sixth.

8150. Rev. Dr. *Wilson.*—Is there a summary of these reports published—is this Annual Report of Church Education Society the only published paper or document of the society?—That is the only one I know of.

8151. Do you know what was the largest number of children on the rolls at any time in the three dioceses where you inspect?—I could not say; it could be made out.

8152. Can you say how many are on the rolls at pre-

sent?—No; not without a great deal of trouble, but it is in writing.

8153. Are you the Inspector of the three dioceses?—Yes.

8154. Have you visited all the schools that are named in this printed report?—I think there is one school that the clergyman did not wish me to visit; you will find it in the diocese of Glandelagh under the head of Prospect. I have never seen that school.

8155. May I ask why?—Well, he did not like my inspection of another school.

8156. Are there many such clergymen?—No.

8157. Is he the only exception?—Yes; he is the only one who has stated his objection. I found some fault with his first school, and with some of the girls in it, and he did not like what I said.

8158. I have gone over the account given of the Glandelagh district, and I perceive on reference to the average attendances that there are nine schools with an average attendance under twenty?—Very likely.

8159. And in some there were only nine of an average attendance?—I think averages are exceedingly deceptive.

8160. But you acknowledge this small average as a fact?—I know it is, but I think you will find that taking averages is not the way of judging of a school.

8161. We are to take what is printed by the society?—I have known averages that show how difficult it is to judge of facts.

8162. And how are they defective?—I have known a school, especially in the county Tyrone, where there would be a large average of boys and girls from sixteen to twenty years of age in winter, and a dozen infants in summer. The average of the whole year would give an unfair idea of the state of the school.

8163. Still it would be the average?—Yes.

8164. In the diocese of Kildare I see there are 17 schools with an average attendance under 20?—Very likely.

8165. And 2 with an average attendance of 5?—Name the school, please.

8166. In the diocese of Dublin there are 27 schools with an average attendance under 20, and there are some as low as 9?—I cannot answer for that.

8167. You have stated that you reckon 20 children is small enough in order to have an efficient school?—Yes.

8168. Then could you say how many schools are in connexion with the Church Education Society which must be inefficient in consequence?—I do not say inefficient. A school may be very efficient with 10 children.

8169. May I ask would you expect the State under such circumstances to aid such schools?—I have often said this, that if the State gave a grant to the Church Education Society to-morrow, there are certain schools that could not expect the grant, and I suppose those are the schools with a small number of scholars.

8170. Then schools with an average attendance under 20 are not entitled?—I don't know, I should not like to fix the figure.

8171. You say you lost 10 schools during the year 1866?—No, since the year 1864. I say 10 in round numbers. I have not made the numbers out.

8172. You have accounted for three?—Yes.

8173. Have the other seven an existence?—I think so.

8174. Are you sure of it, as a matter of fact?—I am not. There was a dispute about a house at Clonaslee, and I don't know in what state that school is now.

8175. Can you say whether any of them have an existence or not?—I think they have.

8176. As a matter of fact do you know?—No.

8177. Is Mr. La Touche a member of the Established Church?—No.

8178. Is Miss Vivian?—No, she is a Baptist.

8179. Or Mr. Kemmis?—He is the clergyman of the parish.

8180. Were the schools of which you mentioned the names previously in connexion with the Church Education Society?—Yes.

8181. Did the parties assign any reason for withdrawing them?—Mr. La Touche and Miss Vivian withdrew on the principle I already stated, that they would not teach the Church Catechism. Mr. Kemmis withdrew because he wanted to get a grant from the National Board. His schools were very bad before, and he thought he would improve them. He has one school at Rosanalis in connexion with the Church Education Society. He had three schools but two were really in one place.

8182. Was he a supporter of the Church Education Society up to that time?—He is partly a supporter now, for he has a school under it, although he has another under the National Board.

8183. Isn't the inference that he seems friendly to the system of non-sectarian education?—I don't know.

8184. Is not this a proof?—I don't know his sentiments. I should find it hard to account for them.

8185. Who are generally the patrons of your schools?—The parochial clergymen in nine cases out of ten.

8186. What is the exception in the tenth case?—Sometimes a lay man or a lady has a school at his or her own place.

8187. With reference to the schools withdrawn by Mr. La Touche and Miss Vivian, had they been always patrons, or had there been previous patrons?—Miss Vivian's school was a new one, taught in a private house, and it was with difficulty got up by herself.

8188. She originated it?—Yes. Mr. La Touche's school was an old established one.

8189. Who was the former patron?—His father, I suppose. It is just at his entrance gate.

8190. Was there any change on the transfer of the school?—None.

8191. You say the patrons of the schools, as a rule, are the Established Church clergy?—Yes, and of course the landlord sometimes.

8192. Do you expect the parochial clergy to attend to them?—Of course.

8193. What is the course adopted to get supervision when a parochial clergyman withdraws?—I don't know that we have ever had such a case.

8194. Are you not aware of any such case?—I am not aware of one. I think if the clergyman withdraws the school would be withdrawn.

8195. You are not aware of a case where the clergyman was superintendent of a school, and had ceased to be such?—No.

8196. Do you know the Downings' school, parish of Caragh?—Very well.

8197. Did the clergyman who was there previously take an interest in the school?—There was a quarrel, and he was excluded from it. I tried to make up matters but could not succeed.

8198. Who excluded him?—The late Miss Bury, on whose property it was.

8199. Was there any reason why he should be excluded?—I have no right to give reasons. I tried to make up the quarrel, and failed.

8200. Do you know the average attendance at that school?—It is very small. There are only two Protestant families.

8201. The local contribution is £1, I see?—I don't know.

8202. Master *Brooke*.—What was the clergyman's name?—Mr. Cotton, of Caragh.

8203. Rev. Mr. *Cowie*.—Have you visited many schools in connexion with the National Board?—Very few.

8204. Have you been able to form any opinion of the relative efficiency of your schools and the National Board schools?—I think the National Board schools deal rather more with a lower class than ours; and, therefore, their great object is to teach them the mechanical arts of reading and writing, as it used to be in our schools some twenty or thirty years ago. Now, my great object is to impart intellectual education, and, having a little higher class to deal with, I think I am enabled to do it.

8205. Then I gather that your schools are adapted to children in a better state of society than the National

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schools would be generally?—Well, perhaps, generally speaking; but, of course, there are high-class National schools besides.

8206. Including model schools, of course?—Yes.

8207. I gather that your opinion is, that your schools are more efficient for the general purposes of education than the National Board schools would be?—I don't like to say so, not knowing the others.

8208. At any rate, they are not inferior?—Well, I think not.

8209. Has your inspection of the schools any pecuniary results?—Do you mean as to gratuities?

8210. Yes?—I am sorry to say it has not.

8211. I see a vacant space in this return of yours that is never filled up?—Certainly.

8212. Does that arise from not having the means?—Yes, from not having the funds.

8213. Or is it from the system having dropped?—It is from not having funds. The society would be very glad to give credit for a good report, but they have not the means.

8214. The present influence of your inspection is merely of a moral kind?—Yes.

8215. Your teachers have certificates from your Board, have they not?—Yes.

8216. Have you the power of depriving a teacher of his certificate in case of misconduct or inefficiency?—The question never arose.

8217. The *Chairman.*—Does it ever happen that a teacher is dismissed on account of your report of the school being unfavourable?—No; I will show you why. The teacher is responsible, not to the Central Board, as was the case in the Erasmus Smith's schools when I was inspector over them, and could get a teacher dismissed for those causes; but he is responsible to the clergyman from whom he receives his salary, and the clergyman could dismiss him without consulting me. In the case of the Erasmus Smith schools, he could not have dismissed the teacher without consulting me and the Governors.

8218. What books are chiefly used in the Church Education Society schools?—You have the list of the ordinary books before you. Our great class-book is the Bible.

8219. I mean for secular instruction. Do you use the books of the Christian Knowledge Society?—The Christian Knowledge Society's history is used, and some schools use the National Board books.

8220. You have no rule with regard to them?—I think there is a rule, but the patrons do as they like. That is virtually the case. The common reading-books and spelling-books of the Kildare-place Society are generally used.

8221. Do you publish special books of your own? Does the Kildare-street Society publish special books, or do they merely sell the books of others?—At one time I think they did publish special books.

8222. Mr. *Gibson.*—In the early time of the Kildare-street Society I believe they published books?—Yes, they did.

8223. Rev. Mr. *Cowie.*—And now it is not the case?—Kildare-place Society still publish occasionally; the Church Education Society never did.

8224. I should like to ask whether you have considered what modification of the rules of the National Board could be made which would enable your schools to participate in public grants?—That is a very hard question to answer.

8225. You have not come to any definite conclusion upon that point, perhaps?—If they allow the Scriptures to be read without limitation I should yield everything else.

8226. That is very ambiguous. If the Scriptures were read at a particular period of the day it might now be consistent with the National Board rules?—What the Church Education Society has objected to is the exclusion of the Word of God under any circumstances.

8227. Do you mean from children of all denominations?—Yes; the Word of God was given for us all.

8228. Do you think that that rule is one which must be insisted on by the Church Education Society?—Yes.

8229. Also that Roman Catholics must read the Scriptures in the authorized version?—The Kildare-place Society allowed the Douay version, and I never objected to it when I was the patron of a school myself. I don't speak of the society. I speak of myself when I was in the position of a landlord or patron. I wished the Scriptures to be read, and allowed any version to be used.

8230. Do you insist on the liberty of reading the Scriptures at any hour of the day?—The question as to any particular hour never came before me.

8231. Do you consider it essential to insist on the liberty of speaking on religious subjects at any time?—Yes. As I said before, the offence against the rules of the school is copying a sum, and the offence against the law of God is denying it.

8232. Suppose the State offered to aid every school in proportion to the results of secular instruction—, leaving the religious question open so that the children of the minority could come in and take secular instruction—do you think from what you know of the patrons of your schools that they would be likely to abide by such a plan as that?—I rather think not. I rather think that is the whole question of difference.

8233. In the Clonkeen school, in the parish of Carbury, under the patronage of the Rev. F. Hewson, there are on the roll seven Church children, and thirteen Roman Catholics on the 13th of August, 1867. How comes it that, in a Church Education Society school there should be thirteen Roman Catholics, and only seven Established Church children?—I cannot give any reason for it.

8234. Can you assign no reason for it?—There is a very good experienced master in that school. He is an old teacher, and there were always Roman Catholics in the neighbourhood, since ever I remember, but I did not note any of the facts as to the Roman Catholics in attendance.

8235. Can you tell us whether the population in the village is chiefly Roman Catholic or chiefly Protestant?—There is no village. It is a remote country place. It is about two miles on this side of Edenderry.

8236. What is the name of the landlord?—Either Lord Harberton or his brother, Mr. Colley. It is on that property.

8237. Are these the children of persons employed on the property?—I think they are children of farmers, so far as my recollection goes.

8238. Are they tenants?—Probably.

8239. Have you reason to think there is any compulsion used in regard to these children?—I never heard of any compulsion. The landlord does not live on the property.

8240. Mr. *Gibson.*—Is there any National school in the neighbourhood?—There is one in Edenderry.

8241. How far is that?—About two miles, or a mile and a half.

8242. Rev. Mr. *Cowie.*—Is that a long distance for children to travel to school in Ireland?—No.

8243. They might easily do it?—Easily.

8244. Then your opinion is they go from choice to the Church Education school?—I don't know anything to the contrary.

8245. Are you aware of any other school within your three dioceses in which there is a vast preponderance of Roman Catholic children?—It is very uncommon.

8246. Is this an exceptional case?—The school is very small. There are only twenty on the roll.

8247. Is it in the small schools that you find a large proportion of Roman Catholics?—The proportion of Roman Catholics is generally very small.

8248. Are your teachers generally contented with their salaries?—They would have no objection to an increase.

8249. With respect to the masters under the National Board there is a general complaint that they are ill paid; is it the same with regard to the teachers

with whom you are acquainted?—The question does not come before me, because I do not pay the salaries.

8250. Do they never make any complaint to you about their pay?—Indeed they do, often.

8251. Then they all want more?—Well, some make a great complaint of being poor, and, of course, some are pretty well off.

8252. Are you not aware that in most cases your teachers are better paid than the teachers under the National Board?—I don't know.

8253. Do the children generally pay anything?—I try to make them pay where I can, but in a good many schools they do not pay. In my reports I always say "no payment" or "payment."

8254. Are you of opinion that parents ought to be made to pay for their children or not?—When they pay the children attend more regularly. That is our great object. The plan that I had was this, that payment should be made in the first instance, and after that the clergyman might take any children free whom he thought proper. Perhaps that is the best rule that can be made.

8255. In most cases is the salary of the teacher paid by the landlord or the clergyman, or is it raised by subscription?—All three, in different places. In Clonkeen the landlord alone, I think, pays the salary.

8256. Mr. *Stokes.*—Do the young persons trained in your training schools almost invariably take service as masters and mistresses of Church Education schools after leaving you?—The understanding is that they should do so, but of course if they get promotion we cannot prevent them leaving.

8257. What precautions do you take on their admission that they should become masters and mistresses?—I don't know. I do not manage the training schools. I think there is merely a general understanding. We cannot bind them. We have lost a good many young women teachers through marriage.

8258. Rev. Mr. *Cowie.*—Do you mean when they marry they leave the profession of teacher?—That is according to circumstances. We have lost a good many from marriage, I know.

8259. Mr. *Stokes.*—Has your attention been called to the report of the Endowed Schools Commission in respect to the Church Education Schools?—It has; I was before them as Secretary of Erasmus Smith's Board.

8260. Are you prepared to admit or deny the statements made in that report with regard to your schools?—I thought one of the Commissioners was very unfair. He put things together in an extraordinary way, and I thought that some of his remarks were very unfair. I could show some of my remarks on that very subject. It was a part of the country I did not know much about, but I thought his questions were unfair.

8261. I find in the body of the report, extracted from the report of Assistant Commissioner Crawford, a passage to this effect—"The parochial schools are, as a class, not good. The principal causes are the want of means to pay a sufficient salary to the master, of a sufficiently frequent inspection, and from the necessity, from the first cause, of combining the office of schoolmaster with that of parish clerk. Instances came under my notice in which the inefficiency of the master was admitted, but being also parish clerk, which is a freehold office, the dismissal of the schoolmaster would have deprived the school of its principal source of support." Do you concur in that statement?—It is very likely to be true. I have not known an instance. It did not come to my knowledge, and I cannot assert or deny it.

8262. Is the office of parish clerk a freehold?—I thought it was not by the Ecclesiastical Commissioners Act. I thought it was held at the will of the clergyman.

8263. The *Chairman.*—Practically the teachers are often parish clerks?—Yes.

8264. Mr. *Stokes.*—Is it not the fact that the parish clerk cannot be removed, except for misconduct, and with the consent of the bishop?—That was the old law. I don't know whether or not it is the law now.

8265. The *Chairman.*—Has any parish clerk in Ireland much business to do on a week day?—Nothing at all, except to attend a funeral or a wedding. I have always encouraged the teachers to become parish clerks. The teachers of Erasmus Smith's schools were allowed to be parish clerks, but not clerks of petty sessions.

8266. Mr. *Stokes.*—Another Assistant Commissioner says that your schools are "miserably inefficient, which he ascribes, amongst other causes, to the incompetency of the teachers, the defects of the system, and the inferiority of the school-books." Would you admit or deny that statement?—I should rather not admit or deny anything about it, for I don't know what he refers to.

8267. Would you admit or deny that "the scale of proficiency, or school course, even supposing it accurately followed (which it never is), drops very far behind the National school course, the instruction given to each class in the parish schools being much inferior to that in the corresponding class of a National school"?—I am inclined to deny that. In the fourth class of our schools you will find as good teaching as you would find in a National school; and the fourth class is a fair specimen of what a school ought to be.

8268. Is your course well followed throughout?—In some respects it is, but in some respects it is not.

8269. What would you remark on this statement from the same report—you will excuse me reading it:—"Nothing can be more trumpery than the inspection of these schools. The day of inspection is always known for a considerable time beforehand, and express notice given to masters and pupils. The pupils are promoted by the Inspector to higher classes in the scale of proficiency, a year, or even two years, before their proficiency would warrant it"?—I have done my best to prevent that. What I have been trying is to obviate anything like what is stated there. I am four years an Inspector, and that was published five years before.

8270. Would you allow "that the school-books are of an inferior description, being, in fact, the old stock of the Kildare-place Society, every way out of date, and behind the time"?—I think they answer the purpose very well. You must remember we have the Bible, the first classical book in the world.

8271. Would you allow that "the hurried yearly visits paid to the schools by these gentlemen (the Inspectors), however conscientious or indefatigable in the performance of their duties they may be, cannot, be regarded as productive of any beneficial results"?—I have inspected these dioceses twice in the year, and now the Church Education Society are to give me half the salary, and expect me to inspect the schools only once a year. However, with regard to one point stated here, I should wish to remark that I much prefer giving notice of an inspection. I find that I can then get the full school before me. I treat the teacher as an honest man, but if I took him suddenly he would probably try to deceive me. You will see that I stated that in giving evidence on a former occasion.

8272. Would you admit that "many of the parochial schools are very badly supplied with school-furniture, books, and other school requisites, and, of course, wherever this is the case, the efficiency of the school will be more or less affected"?—Well, I have found such to be the case, but I think that refers to remote country places. I don't think it touches the diocese of Dublin at all.

8273. Do you ever find instances in which it might be desirable to discharge a master from his mastership, which would afford no ground for removing him from his clerkship?—The case has not occurred.

8274. So that, generally, you do not concur in the justice of the Report of the Endowed School Commissioners, so far as it relates to Church Education schools?—I was not working the Church Education schools at that time; it was the Erasmus Smith schools. I will not give you my opinion of the report of that Commission upon the Church Education schools, but I will give you my opinion of it with respect to the Erasmus Smith schools. I have said the report was

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worth nothing, for it was the report of five Commissioners, with different standards, and that they put some of the very best schools as satisfactory, some middling ones as very satisfactory, and some very poor schools, or very bad schools, as satisfactory. Also I said that, wherever the children could write from dictation they gave a good report, and wherever they missed writing from dictation they gave a bad report. That was my experience of the Commission, and I went into it very carefully; so that, where I had personal knowledge of the schools, I disagreed altogether with the Commissioners.

8275. Were the Assistant Commissioners members of the Established Church, do you know?—Mr. Abraham was a Roman Catholic.

8276. Mr. Crawford and Mr. Pennefather?—Mr. Crawford and Mr. Pennefather were members of the Established Church; but Mr. M'Blain was a Presbyterian; and there was one more of them—Mr. Ferguson.

8277. Were Mr. Crawford and Mr. Pennefather familiar with the working of Church Education schools?—I do not know. I do not think barristers generally are.

8278. Master *Brooke*.—Mr. Hamilton, what proportion of the teachers in your district are trained teachers?—A large proportion; much the largest I should say; five out of six; may be, nine out of ten. Say nine out of ten.

8279. Trained in the Church Education training schools?—Yes.

8280. Mr. *Gibson*.—As to this teacher at Clonkeen, where there is a large proportion of Roman Catholics, he a trained teacher?—I suppose he is a trained teacher I find at page 13, "both trained." I do not see where he was trained, but take it for granted that it was the Church Education school of the day, wherever that was. Probably it was the Association School or St. Peter's.

8281. Is his age in your report?—No; he is a man of about fifty years of age.

8282. Would you say why you consider writing from dictation is a bad test of the proficiency of the pupils?—Because it is only one test out of many.

8283. But so far as the children are able to write from dictation?—It is not a good test. I have brought my schools so far that, when a young woman said to me, "Oh, we have got great credit from the Sub-Commissioner for writing from dictation," my answer was, "We have got fifty years beyond dictation. Take one of such exercises as we have had to-day written *ex tempore*, show him that, and tell him we have got half a century beyond dictation."

8284. I do not know what you mean by being half a century beyond dictation?—Oh, dictation is mere child's work.

8285. Is it your opinion, that writing from dictation is mere child's work?—Dictation is a test of spelling, which I give; but for composition, I make them write an exercise on a subject; and I expect that in all my best schools from third and fourth classes.

[The witness withdrew.]

Michael Fitzgerald, esq.

MICHAEL FITZGERALD, Esq., sworn and examined.

8286. The *Chairman*.—Are you one of the Head Inspectors under the National Board?—I am, my lord.

8287. How long have you filled that position?—Since the 12th of February, 1867.

8288. Were you previously in the service of the Board?—Yes, my lord.

8289. In what appointments?—I was appointed Sub-Inspector of National schools on the 1st of January, 1858, and I was promoted to the rank of second-class District Inspector on the 19th of July, 1861, and then I was promoted on the 12th of February, 1867, as I before said, to be Head Inspector.

8290. What is your present district?—I superintend ten districts. The entire country is divided into sixty. Each Head Inspector has ten.

8291. Give a geographical description of your district?—I have all north of Dublin, till I go to Newry. I follow the line of the Midland Railway to very near Athlone. Turning to the west from Newry I go towards Bailieboro', and then I turn south towards Mullingar, and again from Mullingar I go north, including portion of the county Longford, nearly all, or I believe all the county Roscommon, part of Leitrim, and part of Mayo. The district extends in a line from Dublin to within six or eight miles of Ballina, in the north of Mayo.

8292. Where are your head-quarters?—In Dublin; North Dublin is the technical name of the district.

8293. Have you seen the evidence given by either of the other Head Inspectors that have been examined?—I have not, my lord. I have not seen the evidence given by any person on this inquiry, nor heard it except in a very fragmentary manner.

8294. Is there much diversity of condition in the population of the ten districts under your superintendence?—I would not say that there is with the exception of Newry. The southern part of the county Down differs to some extent from the west of my district. All the rest of it is agricultural—excepting also part of the city of Dublin.

8295. Is there any part of it very poor—is Ballina, in Mayo, poor?—I have not yet been in the portion of it in the county of Mayo. I should perhaps have observed to your lordship that a change in the districts was made on the 1st of January last. Five of the districts that I had during the preceding year were transferred to other Head Inspectors, and I got five new ones in exchange.

8296. When was that change made?—On the 1st of January, 1868, so that I am not as much acquainted with those five districts as with the other five that I had during the previous year.

8297. How many schools do you actually inspect yourself in the course of the year?—During last year I inspected fully 101 schools, and I visited incidentally 112 schools, making altogether 213 inspections.

8298. Have you any model school under your charge?—I have, my lord, four—The West Dublin, in this city (which, although in the South Dublin District, is placed under me, as Head Inspector, to relieve the Head Inspector at the other side on account of his having a larger number of model schools), Trim, Newry, and Bailieboro'.

8299. Where is the West Dublin Model School?—It is in School-street, near Guinness's Brewery, a very poor part of the city of Dublin, perhaps the poorest.

8300. Do any of these model schools take boarders?—Not that I am aware of, except the pupil teachers. They do not take boarders, in the ordinary sense of pupils to board and be taught.

8301. Are these model schools full at present?—With the exception of Bailieboro', I would not say that they are full. I can give you the attendance in the model schools if your lordship wishes, but I have no memoranda of the numbers that the houses are intended to contain. I can give you the numbers, on the rolls, and the attendances for the last week, and for the corresponding week of last year.

8302. If you please?—The gross number in the West Dublin Model School of pupils on the rolls for the week ending 30th of May, 1868, was 439. For the corresponding week of the year 1867 the numbers were 527 on the rolls. The average attendance in the same school for the week ending 30th of May, 1868, was 363·5; and for the corresponding week of the preceding year it was 427·7.

8303. To what do you attribute the diminution?—I believe there have been some schools opened in the locality calculated to draw off a portion of the Roman

Catholic children. I am aware that the schools have been opened and that other schools are in course of erection for the same purpose.

8304. Are these new schools of which you speak to provide for the legitimate wants of the district, or have they been set on foot with the view of drawing children from the model schools?—Well, I can hardly say that they are not wanted, but I believe it is unlikely they would have been opened in the localities where they are if it had not been that the model school is existing there. That feeling prevails. It is thought at the school that they are opened for the purpose of taking away children from it, and that is the feeling in the neighbourhood. However, I would not take upon myself to say that that was the object they had in view.

8305. Take the next school?—The next school would be Newry. For the last week, that is the week ended the 6th of June, 1868, the number on the rolls in Newry Model School was 210. In the corresponding week of the preceding year the number on the rolls was 229. The average attendance for the week ending the 6th of June, 1868, was 184·6, and the average attendance for the corresponding week of the year 1867 was 196·8, that is a diminution of 12 in the average attendance.

8306. Did that diminution in the gross number and in the average attendance arise from any special cause?—Yes, from the same cause; from the efforts made by the Roman Catholic clergy to withdraw the Catholic children from the model school. In the year 1867 there were 38 Roman Catholics. In the year 1868 there are but 13. I am quite aware that there is a very strong opposition and hostility shown towards the model school.

8307. What would be the proportion of the different denominations of the population of Newry?—I could not answer that exactly, but I believe that they are about equal. I think formerly the attendance at the school was about equally divided before the opposition arose.

8308. Take your next school?—The next school would be Bailieboro'. The number on the rolls in Bailieboro' for the week ending the 30th of May, 1868, was 244, the number on the rolls for the corresponding week of 1867, was 213, showing an increase of 31. The average attendance in Bailieboro' for the week ending the 30th of May, 1868, was 210·4. The average attendance for the corresponding week of the preceding year was 144·6, showing a large increase. But I should be disposed to think there must be some special reason for that. It shows an increase of something like 66.

8309. How are these children divided as to religion?—In Bailieboro' there are 81 of the Established Church, and 52 Presbyterians, making a total of 133 Protestants, and there are 111 Roman Catholics.

8310. Take the next school?—The next school is Trim. Now, the number on the rolls for the week ending the 6th of June, was 246. The number for the corresponding week of 1867 was 363. The average attendance for the week ending the 6th of June, 1868, was 154. The average attendance for the corresponding week of 1867, was 290, showing a diminution of 136.

8311. Did this diminution arise from a religious difficulty?—Entirely so. I read now from the observations of the District Inspector in his report for the week ending the 30th of May, 1868, and he says, "New convent schools, conducted by the Sisters of Mercy, were opened in the town of Trim on Monday last. The following table exhibits the attendance at the Trim district model school for each day during the week ending this date" (30th of May). Perhaps I need not deal with the attendance in the boys' school, because that is not affected, but in the girls' and infants' schools the attendance for the week ending the 30th May, was as follows. On Tuesday, the 26th, 5 Roman Catholic girls and 5 Roman Catholic infants; on Wednesday, the following day, 6 Roman Catholic girls and 11 Roman Catholic infants; on Thursday, the following day, 8 Roman Catholic girls and 10 Roman Catholic infants; on Friday, 7 Roman Catholic girls, and 10 Roman Catholic infants; on Saturday, 6 Roman Catholic girls and 4 Roman Catholic infants. The attendance on Tuesday and Saturday being lower than the other days, was not caused by the opposition of the convent schools. It was due to the fact that Tuesday was the day after Whit Monday, which was a holiday; and on Saturday the attendance is usually lower than on other days, in the boys' school as well as in the others, that being market-day in the town. That refers to the week ending the 30th of May, 1868. In the following week, which is the week ending the 6th of June, I find on Monday, the 1st of June, there were 3 Roman Catholic girls and 2 Roman Catholic infants; on Tuesday, 2 Roman Catholic girls and 2 Roman Catholic infants; on Wednesday, 1 Roman Catholic girl and 4 Roman Catholic infants; on Thursday, 2 Roman Catholic girls and 4 Roman Catholic infants; on Friday, 1 Roman Catholic girl and 4 Roman Catholic infants; and on Saturday, no Roman Catholic, either girl or infant. That was last Saturday. Now, for the corresponding week of last year the average attendance was 69 girls and 91 infants, making a total of 160 children, of whom at least 140 were Roman Catholics.

8312. Has the attendance of Roman Catholic boys remained much the same?—There is not much difference. For the week ending the 30th of May, the average attendance of Roman Catholic boys was 111; for the corresponding week of the preceding year, 107; and for last week, ending the 6th of June, the average attendance of boys was 119; the average attendance for the corresponding week of the previous year, 130. I may mention that the seeming reduction is obviously caused by the recent Whitsuntide holidays.

8313. Seeing that the attendance of boys has not been much changed, is not the diminution of girls more fairly to be attributed to preference for the convent school rather than to any absolute religious prohibition?—I do not quite understand you, my lord. I should infer the opposite, if I understand the question aright. I should infer that, from the boys not leaving the school, the girls must have acted under some special impulse in leaving it.

8314. Do you think it unnatural that a convent school should be more popular than a model school?—I do not think it is unnatural that it should be more popular with Roman Catholic girls and with Roman Catholic parents.

8315. In these model schools do the children all make weekly payments?—In every model school that I am acquainted with, except Trim—and I believe this is an exception to the whole of Ireland—I am not aware of any model school in Ireland where free pupils are admitted, except in this particular school of Trim.

8316. What are the payments in the others?—The payments are fixed at five shillings, two shillings and six pence, and one shilling or one shilling and one penny a quarter. In all model schools those are the rates of payment, but in Trim there is a considerable proportion, not a very large proportion, but several, admitted free.

8317. Is that by order of the Board?—By order of the Board, long before I had any connexion with the school; I may mention that there is no other National school in Trim except the model school; the convent school is not a National school.

8318. Mr. *Gibson*.—Is it in connexion with the Board?—It has not been open a month; and I understand it is not intended to make application for connexion with the Board.

8319. It is not yet in connexion with the Board?—The convent school is not in connexion with the Board.

8320. The *Chairman*.—Are any of those model schools places where teachers are trained?—Yes, pupil teachers—where teachers undergo a preliminary training.

8321. What are those pupil teachers receiving from the Board?—They receive no payment during the first year; but they are boarded and lodged and their washing is done in the model school.

8322. How many pupil teachers are there in those four different schools?—The schools are calculated to

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accommodate (I am not speaking now of the West Dublin Model Schools because there is no domestic establishment in them for pupil teachers who are boarded outside) but the three others are calculated to accommodate twenty-one pupil teachers.

8323. Each?—No, the three; five in Bailieboro', eight in Trim, and eight in Newry.

8324. Are these numbers all full now?—No, they are not; they are about two-thirds full.

8325. Are the pupil teachers on the books now of those three schools exclusively Protestant?—Not at all, they are rather the other way; they are of all denominations. I find that at present there are thirteen on the books; there are some vacancies that are in course of being filled up, but those are the actual persons serving.

8326. How do you account for the vacancies?—Some complete their term of service, which is limited to two years, and go away; others seek other situations.

8327. Do you expect that these will be filled up when the new half-year begins after midsummer?—I expect that most of them will be filled up. The only difficulty in filling them up is that it is not always easy to get the exact candidate that we want, because we must preserve a uniform ratio amongst them. We are not allowed to substitute a Protestant for a Roman Catholic, or a Roman Catholic for a Protestant.

8328. How are these schools divided?—At present in Bailieboro' there are three Roman Catholics.

8329. I mean what is the fixed standard of the establishment?—I could not say that without reference to the office.

8330. Are they half and half?—No; they are not.

8331. When you recommend pupil teachers, do you endeavour in any way to ascertain whether those pupil teachers are likely to become teachers in schools afterwards?—Certainly, that is one of the chief things we have to look to. Even if they were eligible on every other ground we would not select them unless we had a reasonable probability that they would become teachers. But there is no obligation on them to become teachers; they are not bound to become teachers if they choose to leave our service after the training.

8332. Other witnesses have stated that a very large proportion of persons that have been trained in the model schools go for training without any serious intention of becoming teachers. What means have you of judging in these three schools as to the probability of the persons who apply to be made pupil teachers having a liking or turn for the duties of a teacher?—We inquire of the persons who recommend them. Generally they are known to the Inspector of the district, and very often he is acquainted with the candidates; and we inquire from the pupil teachers themselves; but we have no certain guide beyond reasonable inference.

8333. What are the circumstances of the families of the persons who come to be pupil teachers in these schools?—They are all drawn from the humbler ranks of society. I have known no instance of a pupil teacher taken from what I would call the upper or middle class. They are the children very often of police constables, teachers, and persons in that rank.

8334. From town or country?—I think they are more from the country. There are more occupations in town for lads, and they are drawn away. I think it is more from the country we get them.

8335. How long do those youths remain as pupil teachers in the model schools?—They are engaged for one year, and at the end of that year, if they give satisfaction, they are retained for a second year. That is the general rule.

8336. At what age do you take them on as pupil teachers?—Sixteen years of age.

8337. After their two years have expired what becomes of them?—After their two years have expired they are eligible for admission to the training department in Marlborough-street, or for appointment as teachers of National schools.

8338. If they desire to go up to that do they get admission to it as a matter of course?—I am not aware of that. I should say not, unless they were found deserving.

8339. If they came on your recommendation would they get a place?—Certainly; or if they came on the recommendation of the District Inspector.

8340. Have you observed any improvement in the general education standard of country schools since you have been an Inspector?—I have, a very marked improvement.

8341. In what respect?—In the district that I had charge of before I was appointed Head Inspector, of which Parsonstown was the centre, the proficiency of the children in the different branches almost doubled during the six years that I had the opportunity of observing it; that is, the number found proficient, according to our table, in the different subjects, nearly doubled. I have got a table in my report for the year 1865 in which this is set out in detail.

8342. Do you find that the lower-classed masters are more capable than they were some years ago?—I would not undertake to say that, my lord, if you mean the lower-classed teachers—the teachers who are classed as such.

8343. The various grades of the third class?—Well, of course, a third-class teacher at present is not better than a third-class teacher a few years ago, for the standard is the same. Many men, of course, who were then of that class are now in the higher classes.

8344. Do the masters with whom you come in contact pay sufficient attention to teaching the elementary parts of instruction to children?—I think that, on the whole, the elementary, or, as I may call them, the essential subjects, receive a very fair share of attention. I cannot call to mind now any instance in which they are neglected for what may be called the higher branches.

8345. Do you find these youths who are engaged in the model schools as pupil-teachers well grounded on their first coming?—Undoubtedly; they would not be selected for the office unless they were.

8346. Are they exclusively from National schools?—Not necessarily, but in practice I think they are, from the fact that the course of instruction given in the National school harmonizes more nearly with what we require in the pupil-teachers. They have an advantage over others in the technical part of the education, so to speak.

8347. Is it your duty to take part in the examination of teachers for classification?—It is my duty to conduct the oral examination for teachers.

8348. Do you find much difference in the proficiency of those teachers who come from ordinary National schools, and those who have received their education elsewhere, in schools not National?—The teachers who have been educated in National schools always make a much better examination. In fact, it is not an easy thing for a teacher who has not been educated in a National school to obtain classification under the Board.

8349. Is that from want of familiarity with the Board's books?—I think so, to a great degree; and from want of an extended knowledge of the subjects of the examination.

8350. Do any eligible candidates offer themselves for classification as teachers who have been educated elsewhere?—Not very often in my experience. Seldom, in fact, except in schools under Protestant managers, where Protestant teachers were selected. Since the Wesleyan body joined the Board (I speak only of my own experience) I have had to examine teachers who were not educated in National schools.

8351. In examining such teachers do you make any allowance in their favour to compensate for the apparent inferiority resulting merely from having been accustomed to different books from those of the Board?—I have not been in the habit of doing so. I may say that I could not, perhaps, call to mind now more than two or three instances in which teachers, such as your lordship describes, came up for examination.

8352. Were they eligible persons?—Some of them were entirely ineligible. We dismissed some of them.

8353. Did any of them succeed?—Yes.

8354. Did they turn out satisfactory masters afterwards?—I can hardly call to mind at present, whether teachers who were entirely educated in other schools, and adopted, I may say, by the National Board, became satisfactory teachers; but I have no doubt that there are teachers under the Board giving satisfaction who were not educated in the National schools.

8355. Have you anything to do with the training institution in Malborough-street?—Nothing whatsoever, my lord.

8356. Do the pupil-teachers at those model schools board and lodge with the masters?—The pupil-teachers are boarded in those model schools which have domestic establishments attached to them.

8357. Are they comfortable and contented as a class?—I should say so. I have heard no complaint. They are as well lodged as the pupils at any first-rate school in the country. I am not familiar with the domestic arrangements of the large English schools, but I have heard it stated by persons who are, that our dormitories are equal to anything at Rugby or Eton.

8358. Are they well fed?—Exceedingly well fed; there is a dietary for them, which must be observed.

8359. Are the masters paid the actual expense of the diet, or do they receive a fixed weekly allowance?—They receive a capitation allowance—£20 a year, I think.

8360. When you inspect the model schools do you make any inquiries as to whether the pupil-teachers are contented with their rations?—It is the duty of the District Inspector to visit those schools at meal-times frequently, and to see what the pupil-teachers get; and also, of course, if there is a complaint, to hear it. I have never had a complaint made to me, during my experience, of the insufficiency of the rations.

8361. And you find them contented as a class?—I would say so. I have had no complaint. I can only judge from that. I have asked, from time to time, those whom I recommended, how they were getting on, and they all expressed themselves happy and contented; and I certainly have no reason to think that they are not contented.

8362. Do you think that the children of the whole of the National schools in Ireland might be made to pay for their education more generally than they do?—I am afraid that we are rather late for that. I am quite sure that a higher rate of payment might have been secured from the commencement, but I think that it would be extremely difficult to enforce anything of a higher rate of payment than at present, without materially injuring the attendance in the schools.

8363. Without increasing the rate of payment by each individual child, could you obtain payment from a larger number of the children frequenting these schools?—I think that could be done, decidedly. The teachers are almost entirely at the mercy of the parents of the children in the matter of payment. The very low average rate of school-fees throughout the country shows that the majority of the children pay nothing.

8364. If more children were required to pay something for their schooling, do you think that that would have a tendency to improve the average attendance?—I have no doubt whatever that it would. I believe that the principal cause of irregular attendance is to be found in the low estimate which *we* set upon the education in not requiring payment for it. What the people get for nothing they value at what it costs them.

8365. Supposing payment were required from a larger proportion than at present, and the question as to payment or non-payment be settled by the managers or the teachers, or the Inspectors?—I would say that the manager is the proper person to settle it. The teacher is the person who practically does settle it at present, and a large number of children undertake to pay who never pay. I would consider it very injudicious to have the Inspector involved in the matter.

8366. Those children who undertake to pay, but never pay—do the managers ever dismiss them from the school?—Well, I may say not. I have never known an instance. I think as a rule, and as my experience, that the managers are not anxious to secure payment of fees for the teachers.

8367. For what reasons?—Well, perhaps one of the reasons is that a very large proportion of the managers of National schools are Roman Catholic clergymen who are entirely dependent themselves on the contributions of their flocks, and every increased payment made to the teachers would be so much diminished from their own income. In fact, without having been present, I am aware from having frequently heard it stated, that managers represent the low rate of payment made by the children as a reason why a larger rate of payment should be made to themselves;—that in enumerating their claims upon the people they state the fact that they have provided schooling for their children at a low rate. I would merely give that for what I have heard. I did not myself hear such a claim urged, but I have heard it frequently stated that it was urged.

8368. Is sufficient attention paid to needlework in the female schools?—I think, on the whole, needlework receives fair attention in the female schools; but I do not go the length of saying that it receives sufficient attention in the case of mixed schools where boys and girls attend together.

8369. Is it sufficiently attended to in the model schools?—It is; it forms a leading branch in the model schools. I think, in fact, in some of the model schools it is unnecessarily attended to. I mean schools that are attended by children who learn needlework at home.

8370. Do you find that children who learn needlework in the model schools ever learn it so that they really practise it in after life?—As a mode of living?

8371. In their families?—I am sure they practise it. I have no means of knowing, but I am satisfied they practise it. They acquire good skill in needlework at the model schools.

8372. Mr. *Gibson*.—Mr. Fitzgerald, you have said you thought it was better for the managers to settle the payment than the Inspectors?—Yes, sir.

8373. Do you not think that the fact that the managers are anxious to reduce the payment to a minimum, in order to derive some benefit themselves in some cases from the reduced rate of payment, is a reason why an independent person, such as the Inspector, should settle the difference between the schoolmaster and the manager; and that the Inspector, being a disinterested party, is more likely to fix a fair rate of payment than the manager, who may have some reason for making it as little as possible?—I could not think for a moment of imposing such a duty on the Inspector; it would take up his whole time.

8374. Are you not aware that in the model schools your Inspectors fix the rate of payment in the first instance?—Only in disputed cases.

8375. Is he not the supervisor?—Yes, he is; if a complaint is made that a child is overcharged, it is his duty to examine it, and rectify the matter, if necessary.

8376. Does not the same principle apply to the other schools?—I cannot hold that the Inspector should be required to investigate every particular charge in every school under his supervision.

8377. You have said that managers generally speaking were averse to making payments?—I did not say that they were averse to it, but I said, or intended to say, that they did not insist upon it. I think the managers do not interest themselves much about it; and, whether they do or not, I do not think that they take the trouble to make the children pay.

8378. You have said that the manager was not anxious?—I do not think that the manager is anxious, as a rule.

8379. Don't you think that the Inspector, from his position, is the party who officially should take the teacher under his protection, and see that a fair rate of

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payment is made?—I cannot conceive it possible for an Inspector to enter into all such cases.

8380. Is the Inspector not the natural protector of the teacher against the manager if the manager wishes to take advantage of his position?—I cannot consider, at all, that he is the natural protector of the teacher in any way; he is merely the servant of the Commissioners, simply to inquire and report on the condition of the schools; and if he were to undertake the the championing of the teachers against the managers I think he would find himself in an exceedingly uncomfortable position.

8381. What is the reason that induced the Commissioners to exempt the model school at Trim from payment of any school-fees?—I had no connexion with Trim at the time; but I believe that when the Trim Model School was opened (it was opened at an early period of the Board's history) there was a large number of poor children anxious to attend. If I remember rightly, from what I have heard, all religious denominations co-operated most anxiously in the success of the school; and, I think, it was on the representation, perhaps the joint representation, of the clergy of the town, Protestant and Catholic, that this relaxation of the rule was made.

8382. Was Trim opened before Newry?—I could not exactly say. I rather think it was. I think Trim was one of the earliest model schools.

8383. Newry is also in your district?—It is, but I do not know the exact time the schools were opened. I have never inquired into that.

8384. Can you state any particular reasons for inducing, so far as you know, parents to withdraw their girls from the Trim model school—any particular reasons except the natural preference to be given by Roman Catholic parents to a convent school?—I am perfectly aware that for the last two or three months, during which those convent schools have been in preparation the Roman Catholic clergy have told the parents of the children from time to time that they should attend the convent school; and on Ascension Thursday the Roman Catholic Bishop of Adelaide, attended in Trim and preached an inauguration sermon on the subject, representing, as I am informed, the superiority of the convent school.

8385. Then there was a direct interference?—There were special directions given by the clergy at their religious services, and privately, that the children should leave the model school and go to the convent school. Of course you will understand, that I do not state this of my own knowledge. I only give you what I have been told by the Inspector of the district, and the teachers of the school.

8386. You have no doubt of it?—I have no doubt in the world about it. There can be no doubt about it.

8387. Are you aware of a similar course being pursued in regard to other model schools, in places where there were model schools existing previously to the establishment of convent schools?—I think the same course was adopted in Newry, but that was before my connexion with it. I know that there is a great hostility shown to the model school in Newry by the Roman Catholic clergy, and a desire on their part to draw children to the convent school.

8388. Then there always will be, I presume, unless there is some change in the feelings of the Roman Catholic clergy, an antagonism between the convent school and the model school, so far as the girls' department?—I am afraid there will. I can see no means of averting it.

8389. In the convent schools are not the teachers of the schools obliged to adhere to all the rules of the Board as much and as closely, in theory at least, as in the model schools?—They are.

8390. So that, in point of fact, if a model school is well administered its administration would be the same in all points as that of a convent school, so far as religion is concerned?—So far as the time for religious instruction, and so far as secular instruction.

8391. Do you know have there been any female National schools in Newry or in Trim before the establishment of the convent school?—Not in Trim, but I cannot say in Newry. There are female schools in Newry at present, but I am not aware that they are attended by Roman Catholic children.

8392. That is what I mean?—I am not aware of that; I have only had charge of the Newry model schools since the 1st of January last, and have been only able to visit them twice.

8393. Is there any charge for admission into this convent school in Trim?—I am not aware. The convent school in Trim is not under the National Board.

8394. Is there any in the convent school in Newry?—I am not aware of it; I suppose so. I know that in other convent schools there is a charge made.

8395. Is that charge equal to the payment in the model school?—It is not at all equal to the payment in the model school.

8396. Master *Brooke*.—Mr. Fitzgerald, I believe that the master is always appointed by the manager?—In the ordinary schools.

8397. I do not speak of the model schools now. Suppose that the manager appoints an incompetent master, how soon will his incompetency be found out?—It will certainly be found out before he gets any salary, for the rule of the Board is that he shall not be paid any salary until he is pronounced competent by the District Inspector.

8398. How soon will that take place?—The duty of the manager in such a case is to communicate with the Education Office, and it is the duty of the Inspector as soon as possible to visit the school.

8399. That is, the District Inspector?—The District Inspector.

8400. For what purpose?—For the purpose of seeing the teacher if he does not know him. I may mention, however, that in practice the District Inspector generally knows beforehand whether the master is competent or not. The Inspectors are generally consulted by the managers, and very frequently recommend the teachers to be appointed.

8401. In point of fact, how long may a master continue in the management of a school before that examination takes place?—Well, I will put an extreme case as it occurs to me. If the teacher were appointed immediately after the commencement of a quarter, and if the Inspector did not receive notice of his appointment, or having notice, neglected to visit the school within the quarter, he would remain in the school till the end of that quarter and a short period of the next quarter, when the Education Office would call upon the Inspector peremptorily to visit and report upon his qualification.

8402. The District Inspector?—The District Inspector. But that is the very extreme case that could occur.

8403. But there is an annual examination, in such a case is there not before the Head Inspector and District Inspector together?—There is for classification.

8404. When does that occur?—In the case of male teachers there is a written examination in Easter week, and the oral examination takes place from about the 1st of July to the end of the year. There are ten districts under each Head Inspector, and of course a time must elapse between the examination of each. But the rule is that they must all be completed before the end of the year. In the case of female teachers the practice is somewhat different. They are not brought up simultaneously to a written examination in Easter week, but in their case the written examination and the oral examination are held in the same week, the written first and the oral afterwards.

8405. Now, in that annual examination, several schoolmasters, I presume in each case are not reported to take degrees?—There are some unclassed;—do you mean that come up for classification?

8406. Yes?—Yes; of course the majority are teachers coming up for classification.

8407. But still there are some who fail in that, who are not classified?—There are some who are not classified at their first examination.

8408. Now, I will take the case of an incompetent teacher appointed. Suppose the District Inspector comes within three or six months to examine him, that is not the same severe sort of examination as the examination for the degree?—Certainly not.

8409. He may then possibly pass him as one who may fairly compete for a degree when the examination of July comes round. Suppose he is not classified then, may he not then continue for another year in teaching, yet not admitted to a classification?—He may undoubtedly.

8410. Have you known instances of that sort?—I have seldom known instances of incompetent teachers remaining so long. I have known many instances of teachers remaining for a year without classification; in fact, most teachers must remain for nearly a year without classification, because unless they are appointed within a few of the early months of the year, they must remain till the following year without classification. If they are appointed immediately after the examination in Easter week, they may remain for a year and a half without being examined for classification. Of course, if an incompetent teacher has been passed by a District Inspector, he will remain for that length of time.

8411. And after the first examination he may remain another time before he can obtain classification?—Not at all. If he has been examined by the Head Inspector and the District Inspector, and found incompetent, he will be dismissed at once. If he is found not deserving of classification; but if he gives evidence of the probability of improving himself; if he answers to a fair extent, though not sufficient to deserve classification, it is optional with the Head Inspector and the District Inspector to recommend his continuance for another year. But they have the option of dismissing him when he attends the written examination. As soon as the exercises are marked by the District Inspector, and the dockets filled, they are all sent to the Head Inspector, and he is directed, before doing any other business with them, to return to the office a list of all those who appear in the written exercises to deserve dismissal. I got such a letter last week, calling upon me to deal at once with cases of teachers who having been examined in Easter week, appeared to me utterly unfit to remain in the Board's service, without keeping them for oral examination at all.

8412. What security have you as to the accuracy of the returns of attendances made by the schoolmasters—the value of the entries of the attendance of children?—The teacher is required, under penalty of the great displeasure of the Board, to mark the rolls every day before twelve o'clock, and to enter the number on the rolls in the Report Book. As the schools generally remain open till three o'clock for general instruction, and till half-past three o'clock for religious instruction, there is that period of time available for the District Inspector, in passing from one school to another, to go in and compare the attendance with the number entered. Any Inspector who is anxious to discharge his duty faithfully, will make it his business to do that, and I believe the majority, if not all, do so. By that means if the teacher has made a false entry it is detected on the spot. But it is possible that a child, after having been marked, may leave the school—the parent may require it—it may get sick. In that case, for the teacher's protection, he is required to keep suspended in the school a slate on which, if the child is able to write, it is to enter its name before leaving—and on which, if the child is not able to write, the teacher is to write its name. The number on that slate, together with the number present, should make up the attendance as entered in the Report Book. So far as my observation extends I am satisfied that the attendance in the majority of the schools, I would say 90 per cent. is marked most faithfully. I have made it a special subject of observation, and I found in the year 1865, as in other years, but in that year particularly, the number of children that I met present at my inspections amounted to 4,682, and the number of children in the same schools returned as the average attendance by the masters was 4,650, within thirty-two of the number I found present. I gave the means we have of securing accuracy, and I give this fact as a proof that these means are successful.

8413. Then, in point of fact, you believe that in the great majority of cases the returns are very accurate?—I have no doubt whatsoever about it.

8414. Do you receive much assistance in that particular from the managers?—I cannot call to mind any instance in which a manager took action on a visit to a school as to the attendance.

8415. How far do they generally visit the schools?—When I speak of managers, of course I speak of managers in the mass; there will be exceptions in both ways. As a general rule, the visits of managers to schools are extremely rare; and stranger still, even the visits of clerical managers, for the purpose of giving religious instruction, are extremely rare. So far as efficient supervision of the schools goes, there are very few managers who recognise it as a duty, and fewer still who discharge it. I have heard it stated by a high authority in the Catholic Church that it was not the duty of a manager to co-operate, so to speak, with the Inspectors in the details of school keeping.

8416. If any complaint is made against a schoolmaster do you find the managers supporting the schoolmaster?—I would say, as a rule, that the manager naturally inclines to the side of the schoolmaster *primâ facie*.

8417. He has full power of dismissing him if he pleases?—Certainly; complete power, without assigning any cause whatever.

8418. And without appeal?—And without appeal; and he exercises it, too.

8419. That has been done?—It has been done frequently.

8420. Rev. Dr. *Wilson*.—Then you have not a high estimate of the general efficiency of the managers of schools?—It depends entirely upon what a manager ought to be expected to do. If a manager is expected to take an active part in promoting the education carried on in the school, I must say that, as a body, they fail to do so; but, at the same time, I think the managers, as a body, take a very warm interest in their schools. They visit them occasionally; they are generally acquainted with their working, but they do not take an active part in forwarding the education. In fact, I have heard them say they leave all that to the Inspectors.

8421. Which should you say has the better opportunity of forming opinions, a Head Inspector of considerable standing, or a District Inspector, as to the attendance of the manager and his efficiency on the whole?—I would say that in his own district the District Inspector has the better opportunity; but the Head Inspector has a more extended scope for observation.

8422. Should you be disposed to take the opinion of the District Inspector?—I would, undoubtedly.

8423. Were the model schools early in view of the Commissioners of National Education?—So far as I am acquainted with the early history of the Board I think they were about one of the first classes of schools contemplated.

8424. What was the design of the Commissioners in reference to such schools?—They appear to me to have been established chiefly for the purpose of training schools.

8425. Mr. Blake was a Commissioner of National Education in 1835?—He was.

8426. Should you suppose him well qualified to state the design of the Commissioners of that day?—I fancy that, as one of the Commissioners, he should have been able to know what they were about, and to state their intention.

8427. Have you read his evidence given in 1835?—I don't remember to have read it in detail. I read extracts from it.

8428. Are you aware he testified that was the object?—So I have heard.

8429. In the query sheet appended to the report of

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1836 are you aware this question was put by the Commissioners—"Has the teacher been educated at any and what model school?"—I think that is still on the query sheet.

8430. That showed the design of the Commissioners in such schools?—Yes, the design of the model schools—preparatory training schools I would infer to have been the design of the schools.

8431. Are you aware it was designed to have candidate teachers accommodated in such model schools?—I am aware that it was intended to have provision made for the training of male teachers in model schools, but not female teachers.

8432. Are you aware that at an early period they designed to have 256 young persons so trained?—I am aware they contemplated a model school in every county in Ireland, and provision made for training teachers in each.

8433. How many in each?—I cannot speak with certainty.

8434. Should you suppose about eight?—I should suppose eight or ten.

8435. The report says eight?—Eight I find in most model schools is the number provided for.

8436. Are the Head Inspectors supposed to know the objects of the Board in relation to model schools as well as others?—I suppose they have the same opportunity of judging that every other person has. We read the Board's proceedings. I am not aware they have any interior knowledge of what is going on or is intended by the Commissioners.

8437. I suppose you have read most of the reports of the Commissioners?—Yes.

8438. Are you aware that Head Inspectors M'Creedy and Keenan, as well as other Head Inspectors, from 1848, have spoken of these establishments as designed to be training establishments?—That is the general tendency of their observations.

8439. Should the Secretaries to the Commissioners and the Commissioners themselves know the objects of these model schools?—I should say so.

8440. Are you aware of Mr. M'Creedy's testimony when examined on the subject before the Lords' Committee in 1854?—I am not.

8441. Turn to the 3rd volume of the Commissioners' report, page 235; you will find the following as the testimony of Mr. M'Creedy, then Head Inspector in the Ballymena district. He says:—

"This establishment is of a twofold nature, *intended* to serve as a *training seminary* for the preparation of our future instructors of youth, and also to impart a sound and comprehensive education to the children of all ranks."

Is that the design of these model schools?—I believe it to have been so.

8442. Are you aware whether the Commissioners ever issued an order to encourage classed teachers to enter district model schools as pupil-teachers?—Yes. They gave £6 per annum to encourage them to receive preparatory training.

8443. Have third-class teachers been trained in model schools under this rule?—They have.

8444. Should you regard this as showing they have been in use for that purpose, as well as for training young persons for the office of teacher?—Undoubtedly.

8445. Do the Commissioners, in their reports, to the present hour state that one of the chief objects of the model schools is to train young persons for the office of teaching?—They do.

8446. And are the district model schools actually training schools so far?—They are training schools, but not in the sense in which the central training school is a training school.

8447. What is the difference?—The difference may be inferred from this, that when a pupil-teacher has completed his preparatory training in a model school, he may come up for training in our central department. I would not consider a pupil-teacher, though he spent two years in a model school, as having been trained in the technical sense of the word.

8448. You mentioned that a fixed proportion of religious denominations is preserved by the Commissioners in the teaching staffs of the model schools?—Yes.

8449. That is not universal?—It may be slightly modified from time to time, according to circumstances, but I think it prevails as a rule.

8450. Could you say why this proportion has never been carried out in the Limerick District Model School?—I don't know anything of that school.

8451. Mr. *Gibson*.—Is it not modified to some extent by the state of religious denominations in the district; for instance, in Dunmanway?—So far as my experience goes, and I can go no farther, the teachers have been preserved according to their original religious denominations, without reference to any change in the religious denominations of the pupils. I have not known any alteration made in the religious denominations of the teachers to accommodate a change in the religious denominations of the pupils.

8452. Rev. Dr. *Wilson*.—Have you much experience of the south of Ireland?—None.

8453. If, in the Limerick Model School, for instance, there was a very small proportion of Presbyterian teachers, to what would you attribute it?—I would attribute it to the fact that, at the original fixing of the staff, it was not expected there would be an attendance of Presbyterians.

8454. I simply wish to know whether it is expected by the Commissioners local parties shall apply for what they would consider a fair representation?—I am not aware it is intended that local parties should apply. I believe they very often do.

8455. Did these schools from the first show a mixed attendance of religious denominations?—Always before the opposition arose to them.

8456. Does mixed attendance still exist?—There is a mixed attendance more or less. It is less in those that have been opened lately.

8457. You have said that in many places the attendance of Roman Catholics is not so great as formerly?—I said in the special schools I was speaking of; Trim, Newry, and West Dublin.

8458. Can you in any measure ascribe this diminution to the insufficiency of teachers, or the want of inspection, or any deterioration in the character of the institutions?—None whatsoever. I believe the model schools to be as efficient at this moment as they were at any period of their history.

8459. With the literary instruction acknowledged to be so good, are satisfactory arrangements made for religious instruction?—The Commissioners always take care, in selecting the teachers and pupil-teachers, to provide one at least of each religious denomination; so that the children may receive, from a teacher of their own denomination, the ordinary religious instruction. In addition, they invite the clergy of all denominations to visit the schools to give religious instruction, on stated days, which are arranged to suit the convenience of the clergy, as far as possible.

8460. Do these arrangements continue the same as when the schools were first opened?—Entirely the same.

8461. Are you aware, from reports, that the bishops and clergy of the Roman Catholic Church, and of the Established Church, and Presbyterian ministers, were satisfied with these arrangements?—Entirely so. They have stated so publicly on several occasions.

8462. Have the safeguards, devised at the first establishment of these schools for the protection of the faith and morals of the pupils, continued in force in these schools?—So far as I am aware they have.

8463. Have they answered their purpose?—Within my observation they have.

8464. Can an instance be given of any attempt directly or indirectly to tamper with the faith or morals of the pupils?—Never, within my experience.

8465. Have any complaints been made, by either parents or guardians of children, or by officers to the Board on this subject?—Not within my knowledge.

8466. What is your opinion as to the regularity of attendance of pupils in the model schools as compared

with the attendance in convent schools?—I consider the pupils at the model schools attend with a greater degree of regularity. I am prepared to submit to the Commissioners certain statistics to confirm that view.

8467. Kindly submit them?—The regularity of attendance may be estimated in different ways. The proportion of the attendances to the number on the rolls would be a test of regularity to a certain extent, however, that test would not be certain. Because if a teacher allowed the names of children to remain long on the rolls after they ought to have been struck off, the per-centage of the average attendance to the number on the rolls would be unduly low. On the other hand, if a teacher were to strike off the names of children off the rolls immediately after leaving, the per-centage of attendance would be increased in proportion. In 1865 a return was obtained from all the National schools in Ireland, giving the attendances on a stated number of days ranging from 220 days as a maximum down to 50 days as a minimum; less than fifty being given in bulk. I find on looking at this return, that in the model schools the per-centage of children who attended on 220 days was 15·3. That is 15·3 of every 100 children attended on 220 days in the model schools. I find that in the convent schools the attendance on 220 days was point one—that is, one-tenth of a pupil.

8468. In what district?—In all Ireland. And that in the lay schools, including the model schools, the attendance was one—exactly one pupil. Now lest I might in any way mislead the Commissioners, I wish to observe that I think it probable the Saturdays are included in the attendances at model schools. That is, the model schools are open on Saturdays, the convent schools are not; and, as a rule, the ordinary schools are not open for general instruction on Saturdays. Therefore, the model schools would, so to speak, have a start of the others. Deducting vacations there would be about forty Saturdays on which a pupil could attend in a model school on which he could not attend in other schools. I think it right to mention that, in order to prevent any impression that I wished to represent model schools more favourably than I would be warranted in doing. As I go down the return I find the attendance in model schools exceeds considerably the attendance in convent and other schools. If you wish I will give you the per-centage of attendances for every number of days from the beginning to the end of the return, beginning at 220 and going down. I have the return here. It has been given to me for the purpose of speaking from it. I can have a copy of it made.

8469. Is it from the office?—It is not exactly official, but it is made out in the office.

8470. Will you undertake to put in a correct return on the subject?—I undertake to represent to the Secretaries the wish of the Commissioners to have the return.*

8471. What is your opinion as to the proficiency of pupils at the model schools as compared with convent schools?—I have considered that very carefully, and I will sum up my opinion very briefly. As far as my experience goes, I know of only one convent school where the proficiency is at all as good as in the model schools.

8472. Which school is that?—That is the King's Inns-street school, in this city.

8473. What is your opinion of the attainments of the pupil teachers and monitors at model schools as compared with those at convent schools?—Of course there are no pupil-teachers at convent schools, but with regard to monitors, in my own experience I always found at the annual examinations that the monitors in Parsonstown model school exhibited the highest proficiency; they were always first at the examinations. Next after them came the convent schools. Always the monitors from the model schools exhibited higher proficiency than the monitors from the convent schools.

8474. The *Chairman.*—Do many of the pupil teachers from the convent schools obtain classification as teachers from the Board afterwards?—Certainly. As a rule, a monitress who has finished her course in a good convent school—because there are, of course, some schools not as good as others—but those who have finished their course in a well-conducted convent school would get a classification.

8475. Would they get a good classification, or remain in the lowest?—Certainly not in the lowest. I think a monitress who had finished her course in a well-conducted convent school would get first division of third class.

8476. Rev. Dr. *Wilson.*—Have you formed any opinion as to the difference between the average attendance at rural schools and at town schools? Is there a better attendance of children generally in town and city schools than in country schools?—I am not aware there is very much difference. I have not considered that point.

8477. Are there many convent schools in your group of districts at present?—I could not answer that question, for I have not yet been all through the districts.

8478. You have not made yourself familiar with all the schools?—I have not made myself familiar with all the schools in the group. I have only gone through five districts since the 1st of January last.

8479. Have you examined many monitors in convent schools?—I have, as District Inspector, as well as in model schools. I had four convent schools in my last district.

8480. Would you say that monitresses in convent schools show a marked superiority over monitors in model schools?—I would not consider so; that is not my experience.

8481. In what class of schools generally are senior monitors to be found?—All the monitors in model schools are senior monitors, and a great majority of the monitors in convent schools are senior monitors.

8482. In what schools do you find first class paid monitors usually?—In the convent schools.

8483. The Commissioners deal generously with that class of schools in the way of monitors?—So far as my experience goes, I am not aware that they do.

8484. I mean are not monitors allowed to remain in convent schools after the four years specified had expired?—They are; and sometimes also in ordinary schools.

8485. Would you say they are treated generously in that respect?—I would not say so. I would say that the monitors, having completed their course, were retained on the direct recommendation of the District Inspector. For my part I don't consider it a desirable practice; but I don't think the Commissioners would make a distinction in favour of convent schools.

8486. Have gratuities been paid to monitors of convent schools beyond the four years?—I think so, until the last year, when there was a rule promulgated on the subject.

8487. Are not the children in these convent schools so young that they cannot derive any advantage from attending school?—There are a great number of young children in convent schools. As a rule, I would not say they can derive much advantage from the literary instruction they get in the schools, in the sense in which more grown children derive it, but I think they derive a great deal of benefit from being in school.

8488. In what way?—From acquiring habits of regularity, discipline, order, and cleanliness; and from being brought out of the street.

8489. Are those the schools of which the Commissioners speak generally as the large and efficient schools under their care?—I can only answer that question inferentially. I understand that would apply primarily to convent schools, but there are other schools in the country to which the designation would apply.

8490. How many?—I could not say how many. I find that there are 192 schools in Ireland with an attendance above 100—100 and above in '65.

8491. Of those how many are convent schools?—I have no means of ascertaining that. I was going to say there are 444 schools with an attendance of between 70 and 100. I would say those two classes of schools

* This return, as used by Mr. Fitzgerald during his examination, will be found among the returns furnished by the National Board, Section XIII., § 4.

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include all the convent schools in Ireland. That is, of course, only as to the fact of the "large" schools. I cannot tell how many of these are "efficient" schools.

8492. Could you say how many of these schools derive benefit from this rule of the Board? In the report of 1866, at the top of the page it says—"In the case of a very few large and highly efficient schools, the Commissioners are prepared to appoint young persons of great merit to act as first-class monitors." Can you say to what class of schools the rule principally applies?—I have already said that in practice it applies chiefly to the convent schools in which the largest portion of first-class monitors are paid.

8493. Do you consider it fair to institute a comparison between young persons as first-class monitors, of very great merit and long service, receiving £17 a year, and senior monitors earning only £5 a year?—I would consider it very unfair to institute such a comparison; for this reason, that the first-class monitor is supposed to have completed his four years course, and got four years instruction as senior monitor—and if he got four years instruction as senior monitor before being appointed first-class monitor, it would be unfair to compare him at the end of five years, when he would be first examined as first-class monitor with a senior monitor at the end of one year.

8494. The education in convent schools is said to be gratuitous. Is there any exception do you know?—That is a subject on which I speak with great diffidence. I know that there are fees charged, and I have reason to believe there are other payments from the children, which though not coming under the head of school-fees, amount to a considerable sum in the year.

8495. Are they entered in any book of the school?—Not at all, they are contributions towards religious objects, in connexion with the convent.

8496. Are these amounts entered in the book?—Certainly not.

8497. Are any money entries in the books as in other schools?—Certainly, I have seen them, for many children pay school-fees.

8498. Do many of the children pay?—I would say not many, but some pay. It varies in different convents. I have known some convents in which the payment required is considerably more than in others.

8499. Do you make inquiries on the subject?—I made inquires on the subject as District Inspector. I am not in the habit of doing so as Head Inspector.

8500. Are you bound to make inquiries, at least you are as regards ordinary schools?—I was bound as District Inspector. When making the primary report I was bound to ascertain the amount of the school-fees which were received, but I should take the returns of the teachers as the evidence of that.

8501. Do the managers certify as an ordinary manager in reference to the schools?—Certainly. I may mention that in many cases, and those are on the increase, that the superioress of the convent is the manager of the school.

8502. But we have it in evidence that other parties are managers on some occasions?—On some occasions. As District Inspector, I found in Parsonstown district, for instance, four convent schools, and these four schools were under the management of the superioresses; there were two belonging to the same order, which were under the management of the one superioress, and the two others were also under the management of the superioresses of the convents.

8503. Do the children of the better classes attend these convent schools?—Almost all convent schools with which I am acquainted have two departments—a public department, so to speak, to which the National Board contributes, and a private department, or as it is called, a pension school. The children of the better classes—that is, of Roman Catholics—attend in the private department. The children of the poorer classes attend in the public or National department.

8504. Are the children of the better classes who attend the private department recognised as part of the school attendance under the capitation grant?—Never in any schools under my superintendence; I have heard of such a case, but I don't know of it myself.

8505. Do you concur in the opinion expressed here that in the last couple of years persons very imperfectly qualified have been admitted as teachers under the National Board?—For how long?

8506. The last two years?—I would not go that length.

8507. How far would you go?—I would go to the length of saying that the persons who come forward for the office of teachers are not as highly qualified as might be desirable, but I am not prepared to say that very imperfectly qualified persons are admitted as teachers. Certainly not, in my experience.

8508. Before their approval do many teachers act as such for any length of time before they are approved of by the Inspectors?—The utmost length I conceive it possible for a teacher to act as such before he undergoes his examination by the District Inspector is two or three months; that is the longest period. He might act, but he would not be paid for it.

8509. But would they receive that payment from the time they are nominated as teachers?—They receive payment from the first day they commence to teach in the schools. They receive payment as probationers from the date of their appointment, and if they are subsequently classed at the general examination, they receive their class salaries back from the date of their appointment.

8510. Have you heard or known of teachers having received salaries from the Board previous to their examination and approval by the Inspector?—Not since the rule was made prohibiting it.

8511. In the public interest would it, in your opinion, be desirable that previous to the teaching in the schools, with the manager's sanction, the examination by the Inspectors should first take place, and the competence of the teachers be certified?—I think it would be very desirable that the teacher should be required to present himself in the first instance, before taking charge of a school. It would be much better that the manager should order the teacher to submit to such an examination, so as to avoid the unpleasantness of rejecting him after he has charge of the school. It is a less hardship to refuse a man an appointment than to examine him and reject him after he has got it.

8512. Did you find managers inclined to work harmoniously?—I have always been on terms of the greatest harmony with the managers in my districts.

8513. Are masters promoted in consequence of being put forward for promotion by the Head Inspector?—Not of direct necessity; but, as a matter of course, our recommendations are generally adopted, but they are not final. There is a rule prohibiting us from communicating to the teacher the result of the examination until the classification is approved or rejected by the Board.

8514. It has been stated that the Chiefs of Inspection often interfere in changing the decision of the Inspectors, chiefly when they recommend for promotion?—I understand that a power exists in the Chiefs of Inspection to alter our classification.

8515. Do you regard that as a grievance?—I should feel annoyed if it were done without consulting me, or giving me an opportunity of explaining what I had recommended.

8516. Had you not, as District Inspector, better opportunities of knowing the teachers and the state of the schools?—Undoubtedly. I think I can fancy a case in which the Chiefs of Inspection would be bound to interfere. The Head and District Inspectors might recommend a teacher for a higher classification than his qualifications would appear to warrant, and the Chiefs of Inspection in their duty of revising every document that comes to the inspection department would be, I think, bound to take notice of that.

8517. Do you think that would be a proper interference on their part, that it conduces to the efficiency of the system?—I think it would. I would like to have a controlling power.

8518. Mr. *Gibson.*—Is it not possible that the Chiefs of Inspection may know more respecting a teacher than the Head Inspector who only comes recently into a district?—That might be the case; but then the name of a teacher who is a candidate for promotion must be sent forward in the month of January in each year, by the District Inspector on a special form; that is examined in the office, and the candidature of the man must be approved by the office before he can be summoned, so that we have evidence in the fact of his appearance at the examination that his antecedents are satisfactory. The certificate of the District Inspector is examined in the office, and the teacher's antecedents are checked, and he is not to be summoned unless his school and his antecedents so far are satisfactory. The fact of being summoned is *prima facie* evidence that everything is satisfactory.

8519. Rev. Dr. *Wilson.*—May I ask you what is your opinion as to the training of teachers? Do you approve of training?—Certainly.

8520. Which do you prefer, that pupil teachers and monitors—that young people should come up for training before they take charge of schools, or that masters and mistresses in schools should continue to come up for training?—I should certainly be disposed myself to wish that every teacher coming to be trained should have some practical experience of the work of a school. I think the training would be more useful to him. On my own judgment I would say that.

8521. Do you regard the pupil-teachers and monitors as having received comparatively no previous training?—I would like to send them to an ordinary school either as principals or assistants for a short time before sending them up for training.

8522. The Commissioners have a rule that no teacher should reach first-class without being sent to be trained?—That rule has been rescinded a short time since. It would be difficult to uphold the rule.

8523. The *Chairman.*—To uphold the rule or rescind it which?—To uphold the rule.

8524. Rev. Dr. *Wilson.*—Have you known any of your teachers come up in opposition to the clerical managers of schools?—Frequently.

8525. At the risk of losing their schools?—At the risk and certainty of losing their schools.

8526. Have the schools been supplied with efficient teachers afterwards?—I believe they have been generally supplied with efficient teachers.

8527. Do you know Mr. Sheahan, the Head Inspector?—I do.

8528. I shall read his testimony for you and ask you do you concur in it—"The teachers holding schools under Roman Catholic clergymen are still prevented from attending at the central training institution in Dublin. This is the cause why many promising youths leave their schools to join the training classes, hoping at the close of the session to get appointments in schools under the management of the landlords or other influential laymen. Their places are invariably supplied with other and less promising persons, so that masters are becoming worse in this respect." Is that your opinion?—I would not say invariably. My experience of teachers leaving their schools in opposition to their managers is very limited.

8529. Have well qualified persons in consequence of this interference resigned their schools altogether?—I cannot call to mind any case in which a teacher resigned. I am aware they resented it very strongly.

8530. Do you know Mr. M'Creanor?—I do.

8531. Is he in your group of districts now?—He is.

8532. Here is what Mr. Seymour says as to "the combined hostility which a large portion of the Catholic clergy of the district have lately manifested against the attendance of teachers at the training department. Their opposition in this respect during the past year has been unremitting, causing the resignation of several highly qualified teachers, and rendering at least four good schools for that time practically inoperative." Does that testimony apply to your district?—No.

8533. Have you ever known Roman Catholics refusing to be trained?—I never did.

8534. Are many anxious to come but fear the consequences?—I believe, as a rule, the Roman Catholic teachers are most anxious to come up to be trained. They look on the prohibition as the deprivation of an immediate benefit, and, what perhaps they feel more, of the prospect of advancement in their profession, perhaps to the very highest office. I know nothing that exercises more influence on the prospects of teachers anxious to enter the service and distinguish themselves in it than the opportunity of being trained, and the advantages which it holds out in respect to them.

8535. Have you much knowledge of the schools in this Dublin district?—I have some.

8536. We have it in evidence that many are said to be bad?—I think so.

8537. It is said they are the worst specimens under the Board?—I would say there are as bad schools in Dublin as any I have ever seen.

8538. Can you account for this special condition?—I can to some extent. How I account for it is from the fact that the large number of denominational schools in Dublin not under the Board draw away a considerable portion of the children of the mechanics and children of the better, humble poor, if I can so describe it, and that the National schools are chiefly attended by the very poorest class in Dublin.

8539. Is there any relationship in your opinion between the efficiency of the Inspector and the improvement of the schools of a district?—I think there is the greatest.

8540. We have been told that an efficient Inspector will soon leave his mark on the schools within his district?—I should say so.

8541. Have you not had the best Inspectors in the metropolis?—I would not like to say that. I could not go that length.

8542. With whom does the location of the Inspectors rest?—Ostensibly with the Commissioners.

8543. What do you mean by ostensibly?—I mean that it is regulated in the office.

8544. By whom?—By the Chiefs of Inspection, I think.

8545. Has there been any Protestant District Inspector in Dublin?—Not until Mr. O'Callaghan's appointment.

8546. Was Mr. O'Callaghan District Inspector?—For a short time.

8547. How long?—About one year, I think.

8548. Can you say why there have not been Protestant Inspectors in Dublin?—I cannot say.

8549. Belfast and Derry may be taken, I presume, as Protestant centres. Who are your District Inspectors in Belfast South and in Derry?—Belfast South, Mr. John Molloy; and in Derry, Mr. Dugan.

8550. Of what religious denomination are they?—Both Roman Catholics.

8551. And both are very efficient Inspectors?—Both are, I believe. I don't know them personally, but they bear a high official reputation.

8552. Have you any experience of schools in the South of Ireland—I think you said not?—Not in the South; I have in the West.

8553. From your experience of the districts you have been in, are you of opinion that whatever united education exists is owing to the Roman Catholic clergy?—I should not consider that at all to be the case.

8554. Have the Commissioners, in your opinion, in many cases encouraged the undue multiplication of schools?—I have heard it so stated, but not within my own knowledge. I am unacquainted with the North or South.

8555. You are not aware whether they have done so?—I have heard of it, but I am not aware myself of its being done.

8556. May I ask, has your attention been turned to any of the Parliamentary papers of late?—I have seen a good many of them.

8557. Are you not aware that the Resident Commissioner has acknowledged that to be the case?—No, I am not. I cannot call it to mind.

8558. Have you read this in Parliamentary Paper

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473, Session 1867, page 3:—"Had anything approaching to compulsion or inducements been held out to procure attendance of Roman Catholic pupils at these (model) schools, much might have been said against them. But so far from this being the case, the Commissioners have never refused to endow in the immediate neighbourhood of a model school, a well-conducted rival school under Roman Catholic management, though well aware that it had been established for the express purpose of drawing away from the model school the Roman Catholic children who attended. And in so doing, the Board incurred the censure of many of its warmest Protestant supporters." Were you aware that the Resident Commissioner had so testified?—I was not until you read it.

8559. Rev. Mr. *Cowie.*—With respect to the word "schools," in the return of the number of schools in the Reports of the Board, can you tell me whether it means what we call in England a department, or does it mean a boys' school, or girls' school, or infants' school together?—I think the word school always means a department.

8560. In the Board's Report?—I think so. For example, in the county of Antrim the number of mixed schools is 382; that would mean boys, girls, and infants.

8561. All count separately?—All count separately. Each school has a separate roll number, and so far is considered a separate school. But there are cases in which the infant department of a school, being under the same roll number, would be considered as one school.

8562. So that is not quite certain?—It is not quite certain. I apprehend you are considering a school in which there would be different departments under the same immediate management; that does not exist to any great extent in Ireland, except as regards male and female schools.

8563. But it exists, to a considerable extent, in the returns we have got from the Church Education Society in which each school for boys counts separately from the schools for girls?—That is the case also under the National Board; but when I say that the word school means a department, I wish to guard myself against saying it always means that an infant department comes under the same rule too.

8564. In your model schools in which pupil-teachers are brought together to be trained, is any provision made for their moral or religious instruction?—I should say it is provided for in the same way in which the religious and moral education of the teachers is provided for. They become members of the congregation of the place in which the school is located, and become subject to the advice and instruction of the ministers of the different denominations. I would hardly go the length of saying that it is necessary to provide special religious instruction for them.

8565. But we have it in evidence that the religious education of the students in the training institutions or model schools seems hardly provided for in any way?—Not provided for by the Board.

8566. You do not provide for them, and yet these young people in the model schools, these pupil-teachers, or monitors, are not in a condition to be left to themselves in that respect?—I don't think they are left by themselves. I think, as members of the congregation of the place in which they are placed, they receive the same religious instruction that the children of any resident of the district receives. I would say this, that though our system of education combines secular and religious education, I think there is a distinction, and a very serious distinction, made between the two by the principles of the National Board. Our system is based principally on secular education. It affords opportunity for religious instruction, but it has never given special religious education. There never, that I am aware of, has been an instance in which it has contributed to special religious education in schools or in the training department, even to buying books, out of which religious instruction is to be given.

8567. Suppose it is taken for granted such a system is satisfactory, how could you justify taking these young people away from home, from their parents, with whom they live, and placing them in a model school, without religious instruction?—They are under the superintendence of the teacher, who is there in *loco parentis*. They are under the supervision of the District Inspector, and under the supervision of the local clergy, the same as the children of residents.

8568. If the master of a model school happen to be a Protestant, and several of these pupil-teachers are Roman Catholics, is due provision made in that respect?—Not as regards their religious instruction; but I may say as to their moral supervision it is. I don't think that the fact of their religious denomination being different would render the master less responsible for their moral conduct in the model school.

8569. And do you think the result of the system is satisfactory in this respect?—So far as my experience goes, it is. I have no reason to think it otherwise.

8570. I see in your report for 1866 you say that the months of April and May in which the Educational Census was taken, were months that were not at all suitable for the purpose?—Yes.

8571. What month in the year would you consider the best?—It would depend a great deal on the state of the weather, but I think both these months are entirely unsuitable for the purpose. The attendance is low at all rural schools in both these months.

8572. What other month in the year would you take?—I would select the month of February, or the early part of March. In June or July also the attendance in my districts is large compared with what it is in other months.

8573. In page 181 of your report for 1866, in noticing the censures which were passed on the National system, you quote an opinion expressed by Baron Von Holzendorff praising the education in Ireland as above that of Prussia. As you quoted this, I suppose you thought it was worth quoting?—I considered it worth quoting. It is in the Census Commissioners' Report, and the whole passage is quoted from their report.

8574. Did you know whether this foreign gentleman had any opportunity of knowing anything about the matter?—I know nothing about that. I found the statement in the Census Commissioners' Report, and my object in giving it was to show that the Census Commissioners did not concur in the opinion of the system which the opponents of it sought to establish; and I gave the extract from the Census Commissioners' Report which contains that passage, in which I remember he is called a distinguished Prussian.

8575. Are you acquainted with the Prussian system at all?—Not at all. I have never been on the Continent, and therefore I am not able to say anything about it.

8576. Do you agree with that opinion of this distinguished Prussian?—I have no means of forming any opinion on the subject.

8577. You have expressed an opinion that it would be unwise to make the children of poor people pay for education as a general rule under present circumstances?—Under present circumstances, after being so long accustomed to gratuitous education.

8578. Are you aware that in old times children paid 2*d.* a week to the hedge schools?—I believe they did, and even more.

8579. Do you think it would be impossible now to get these payments made generally?—I think it would be attended with great difficulty, and that the effect of it would be to cause a great deal of dissatisfaction and contention, and that it would interfere materially with the attendance at the schools.

8580. Is not the legitimate inference that the existence of gratuitous education has, to some extent, demoralized the people?—I consider it so. I consider gratuitous education is not valued at a higher rate than what people pay for it.

8581. Do you believe it would be possible to lay a portion of the expense of public education on the localities?—I think it would be perfectly possible. I see no obstacle in the way of it, except the principle.

8582. In what way would the principle be an objection?—It is opposed to all our views as to what ought to be done in the matter; it is new; I see no difficulty in an assessment for educational purposes, which is, I presume, what you refer to, beyond this, that it is a new idea, and not generally accepted.

8583. Is it not a fact that all initiation of schools is left to voluntary effort in Ireland?—Entirely, except model schools.

8584. In districts where schools are needed, and no resident proprietor is found to come forward and offer a site for building a school, or act as manager, would it not be reasonable to make that landlord or locality responsible?—I would be glad to see a proposition that the locality and the proprietor should be made to contribute to the school.

8585. Mr. *Stokes.*—Under your present system the master, in order to pass the examination successfully, must be acquainted with the substance of the National Board books?—Yes.

8586. Would it not be better for the Board to put out a manual for the teacher, containing all that he is expected to know and answer at an examination?—I would not think so. I think such a manual would, if I understand you aright, be a condensed summary of knowledge prepared for the teacher, so that he would not have to draw on his powers of study; of comparing, assimilating, and converting to his own use the information contained in our books, but simply cram himself, before being brought up for examination. I think it would not tend to improve his intellectual knowledge at all.

8587. Would you consider it right that the whole contents of your five books should be acquired by your teachers?—The whole contents of our five reading books? That is only a portion of the books. The teacher is not confined to them.

8588. What other books does the examination extend to?—It extends to all the books published by the Board—the entire list. There is a treatise on grammar, geography, mensuration; there is a treatise on Euclid; there is algebra; there is natural philosophy and logic; agricultural class books, and others; in fact, an entire course of education.

8589. A large portion of the books is elementary?—They are so far elementary that they must contain the elements of these subjects, but they are not confined to the elements.

8590. A large portion is out of date?—Perhaps portion of the scientific knowledge is a little antiquated, but that is the least important portion of the books.

8591. You don't consider it would be a good plan to have a manual in the same way as in France?—I don't consider it is a good plan to condense all information required for teachers into one book.

8592. The *Chairman.*—Do you consider it would result in cram?—I think, as I have stated, that it would result in cram entirely.

8593. Mr. *Stokes.*—How is the present system not a system of cram?—Because it is expanded over a large number of books. The teacher must make up the subjects as contained in these books. If you condense information into one book he will make it up entirely from that, but now he must learn an entire set of books for the purpose of answering a few questions on each subject.

8594. For the third class, is not the standard extremely low?—That depends upon the construction put upon it by the examiner; I think the third class standard is about what might be required by the Board of a teacher entering the service. I think the present probationary standard is too low. I consider the third class programme the lowest that should be accepted from any teacher.

8595. Did not the Board draw up a book of Scripture lessons?—Yes.

8596. Was not that a religious book?—It was; it consists of certain selected passages of Scripture.

8597. Was it not a religious book?—It was a religious book.

8598. Wasn't it published at the expense of the Board?—It was published at the expense of the Board.

8599. So it is not correct to say there was no money expended on religious instruction?—There was no money expended on special religious instruction.

8600. With what view do you admit infants into model schools?—With a view of having them subjected to the course of training suitable to infants, according to the system known as the infant school system.

8601. Have you many infant schools?—Every model school has an infant department.

8602. In ordinary schools have you many infant departments?—No, not many, compared to the number of schools.

8603. Freedom of conscience exists in this country?—No doubt.

8604. Do you think that a Roman Catholic priest is not as free to recommend his people to go to the school that he considers best for them as a clergyman of the Established Church is to recommend his people to go to a school connected with the Church Education Society?—Most undoubtedly.

8605. You would not consider that a Roman Catholic priest was deserving of condemnation, or to be held up to public odium because he recommended his people to send their children to the school which he thought was the best for them?—Certainly not.

8606. In what sense do you speak of *the duty* of a priest who becomes the manager of a National school?—If you ask my own opinion upon the matter, I consider that whoever undertakes the management of a school undertakes to a considerable extent the superintending and working of the school, and to inspect himself the secular instruction of the school. I don't think, as a rule, the managers in Ireland do that.

8607. Roman Catholics, I suppose, form the poorest portion of the people of this country, do they not?—Well, the mass of the poorest people are Roman Catholics.

8608. Do not these poor people contrive somehow or other to support their clergy?—They do; but not the poor people alone. They assist the rich in doing so. They bear their share.

8609. Do you think that if the school in a Roman Catholic district were regarded more in a parochial light as one of the institutions, the priests would not only tolerate but approve of and support it; and that some portion of the fund that is now spent exclusively on the clergy might be applied to the maintenance of such schools?—I think not. I think the National school is and has been regarded throughout the parts of Ireland that I am acquainted with as a parochial school by the Roman Catholic people, and I don't think its being so regarded stimulates local enterprise in support of the school.

8610. Have they been so regarded by the Roman Catholic clergy?—I think so.

8611. Do you find many instances in which they spend money in support of the schools?—I have known some; not many, but undoubtedly some. I would not wish to be understood as passing censure on the managers, for, under the circumstances, they do, no doubt, as much as can be expected from them; but I would wish them to do a great deal more.

8612. Mr. *Gibson.*—Have you found many residences attached to school-houses in your district?—I have not.

8613. Have you thought much on the subject?—I have both thought and written on the subject.

8614. Would it not promote the interests of education to have attached to each school-house a residence for the teacher, with a garden that would afford vegetables and some other assistance, and enable him to set an example of neatness and order in the district?—I believe there is no one thing that could be done at the same expense that would have so useful an effect on the education of the country, for it would tend to fix the teacher in the school and give him an interest in the school, which he does not now feel. The sufferings of many teachers, male and female, for want of suitable lodging in connexion with their schools, or even near their schools, are very great, particularly in the rural parts.

8615. Would not the example of the teacher have a

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good effect on the locality?—It would have a moral effect on the locality, which would be calculated to do a great deal of good.

8616. Have you ever thought of the propriety of having libraries in schools for the purpose of encouraging a taste for reading and self-education as well as giving information, and what effect it would have?—I have often thought that one of the great drawbacks and great difficulties in the way of education in Ireland—that is the education that should proceed after the child leaves school—is to be found in the great want of books within the reach of the humbler classes. I think that in fact nothing could be done that would be attended with better results, or tend more to establish a taste for reading than access by the children, and persons after they leave school, to suitable books; and, if we could establish libraries in connexion with schools, it would produce very good results.

8617. Is there any insurmountable obstacle in the way of having libraries attached, so that the more advanced pupils at school might obtain a desire for knowledge?—I think the difficulty would be found in the selection of books to form the library. I think it would be difficult to agree upon a miscellaneous collection of books that would not be open to cavil of some sort or other.

8618. Natural history and a few other subjects that are not open to objection, could be introduced?—I would almost venture to say that the attempt to form school libraries would be unsuccessful on account of the difficulty of pleasing all parties, as to the books to be used.

8619. Do you not think, yourself, that by looking over a list of books it would be possible in a short time to make a collection of say a hundred volumes that would not be open to cavil?—I think it might be possible to do so.

8620. You know the books published by the "Society for the Diffusion of Useful Knowledge." Could not selections be made from them that would be suitable?—Perhaps some would be suitable, but not all of them; I have seen many that would not be suitable.

8621. Do you not think that the demand for such books might create a supply to meet the demand?—It is possible. And, if such a thing could be done, it would have a tendency to encourage a taste amongst the people for reading after they left school. I wish they had something else to read besides the newspapers.

8622. Do not our own school-books form part of their reading?—Yes, and I am glad they have access to such a collection of books.

8623. The *Chairman*.—Do you think the masters are under paid or sufficiently paid as a class?—They are not well paid as a class, but in some grades they are.

8624. In what grades?—In the higher grades, if a teacher can attain to them, he receives something like adequate remuneration for his services; but in the other grades they are entirely insufficiently paid.

8625. What would you consider a master second of third worth to the State?—I consider that no man should be retained as a teacher who would not be able to raise himself out of that rank after two or three years' service under the Board. I believe that was the original intention in establishing this division of second of third; a man was, in two years, to raise himself to a higher position.

8626. What is he worth to the State if he is unable to get out of second of third in two or three years?—Certainly not more than he receives.

8627. Is there practically any limit to the time in which he may remain in second of third?—None whatsoever.

8628. Are there many such persons?—There were 730 males, including principals and assistants, and 587 females in the second division of third class at the close of the year 1866.

8629. Supposing the general salaries of masters were raised, should you recommend that no master should be suffered to continue more than five years in second of third?—Certainly. I would say three years. I would oblige him to get out of it as fast as he could, for the longer he continued in it, the less able he would become to leave it; it is while a man is young and fresh that he is best able by study to raise himself.

8630. Should you be favourable to a system of paying partly by results?—Decidedly. I would be very much in favour of such a system.

8631. Should you consider it desirable, or consider that part of their salaries ought to be fixed by classification?—I do, a considerable part of their salaries, at least one half.

8632. Do you find much tendency to overcrowding among the convent schools?—In general, the school-room is much too large for the attendance, but I found in the King's Inn-street school-rooms here the building was very much overcrowded.

8633. Do you consider it desirable, as they are large schools as a class, that the number of pupils they receive among them should be in proportion to the square feet of accommodation they give?—I think it should be limited on that account in special cases.

8634. Rev. Dr. *Wilson*.—Have you any observation to make in reference to the children of respectable parties attending the schools?—I have had experience of something of that kind in Parsonstown, where I was stationed for six years as District Inspector. The schools were established shortly before I went there, and met a great deal of opposition, in fact, as much as could be brought to bear on them by the Roman Catholic priests. But by degrees we overcame it, and before long the attendance was about half and half—half Protestants and half Roman Catholics. During the time the attendance was very small in consequence of the opposition, I admitted several persons above the rank of National school pupils. I admitted them not only without hesitation, but with pleasure, because I knew that the mixing of these pupils with the poorer classes would be attended with mutual benefit to both. The mixing of the two classes is a thing very much required in this country. I might, if it was not thought below the attention of the Commissioners, quote an authority that bears out what I say. In the history of Tom Brown's School-days one of the circumstances told of him is that he attended at the parish school, and we cannot suppose the writer of that story actuated by any desire to make the children of the rich encroach upon the education of the poor.

8635. At what rate would you make these children of the better classes pay?—We have no power to charge more than *5s.* a quarter.

8636. But they always pay at the highest rate?—Certainly, always; and I may mention that I never made the slightest concession to them in any way, more than to the poorest child, or altered the school rules for them in any way.

8637. Is there no distinction made in the way of social scale in the school?—None whatever, and I never had a complaint on the subject. In the convent schools I find the children of the rich and poor taught entirely apart and not allowed to mix at all.

8638. Would you say that to any extent the children of the better classes attend the model schools?—No, I would not; nor the ordinary National schools under my supervision, to any extent. I think it would be wrong, however, to keep them out so long as there is room for them. In many cases the model school has uprooted every other class of schools, therefore the better classes are driven into the model school. To many people too, who are obliged to keep up appearances, the payment of even *5s.* a quarter may be a matter of some importance.

8639. Mr. *Gibson*.—On account of that intercourse of the classes in the school a kind feeling is promoted between them. Is it not so?—Unquestionably. It was on account of that reason that I said I admitted the better classes with pleasure.

8640. In many parts of Ireland there is a want of mutual intercourse amongst the classes, and is not the school often the connecting link between them, which elevates the lower whilst it does not depress the higher?—Quite so.

[Adjourned.]

TWENTY-SECOND DAY.—DUBLIN, TUESDAY, JUNE 9, 1868.

PRESENT:

The Right Hon. The Earl of POWIS, *Chairman.*

The Right Hon. The Earl of DUNRAVEN, K.P.
The Right Hon. and Most Rev. The Lord Bishop of MEATH.
The Right Hon. Mr. Justice MORRIS.
WILLIAM BROOKE, Esq., M.C.
Rev. DAVID WILSON, D.D.
Rev. BENJAMIN MORGAN COWIE, B.D.
JAMES ARTHUR DEASE, Esq.
JAMES GIBSON, Esq.
SCOTT NASMYTH STOKES, Esq.
WILLIAM K. SULLIVAN, Esq., PH.D.

GEORGE A. C. MAY, Esq., Q.C., D. B. DUNNE, Esq., } *Secretaries.*

The Most Rev. Dr. DORRIAN, Roman Catholic Bishop of Belfast, sworn and examined.

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The Most Rev. Dr. Dorrian.

8641. The *Chairman.*—Has your lordship had occasion to give attention to the various questions connected with the question of education and of the National Board in Ireland?—To many of them, my lord.

8642. Have you ever been a patron or manager of any of the National schools?—I have been a patron of a school in my own parish, formerly, for some twelve or thirteen years—a male and female school.

8643. Were you satisfied with that school as to the goodness of the instruction given?—The school was successful, but I must take leave to say that its success was more owing to the persevering efforts of myself and people than to the aid received from the National Board. I shall explain, if your lordship wishes. When I went to that parish I found the school-house a very wretched one. It had been a wretched farm-house, and the people were of the farming class. This was at the time of the famine, when they were not very well able to contribute money to the building of a school. The school was then a mixed school of boys and girls, to which I had a very great objection. I was most anxious, if I could, to raise the school a second story, so as to have the girls separate from the boys, and the boys separate from the girls, and I applied to the Board for some aid to enable me to do this. I was not able to give them a lease of the ground. The landlord, of course, was not known to favour schools of the kind, and I came to Dublin, where I remained for some two or three weeks, using any little influence I could obtain for the purpose of inducing the Commissioners to give me some aid. At the time I was doing this the average attendance at the school was about 40, boys and girls both. At the end of three weeks I came home, having been told by an influential friend that I was very likely to succeed; but after a fortnight I received a letter from the Commissioners, signed by the Secretaries, saying that they were very sorry that they could not accede to my request, inasmuch as the lease of the school could not be vested in the Commissioners. I was obliged then to appropriate the halfpenny collection—what we call the copper collection at our chapel on Sunday—to the raising of this school a second story, and with the help of the collection I was thus enabled to open two schools—a male and a female school—and those two schools, which when combined had an attendance of only 40 attendants, came to have in the male school from 80 to 90, and in the female school above 100. I had then a difficulty when the numbers, particularly in the female school, swelled, and became 72½ on the average for six months. I had great difficulty in obtaining an assistant teacher. I was refused an assistant teacher by the Board on the ground that the average should be 75, whereas with me it was only 72½. However, I happened to know a model school in the county of Antrim where the average was only 28, and also a common school in a large town, where the facilities of education were very great, and where the average was under 60, and in both of those schools I found there was an assistant teacher. I wrote to the Board a letter in stronger language, pointing out that the spirit of the legislature was rather in favour of a school like mine, where the facilities for education were comparatively few, than in favour of the other places where I found that the munificence of the Board had allowed assistant teachers to be appointed, and I then succeeded in having an assistant teacher granted, but not till then. That school has remained a very satisfactory school since. Well, I was then withdrawn from the parish, but my administrator remained behind. I believe that the population has diminished since, and that the numbers are not just so great at present as they were.

8644. In what year did that correspondence take place?—It was, I dare say, about the year 1848 or 1849.

8645. Mr. *Dease.*—That was when your lordship was acting as parish priest?—I was parish priest at the time. I had just been appointed parish priest a little before that.

8646. The *Chairman.*—The school, I presume, was a non-vested school?—A non-vested school. The old school had been vested in a committee, the members of which committee never visited it, or expended one single halfpenny on the school in any way, and when I was appointed parish priest, it was my duty to look after the school, and see if I could make it efficient in some way.

8647. Under the rules of the Board, the Board in no case gave assistance to building non-vested schools, I believe?—Yes, they had given assistance. The rule before that time was different. They had given the large sum of £25 towards the fitting up of that school at first. It was a thatched house—part of it slated, and part of it thatched, a farm house—and they gave £25 to the fitting of it up; but in giving that £25 they insisted that it must be vested in three trustees, thus obtaining security, that it should be always used for the purposes of a National school.

8648. If you had been able to obtain a proper lease of the premises should you have had any difficulty in getting assistance from the Board?—I dare say not. I should think not—but of course not having obtained the lease, I was left without the assistance, and I had to make the best of my school I could.

8649. Is it within your knowledge that cases often occur where difficulty arises in obtaining either a freehold or leasehold site for schools?—Oh, yes, my lord, those difficulties are very great and they are very numerous.

8650. Do they often arise from the owner of the land having only a limited interest in it from its being a settlement?—Well, not always, for there is an Act of Parliament which will enable any landlord now, no matter how limited his interest, to grant a site for a school. It cannot therefore arise from that. It will arise I dare say from the disposition of the landholders not to favour such schools.

8651. Is the Act to which you referred just now commonly called Keogh's Act?—Yes, my lord.

8652. Does that, in your opinion, give all necessary facilities in cases where landowners are willing to give sites?—Oh, yes. It enables a landlord to give a site in perpetuity. There is this condition, that he is obliged to get a market rent for the land. An owner, whose powers are limited, could not make a free gift of the site. He is obliged to charge a rent so that its marketable value may not be depreciated.

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The Most Rev. Dr. Dorrian.

8653. In the schools which you have just mentioned, and of which you were the patron, was there any mixture of religion in the pupils?—There was. There were some Protestants and Presbyterians, but they were few. At one time not more than one, two, three; afterwards again the number increased to seven or eight.

8654. Was there any Protestant school in the same parish?—Yes, there were two, about two miles distant each from this central part of my parish, and another, I dare say, about half a mile.

8655. Were they under the National Board?—One of them was under the National Board.

8656. And was the other under the Church Education Society?—Yes; one of them was under the Church Education Society, and the other was the school of a private benefactor.

8657. Was your school situate in the village?—It was in the centre of a rural parish. The nearest post-town is two miles distant; but it was in the centre of the parish.

8658. Was there a large population round the school?—Within a radius of two miles. The mass of the population would be within a radius of a mile and a quarter, and the greatest distance that any child would have to come to school would be about three miles. Not many would have to come so far.

8659. And was either of the other schools that you have mentioned situate in a village?—Yes; the Church Education Society's school was situate in a village.

8660. And were those Protestants that came to your school, living nearer to your school than to either of the others?—Yes; I know some were living about equidistant from my school and the other National school. However, I think that the superiority of the teachers at my school, and its management, perhaps, induced them to come.

8661. Were there any Roman Catholic children attending either of the other two schools?—Seldom any.

8662. Speaking generally, at the present moment, of those National schools of which you have knowledge, is the elementary instruction in reading, writing, and arithmetic efficiently given in the schools?—I think that will greatly depend on the teacher. Of course I need not say that there is the greatest difference at all in teachers, both in their acquirements and in their capability of imparting them, and hence one school will be well managed, and its children well educated, when another school of the same kind will be very different.

8663. Are the masters of the National schools in the neighbourhood of Belfast, with which you are acquainted, masters of high classification?—The classification at that time was different from what it is at present. At that time, in the training school here, a teacher could be classified as the professor pleased; and very often teachers were classified, getting first of first, who at present would have to remain for years out teaching school, and advancing themselves by attending examinations, before they would attain to so high a classification.

8664. Then do you consider that the standard for the higher classes has been raised gradually?—Yes; I think it has been raised in the way I explain—that at first the professors gave their classifications rather freely, that latterly the classification has been restricted; but I am not prepared to say that the restriction of the classification is, in every instance, the rule of what is fair and impartial.

8665. Do you think that the raising of the standard of the higher classes has had a beneficial effect?—It has in one way a beneficial effect; but I do not think that the amount of education imparted depends exactly on the classification of the teacher imparting it. For my own part, I would prefer to have always a teacher of lower classification.

8666. For what reason?—For the reason that the person would work harder—would apply himself more to his work, and would not have the same notions of his own superiority; whereas, generally speaking, the higher class teachers, unless that they are looking out for promotion to inspectorships or something of that kind, will be satisfied with having attained their high classification, and will not devote the same attention to the school, or to the management of the school.

8667. Do you consider that a teacher below first of third is satisfactory?—Oh, yes, my lord. Sometimes even assistant teachers are the most efficient teachers that we have, and in many schools the burden of the education will rest upon the assistant teacher more than on the head teacher.

8668. Do you think that it would tend to make the schoolmasters more attentive if a portion of their payments were derived from results?—I have always made that a rule with my teachers—always gave them whatever salary they had a claim to by their classification, and then gave to them all the fees they could earn, making it their interest to increase the number of their scholars, and to keep their roll at the highest.

8669. What were your arrangements with regard to religious instruction in your school?—The arrangement made was that religious instruction should be given on Saturdays only. No religious instruction during the school hours from ten to three. But I may say that the teachers were zealous and good, and took special care to take the Catholic children every day after three o'clock and give them religious instruction. That was voluntary, however. It was not compulsory on the part of the teacher.

8670. Then on the Saturday was the religious instruction given in the school-room?—In the school-room, from ten to twelve.

8671. Was that given by the teachers or by yourself?—By the teachers. The instruction given by the clergy was given on the Sunday, at the Sunday school; but the clergyman often interfered after the school-hours at the other instruction given on week-days.

8672. Then did you attend at the school-house on the week-days after three o'clock?—It was not in the school-house that the instructions were given. The teacher always took the children into the church immediately adjoining, which, I think, had a very beneficial effect on the children, because it taught them an inclination towards religious practices, which, I think, were useful and effective in their training.

8673. Did you visit the schools on the Saturday to see how the teachers were conducting the religious instruction?—Oh, yes, frequently, but not always. My occupations kept me at that hour otherwise engaged, except occasionally, when I was able to glance in at the work going on. On week-days I frequently visited the school, and frequently spoke to the people publicly in the church about the necessity of sending their children to the school, and of having them well educated now when they were young, and before they were called to trades, or obliged to leave the country, and would not have an opportunity again in afterlife.

8674. Have you ever had any experience of Irish-speaking districts?—Not any, my lord. There is only one parish in the diocese now, I may say, in which Irish is spoken. That is the island of Rathlin. There is a little Irish spoken in some parts of the county Antrim, the lower part, and in some parts of the county Down. But they all can speak English, so that it is not necessary now that they should have a clergyman who should know Irish, except in that one parish of Rathlin.

8675. Have you any personal knowledge as to whether the National schools have been advantageous in extending the knowledge of the English language?—Oh, I dare say they have been. At all events, they have been ancillary to the extending of a grammatical knowledge of it. I suppose that if the National schools had never been established English would be the language that all the people would be speaking now. I should think so.

8676. With regard to the elementary schools, do you find that the rules of the National Board impede the co-operation of the members of your Church?—Yes, I think to a great extent they do. They control the books, and they also, of course, prevent religious instruction going *pari passu* with the other instruction.

8677. Do you consider that it is advantageous or

disadvantageous to have practically one set of books running through the country?—I do not think that one set of books could possibly be compiled to suit the wants of the various denominations in the country. I cannot conceive the possibility of one book being so compiled as to teach a Protestant what a Protestant as such ought to know, and at the same time teach a Roman Catholic what a Roman Catholic as such ought to know—in almost any branch.

8678. In what respect should you propose that the rules, with regard to books should be altered?—I think the books should be left entirely at the disposal of the manager, for it is to be supposed that the manager would be a person whose religious sympathies would be in unison with the pupils attending the school. I have brought with me a book at present in circulation under the National Board, in which there are various passages which I object to being read by my pupils. They are in the Fourth Book—both in the poetry and the prose—very objectionable passages. There is a passage given here, "The Character of an educated Gentleman," and I think the character that is given would be a very objectionable character for a child to be taught to follow or to imitate. And I believe, too, that justice is not done to the author whose name is attached to it, because this is not the kind of gentleman whom he there recommends, I think. He rather brings him to a different *finale* from what it would be expected that the purport of this character would lead to. And there are some pieces of poetry here, from Shakespeare and others. One of them appears to approve of suicide. Another is I think quite too much of a love tale. I do not think that passages of this kind should be put into the hands of children.

8679. Mr. *Gibson.*—Does your lordship refer to the last edition of our Fourth Book?—Yes.

8680. The *Chairman.*—Which are the passages to which you refer?—One in the poetry is at page 359, a scene from "The Tempest." "The Character of the Educated Gentleman" is in page 361; another passage is "Mariana," page 143; another is page 84. If I understand it aright the last stanza or verse of that leads the party to commit suicide.

8681. If an unrestricted choice of books was left to the managers without any *imprimatur* of the Board, would not cases arise in which books might be chosen that would be disagreeable to one section of the children in mixed schools?—Oh, yes; but I am supposing a case my lord in which the managers would be always under the control of their clergy, and would be advised by their clergy as to the books which should be used in the schools. I am speaking of managers of that class—only of such managers. I do not think it would be a good plan to allow any manager who should open a school to introduce into the school any sort of books he chose. Wherever there was a system established I think there should then be a certain set of rules to guide the manager, and I dare say the managers of most of the schools in the country would be clergymen of the various denominations, who would be the most competent judges of the kind of class-books to use in the school. We have for instance, the Christian Brothers' books—books of this sort seem to me totally unobjectionable. Any one of those books would be found perhaps not only equally good in imparting education but for my taste I would say superior. We consider it therefore a great hardship to be limited to a class of books to which we object.

8682. If there was no controlling power in the Board, what security would there be that managers of extreme religious opinions would not introduce some books that would render it difficult for people of other religious persuasions to attend the schools?—The managers could be made amenable to this law: that they should use no books in the schools but such as would be approved by the heads of their religious denominations. The Board would have that control. They would have the security of the approval of the heads of the various religious denominations for the class-books that would be used in the schools.

8683. Do you think that that check would be sufficient to give security to parents of children of other persuasions?—I may speak certainly for the Catholic Church. I am quite satisfied that such control would give security that the Catholic children should not be taught anything but what their parents would approve of, as naturally their parents would wish them to be educated as their chief pastors would wish. I think that would be ample security.

8684. I was referring rather to cases in which there are children of different denominations in the school. Do you think that an approval such as you have mentioned would secure books being sufficiently moderate in tone?—No, my lord; I cannot conceive a case in which we will get a book to please parties of various religious denominations—I cannot conceive that case. I am satisfied that a book that would please a Protestant would not please a Catholic, and *vice versâ*, whether it be from a statement of history or the way in which the book would be compiled, or a question of taste, or the way in which education should be imparted by it. I am sure there must be differences, and would always be.

8685. Are there any other points except as regarding books in which you would desire an alteration of the rules of the National Board?—There is one other point. I think that as information comes both through the senses and through the intellect, education should be imparted by the senses as well as by the intellect, and therefore that religious emblems should be before the children, to teach by representation, and in a more easy and familiar way, what they ought to know than books could impart to them. I think that a great portion of a child's education is to be found in what we call the surroundings—its teachings are in the air, and the tone of the place, and the way in which the various acts are performed; and I dare say, if I am not too diffuse in giving the information to the Commissioners, that all this will be very apparent to any one who will visit a school conducted by the Christian Brothers. I have gone into one of their schools very lately, and after visiting a school in which there were 150 boys, I was taken by the teacher to another separate school-room to see another class, and then after going round the various classes we came back to the first, and the teacher said, "We will look in again." I said, "No; I have been there just now." He said, "We will look in, just that we may see that we have lost nothing by being absent." Now there was not a single controlling individual in that room while we were away, and when we opened the door not one of the 150 boys lifted his head from his work to see who was coming in. There was perfect silence—a dead calm—in the room. I said, "This is surprising. I could not believe it possible to control 150 little urchins as you have done. How is this accomplished?" "We work on the conscience," said he. "The boys there all work from motives of conscience; they know that God's eye is upon them; they know this is the work they are bound to do; that the days of schooling will not be always, and that on the way in which they spend four or five hours here daily will depend the amount of education they will receive."

8686. Would the cheap Scripture prints that are published by various societies in England be objectionable to Roman Catholics if they were hung up in the schools?—Of course I cannot say that, for I do not know what those prints are. I have had put into my hands a set of books circulated by the Society for the Diffusion of Useful Knowledge, and I was asked had I any objection to their circulation. Well, I examined those books, and I must certainly do the gentleman the justice of saying that I never saw class-books so unobjectionable as they appeared, except in one way. They were otherwise all that is fair to a Catholic. They stated the true account of the Titus Oates' Plot (and all such was very fair), acquitting Catholics of having anything at all to do with that plot. Still I wrote to the party to say that, notwithstanding the unobjectionable manner in which these books were got up, yet, if I myself read them for two years and knew nothing but what was in them, I must be a Protestant.

8687. I was speaking not of books, but of cheap prints that are made for putting up in cottages and in

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schools on religious subjects?—It will depend on what the subject of the print is. No doubt there may be a great many Protestant prints unobjectionable, but we should not expect to find many Protestant prints which we should think would suffice for Catholics. For instance, if we should wish to show them one in which there would be represented a man dying, a priest administering the holy communion, and the candles lighted, and the people on their knees, Protestants would not represent as we represent that dying scene. And these pictures make an impression on the minds of children, and teach them what they could never learn out of a book at all. Protestants and Catholics would have different methods of representing these different scenes. We might also wish to represent the various sacraments being administered, and no Protestant prints could give a Catholic that education. As I have said, I am quite sure there are many Protestant prints that would be quite unobjectionable, but they would not be sufficient. I think, like the books, the main objection is that they would not be enough, for we have so many positive dogmas that it is necessary for us to have more of these representations. Hence, I cannot conceive that they would be sufficient.

8688. Have you any experience with respect to the model training establishments in Malborough-street?—I have no immediate knowledge of their training except through teachers who have been trained at them, and from what I have heard; and, of course, not being resident in Dublin, I have no personal superintendence or knowledge of them in any way. But I understood from persons who had been trained that they were not a very suitable place for training young teachers, particularly young females.

8689. Have the masters and mistresses of whom you have any knowledge been efficiently trained as regards the power of communicating instruction?—Yes; some of them were very good teachers. I always took special care to obtain that class of teachers who were properly qualified.

8690. Are there many masters and mistresses that have been trained in Marlborough-street in schools in Belfast under Catholic management?—Oh, my lord, yes there are; but latterly not so many, because latterly the bishops have felt so decided an objection to the system of training in Marlborough-street that they have prohibited their teachers from going there to be trained, and they now take teachers from convent schools or Christian Brothers' schools, or any other place they can get them, if they find them properly qualified. There are, no doubt, of course, many of the National Board teachers very properly trained—very well qualified.

8691. Then would the Roman Catholic managers in your diocese be restricted at the present moment from taking their teachers from Marlborough-street?—Not only in my own diocese, but in no diocese in Ireland are they at liberty to take any teacher from Marlborough-street, by a resolution come to by the prelates; and any Catholics who are in the training schools, are there in opposition to their pastors' wish.

8692. Is your objection to the training establishments in Marlborough-street that the pupils there being of different religious denominations, there is not sufficient provision made for the religious education and supervision of each denomination?—It is even more than that. My objection is, that there are a great many abuses allowed to exist in these training schools. I can speak, of course, more of the training schools with which I am myself particularly acquainted. In the model school of Belfast we have had, some years ago, a very gross case of travestie of some of the most sacred rites of the Catholic Church. We have had the pupil-teachers establishing on Saturday evening a mock tribunal of confession, and putting their fellow pupils through the process of making their confession to each other, and of receiving a form of absolution, and when that transpired there was the utmost difficulty in getting at it or in having an investigation. The Board, of course, ordered an investigation, but the parties who had been ordered to hold it showed every difficulty, and no facility at all as to getting at the facts, and the facts had to be forced out by some of the parties concerned.

8693. In what year did this take place?—I cannot say exactly the year, but it would be about nine years ago; but I can easily ascertain the year if your lordship wishes.

8694. Were you Bishop of Belfast at that time?—That was immediately before I was appointed bishop; but since I was appointed bishop I have known an instance of a boy who was dragged to receive Protestant instruction across the yard of the model school from one room to another, and when he was seen crying by one of the assistant teachers, who was passing, and the assistant teacher said—"Don't cry child; is there anything the matter?" and the child said—"Oh, yes, they are forcing me to receive Protestant instruction, and I am a Roman Catholic." The assistant teacher said, "Of course, he would protect him, as he was himself a Catholic."

8695. Who were dragging him?—One of the teachers of the establishment. He was a supernumerary teacher of the establishment.

8696. Was that case investigated?—It was investigated to a certain extent, because I myself wrote to the Chief, and the way in which I was called upon to write I shall explain, if your lordship pleases. I was called upon by one of the teachers who was in the habit of giving religious instruction to the same boy. The teacher was a Roman Catholic. He called on me to say, that the Inspector of the district had written to complain of him to the Board, and that the Board had written to him a sort of mandamus, requiring him to apologize to the Inspector. I asked him why, and he said—"Because I did not turn that boy out of my school when he came into it to receive religious instruction." I said—"Was not the boy a Catholic?" "Yes," he said, "he is; and I see him every Sunday in St. Malachi's Church." He had been at the model school before, and had been registered a Roman Catholic; and this teacher believed him to be a Roman Catholic, and did not turn him out of his school. In the meantime he had for a time been withdrawn from the model school, and then afterwards re-entered by his father or some person as a Protestant, and this was unknown to this Catholic teacher; but the Inspector thought that the teacher had not done his duty, as he had not gone to the register and found that the boy had been registered a Protestant. The teacher said—"I did not know that for he always attended my class, and I always see him still at the present time going to the Roman Catholic church." I said—"In this case I do not see what you have to apologize for." I then wrote to the Chief of Inspection asking, was it the rule of the Board that one of their officers should be required to apologize for doing simply what was his duty and to say that he was sorry for doing what he could not help; and, further, was it the rule of the Board that he should be required to apologize without being given an opportunity to explain what he had done. I received a very long confidential answer to that letter, my lord, in which I got many questions answered but the ones I had asked. The whole affair ended very quietly, for the teacher was removed to a branch in Dublin, and since that he has been removed to another place; and the Inspector has got an appointment in London; and the child and his parents have left Belfast; but the child is now frequenting a Catholic school, and still going to a Roman Catholic church. And I felt that that was a most unwarrantable interference with the child, as the child was some fourteen years of age and able to judge for himself.

8697. Was the attendance at the Protestant instruction being required from the fact that he was at the moment registered as a Protestant?—Simply, my lord, and of course that was technically correct and proper, but that was not known to the teacher, nor had he the slightest reason to suspect it.

8698. Had the child been re-registered as a Protestant by his parents?—The child had been re-registered a Protestant, but it turned out that the re-registering

as a Protestant was done by some trick, for afterwards, when the child was removed from Belfast, I made inquiry after him, and I found that the child was still going to a Catholic school. There is another instance which occurred at the same model school.

8699. The child being at that time registered as a Protestant would it be the duty of the Protestant teacher to see that he attended his religious instruction?—He had never attended Protestant instruction up to this day. He had always attended the Catholic instruction, and was considered to be really in his proper place when there.

8700. Had he been attending Catholic instruction while registered as a Protestant?—Yes, he had, up to this, because that was the instruction he had attended before, and the little boy never dreamed of anything else, as he was nothing but a Catholic.

8701. Then do you recollect how it happened that on that particular occasion he had been required to attend Protestant instruction?—Oh, I do not know. It was a trick of the teacher who dragged him to receive Protestant instruction. I do not know what was the motive of the teacher in doing it. The teacher was a Protestant. Very possibly he knew that he had been registered as a Protestant. Whether he knew anything of the antecedents of the child or not I cannot say, my lord.

8702. The child being registered as a Protestant *primâ facie* it would be the teacher's duty to see that he attended his religious instruction?—Yes; that would be just one of the difficulties which will turn up. The boy had one parent a Catholic and the other a Protestant. The child had been reared a Catholic and had practised in that religion while at the model school before. He was taken away, and when brought back again the register was changed, and although he was not disposed to change his religion, and was still receiving Catholic instruction, the teacher of the model school drags him per force to receive Protestant instruction.

8703. Do you consider that there was any question of illicit proselytism involved in that case?—Well, I could not exactly judge as to the motives of the persons doing it. But it appeared to me that the model school was rather showing facilities for proselytism by throwing obstacles in the way of the boy attending the religious instruction he wished to attend.

8704. By whom could the boy have been registered on his second entrance as a Protestant?—I cannot say, my lord. Very possibly by the Protestant parent.

8705. The Earl of *Dunraven*.—Which was the Protestant parent, the father or the mother?—I think the father was a Protestant; but the father had paid no attention to the education or habits of the child previously, and then the question naturally suggests itself—did some person put the father up to do this, which he would not have done otherwise? There was another instance. The mother of three children, whom she had withdrawn from a National school, in another part of the town, brought them one morning to the model school to be registered. One was a boy and the others were girls. When she brought the girls to the female teacher, who was, I think, a Protestant, to be entered and registered, the teacher asked her "What is your religion?" "I am a Roman Catholic," she said. "What is the father's name?" So and so, replied the mother. "What is his religion?" asked the teacher. "He is a Protestant," she replied; "but the children are to be registered Roman Catholics." "Oh, well," said the teacher, "I cannot do that till the father comes and consents." The mother then said that the father had no objection, and that this was the religion in which she had reared the children, and the female teacher then refused to register them. The mother then said, "Well, then, I will not have them educated here. I brought them from another school to have them better educated here, but if you want to alter their religion I will take them away. She went home with them, and the porter of the school (I have this statement from the woman's own lips, and she is a credible and trustworthy person)—the porter, she told me, went next day to the street, and inquired where she lived. He did not see her, but the neighbours told her that the porter of the model school had been there looking for her, and she said "What does he want with me?" She subsequently heard that he had come back again to look for her. She did not see him this time either, and, to prevent any broil at home, she went over to the model school again to ask what did he want, and said he "You are the woman who would not let your children be registered Protestants?" "Yes," said the woman. "Well," said he, "it was to see their father that I wanted to find your house."

8706. The *Chairman*.—You consider that it was an improper precaution that in that case the consent of both parents should have been required before the child's creed was finally registered?—I feel simply that it was an improper interference on the part of the official of the model school. I think the teacher of the model school should have no power to interfere with the religion of the child one way or the other.

8707. Do you think that in these cases it would be always safe to take the word of one parent as giving the consent of the other?—Yes, my lord, I believe the rule is to take the religion of the child from the person who comes to enter it, and that is a safe rule. Whoever has authority to put the child to the school that same person presumably has also authority to state what is the religion of the child, and I do not think it would be right or prudent for the managers of the school to go further than that. Somehow or other that must make their schools the means of causing dissension between parents on the grounds of religion.

8708. Do you consider that the schoolmistress was going beyond or contrary to the rules of the Board in making this requisition?—I believe so. I believe certainly that it was contrary to the custom and practice of the Board, and if it were in accordance with one of the rules I would say that rule was an improper one. I know of another case somewhat similar, too, connected with the same school, where the child of a mixed marriage was sent to the model school and registered as a Roman Catholic.

8709. At Belfast?—At Belfast. And the authorities of the model school wrote a note by the child, a little boy, home to the father, but this note came into the hands of the mother, and it was open; and when the mother saw what it was about she thought the quietest way would be to throw it into the fire, and she did so. And on the second day the child brought home another note which was open in the same way, and she saw it was simply asking the father to interfere and have this child registered a Protestant. She burned this note, and on the third occasion a note was sent by post to the father. Now I don't conceive that it was the duty of any of the officials of the model school to interfere in any way and so disturb the peace and harmony that was existing between the husband and the wife.

8710. Do you know in what year this case happened?—It is not more than four years since, my lord.

8711. Was there any complaint made of it at the time to the authorities of the model school or to the Board?—Complaint was made by me, and I investigated it and I went to the parent. I know that the father is since dead. The child was withdrawn from the model school at the time, but my object was to learn was what I had heard true, when I found that this was quite true, as well as the other case in which the porter had gone in quest of the father.

8712. Do you recollect the names of the children of whom you have just spoken now?—The name of the first is Sloan, and the second is Canmer, very respectable people. Their parents are respectable people, and that is another objection I have. The last person that I have mentioned is of too respectable a class to send children to a model school. They are quite able to pay at a very superior school for the training and education of their children.

8713. Then do you think that it is the habit of persons to send their children to model schools on account of the cheapness of the terms?—Yes, I think so, my lord.

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8714. I believe at Belfast the pupils pay something?—They do pay very highly, as I shall state to your lordship by-and-by if you will permit me.

8715. Does the attendance of those better-class pupils tend to keep out the poorer children from the model schools, or is there room for both classes?—No, my lord; I don't think the model schools are suited to poor children at all. I think that the high charges and advanced fees, and the whole system and tone, are not at all what would encourage the poor to go near them; and I think that the education imparted in the model schools is given to a class of children whose parents would be able to pay for them at respectable, proper schools.

8716. Then is one of your objections to the model schools, that the charges are too high for the poor, and too low for the middle class?—I think so; for it is well known that some of the higher class people, in a very respectable sphere of life, take advantage of the model schools, to save money, and send their children there, with their servants on jaunting cars, and thus also their servants go to take them home again.

8717. Then you think that it is an unnecessary application of the public money, to provide education for persons of that class?—I do not think that the legislature ever intended to extend the National system of education to the higher orders, but that it should be applied to the lower classes of the community.

8718. Then you would advocate the abolition of those model schools?—For many reasons, my lord, for others besides the one that we are now speaking of.

8719. Will you mention the other reasons of objection which you have to the model schools?—One main reason, of course, is that the religious teaching is entirely excluded, and that that is manifested in the deportment of the children who are taught at the model schools. I can speak from my own experience that children trained in the model shools come from them with a tone that, I think, as members of society, is very objectionable. They to some extent become imbued with airs and notions that are unsuited to children; there is a degree of stubbornness, of indocility, of conceit about them, so much so that the children, whether boys or girls, when they come from a model school either to Christian Brothers' schools or to convent schools, are at once known, and until they are trained and brought into the tone of these schools they are considered a great drawback. I have a great objection altogether to the tone of the teachers themselves in the model schools. There is not a spirit of union or kindliness amongst them, but of bickering and criticism of each other which I should be sorry to see spread among little children, and among that class of persons whom we must look upon as being what I said.

8720. Would it be a satisfactory arrangement, if ministers of the different persuasions were attached to the model schools to attend to give religious instruction at stated periods to the pupils?—That was tried, my lord, before, and it turned out not to be either practicable or advantageous.

8721. Was it ever the case that the Board paid chaplains for their attendance at any of the model schools?—They never paid chaplains, but they had chaplains appointed to give religious instruction. There was at one time a Roman Catholic chaplain attending the model school in Belfast, but he was withdrawn by my predecessor, and his experience led me to the belief that it is not desirable to see the thing repeated.

8722. In what way did it work badly?—Well, the fact of two or three different clergymen coming to the school, brings immediately before the minds of the children the difference of religion, and instead of creating a harmony amongst them, it is the very best means to create disagreement and strife.

8723. Is it not the habit at the model schools to have separate religious instruction at stated hours?—It is given by the teachers.

8724. Then in what manner did the presence of the ministers raise that antagonistic and controversial feeling more than it would be derived from separate instruction by the ordinary teachers?—I dare say your lordship will see at once the effect that a clergyman going into a school of that kind must have upon his own community, and the influence his presence must have; and the kind of opposite influence also upon those of other communions. This must act necessarily: moreover the simple presence of a clergyman there would be a kind of acknowledgment that everything about it was right, whereas, in reality, unless religion is made to form a portion of the education given to the children a clergyman's presence would be wrong. He would be, as it were, approving of what was very deficient, and very deceptive.

8725. Did the behaviour of the children at the model schools deteriorate after the minister had ceased to attend for religious instruction?—I dare say that ministers still attend. No Catholic ministers attend; but I think, as I have stated already, that the deportment of the children is very bad—that their training in the model school causes their deportment to be very objectionable.

8726. Then I understand that the appointment of a chaplain to that model school in Belfast would not remove all objections?—I don't think it would. In the first place, he would have no control over the appointment of teachers, and would have nothing to do whatever with the literature that was introduced into the school, and so far too, as a clergyman was concerned, he would have no authority. All he can do is to give instruction at stated hours, but he cannot interfere with regard to abuses in different departments, and his presence would be a kind of screen over the deficiencies of the system.

8727. How would you propose that the masters of model schools should be appointed?—The Catholic Prelates, of course, you are aware, cannot consent in any way to have the appointment of teachers removed from their own control, and it is a function the prelates of the Church cannot abdicate. They must, somehow or other, have control of the appointment, either by way of veto upon an improper teacher, or by having the appointment of a person whom they know to be judicious; and from my own experience I can state to the Commissioners that a teacher whose demeanour is religious and whose deportment is proper will have more influence in forming the manners of children than the literature used in the schools would have. It would be very objectionable for the manager of a school, if he were a clergyman, not to exercise such authority or control over the teacher, or not to select a judicious and proper one—a person whose demeanour would be religious, and in every way circumspect and grave.

8728. Then are you opposed to any training establishment being maintained by the Board?—I think that any system of education with which the country may be blessed, certainly must have training schools; but that it would be idle to suppose that those training schools can qualify teachers for the different denominations by any one system of training. Any one system of training cannot turn out teachers qualified to enter a Catholic school, a Protestant school, or a Presbyterian school, simply from the same training.

8729. Do you advocate the training being left to voluntary effort, the Board regulating the qualification of their teachers on the result of their own examination and classification?—Not altogether, my lord. I think, a system of education that would be satisfactory to the country should be such as that the Government would have a control over it to a certain extent. The Government should be satisfied that, at all events, there would be a minimum of qualification which it would not recognise, and it should give assistance then to schools which would be conducted in a way that would prove that the country was receiving benefit from the Government support and assistance given to the schools; but the tone of the schools, the style of literature, and, above all, the religious training imparted in the schools, should be left in the hands of the clergymen of the various denominations of the children in the country.

8730. And how would you reconcile that with the exercise of such authority over training schools main-

tained by parliamentary grants as the State would require?—The State could appoint its Inspectors, who would be very competent judges whether the schools are efficiently worked, and whether the education imparted to the children, when they examine them, even in the secular branches, was up to the mark or the proper standard. If so, I think it would be the duty of the Inspector to approve of the schools, and say they were quite worthy to receive assistance from the Government. If they found that schools were inefficiently worked, and not giving satisfaction, I think they should withhold their certificate. Then I think that would cause the ministers of the various religions in the country to take care that their schools were efficiently worked, so as to give satisfaction to the Government that the proper *quantum* of instruction was imparted, and on the other hand, it would give the Prelates and the parents of the children every satisfaction and security that the religious training was, *pari passu*, given also.

8731. In your last answer do you speak of ordinary schools or training schools?—My answer will apply to both, because I don't conceive that the training schools can be properly conducted unless that the training will qualify the teachers for giving special instruction in the schools to which they would be devoted afterwards.

8732. Do you contemplate the training establishments being wholly managed by the Board, or, as in England, maintained by individual effort, and receive assistance only from the State?—I think that they should receive pecuniary assistance from the State, but at the same time be subject to certain reasonable rules which would give the State perfect security that the money had been properly and duly expended. I mean also that the teachers who go out to impart education in Roman Catholic schools in the country, should come from an establishment that would have the approval of the heads of the Roman Catholic religion.

8733. Do you contemplate the establishment being a purely Government institution, or being an institution under individual management, with assistance from the State?—Yes; but I think the Government control should be such over it, that it would still be a Government institution. I think the machinery of the establishment should be kept up by the Government, but the training, or instruction, or teaching, should come from a staff of professors or others put in by the ecclesiastical authorities, or with their approval, and what I say for the Roman Catholics, should, I admit, be the same for Protestants or Presbyterians. I conceive they are the parties who would best impart religious instruction. The Presbyterians, probably, may not think that the religious element is so absolutely necessary. I think, from the way public opinion is running latterly, the opinion is prevailing much that revelation might be dispensed with altogether, and I note that as one of the evils growing from the present system, for while we advance that principle we are likely to make the schools dangerous, and generate a bad spirit, a spirit that might not, perhaps, be in the direction of loyalty.

8734. Are there any convent schools under the Board in your diocese?—There are in the town of Belfast two large convent schools, and there is another in the town of Downpatrick.

8735. Are you satisfied with the regulations of the Board as regards convent schools?—Not altogether.

8736. On what points are you dissatisfied?—I might say, with regard to the teaching of the nuns, that the childrens' comportment and deportment is worth all the money they get. I would know one of the little girls trained by the nuns any place I met her, and what I say of the nuns I can say also of the Christian Brothers. Whilst the Sisters of Mercy in their schools give a superior education they are paid very badly. The Commissioners are aware they have only a capitation grant, and they are generally persons who, by their own vows, sever themselves from the world, and apply themselves to this, as one of the duties of their state, to educate the children in the country. With regard to the convent schools, I have to mention one case, and it is one that tells very much against the assistance or the convenience which the present Board of Education has given them. In a large manufacturing town like Belfast it can be very well understood by the Commissioners that in the factories we must have a large female population working hard from before six in the morning until after six o'clock in the evening, or thirteen hours a day. In the summer and winter seasons a large number of these poor little girls who are taken at a very early age from their parents' houses, some of them, indeed, not having parents in town at all, but drafted in from the various counties in the province to find employment in the mill, are left without parents to superintend or educate them, and thus very much, indeed, to their own discretion. Now, a large number of these children, amounting to about 500, have been got to attend the nuns' schools for two hours every winter evening, and the nuns, I must say, have specially an influence over that class of the female population that no other teachers could acquire. Ordinary school teachers could not in any sense acquire that influence that the nuns have over them. The nuns have brought, I say, to the number of about 500, these poor girls to their schools after working all day, and they there spend about two hours in reading, writing, as well as learning the Catechism, and they receive also a lecture from the nuns how they are to deport themselves, to keep from the streets, how to avoid bad companions, and bad associations, and the instructions with which they are imbued are valuable, I should say invaluable. Well, the nuns who educate these 500 poor girls find that the immense extra labour and fatigue is very highly taxing on their own efforts and constitutions, and knowing that assistance has been granted by the Board to other night-schools—that is, to girl-schools taught by seculars—they very naturally thought that by applying to the Board they could obtain some assistance, or that what might be called assistant-teachers would be granted at £6 or £8 a year each, or that monitresses might be appointed who would receive £4 or £5 a year each. At all events, they naturally expected some assistance would be granted to them. They have made every possible application on the subject without success, and I have even spoken to a gentleman, who was formerly one of the Commissioners of Education, with reference to it. When he heard the case he thought the thing was absurd, and that there could be no difficulty in getting assistance for the nuns educating these 500 girls, who, if not at the schools, would be doing nothing but learning mischief, or very probably be found in some of the immoral dens of that terrible town. This gentleman also made application on the subject, but failed too, and the schools are at the present moment without receiving the slightest recognition towards enabling them to educate those 500 females.

8737. Do the Commissioners of Education aid secular night schools in Belfast?—They do.

8738. For girls of that age?—Yes.

8739. What ages are the girls?—The girls enter the mills from after eleven years of age; and that class who would go to school remain there till they are twenty, and some much above that.

8740. Are these girls between the ages of eleven and twenty, not obliged to go to school for a portion of the day under the Factory Act?—No, they don't go to school, and if they did they would receive no instruction. These girls are too old for that. In fact, they are nearly all marriageable girls, but girls neglected in their youth, and who, perhaps, if they got any training at all, it was of a bad kind. I suppose the Commissioners are fully aware that the habits of factories and mills are not at all promotive of morality, or of what would be desirable in that class of the population; and it strikes me if the Legislature, in a wise spirit to promote the education of the poor, would wish to befriend that class, I could not conceive that there should be the slightest obstacle in the way of aiding the nuns, and of the Board giving them a cordial co-operation.

8741. Are there many other places besides Belfast where that class of schools would be required?—I

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think wherever there is any public employment that would keep the young girls away during the day hours, there should be a night school. It should be conducted with great prudence. It is a blessing that the nuns are able to obtain such an influence over the girls; that instead of their going probably to some vile haunts, they draw them to the school, and there, of course, imbue them with good notions, so as to send them home much better; and speaking of the morals of that class of persons, we find that the girls trained by the nuns are unquestionably the most moral of the population.

8742. Would you desire a special class of evening schools to be allowed in connexion with the convents for adult girls?—I would only ask that the Board would concede to the nuns the same or similar favours to what they grant to secular schools.

8743. How many of these secular evening schools for girls are there in Belfast?—There are many. There is no limit to them. Any person who wishes to establish a secular school in the evening has, like any day school, with regard to the attendance, only to show a certain *quantum* of sufficiency in attendance.

8744. Are there many ordinary National girls' schools under Roman Catholic managers in Belfast?—There are a great many. I dare say there are thirteen or fourteen, besides the nuns' schools.

8745. Do you find it more difficult to attach young women, at the ages you have mentioned, to these schools?—*These* would not go to a school presided over by a secular teacher. Their confidence is in the character of the nuns, who impart a religious tone, and instruct them in what girls ought to know.

8746. Are the nuns of the convent allowed to teach in schools outside their own premises?—They go out on Sundays to teach the Catechism to the children who are coming to confirmation, but they could not find time to give to all the grown girls. The grown-up classes would not go to a day-school, because they have attained to that age that they would blush to be seen going to a school, but in the evenings they slip out to the convent schools, and they there receive all reasonable instruction.

8747. Lord *Dunraven.*—In what year was the application made to the Board in this case?—The last application was made not later than two years ago, or within the last two years. I might state that the gentleman whom I asked to interfere said to me, after a conversation, that there was a great deal to be said on the matter.

8748. The *Chairman.*—Was there a formal application made in writing?—Yes, by the Superior of the nuns, not to one but to several members of the Board.

8749. That correspondence would be found among the papers of the Board?—I dare say.

8750. Lord *Dunraven.*—Was it to the Board or to individuals?—To individual members, I think.

8751. Not to the Board?—A formal application was made in the usual way through the Secretaries.

8752. The *Chairman.*—Do you know what answer was returned to the application?—Simply that it could not be complied with—that monitors did not work well at night-schools.

8753. What was the name of the convent that made the application?—St. Paul's, Crumlin-road.

8754. Have you any knowledge as to the sufficiency of the education given to children in the workhouse schools in Ireland?—I think the education there is very fair. In the workhouse of Belfast there is a teacher appointed with the sanction of the chaplain.

8755. Is the Belfast workhouse school under the Board?—Yes, the school is under the Board.

8756. Is the education there satisfactory?—I think it is just the same as in the common schools in the country. I should state, with regard to the common schools, that I think there is a great deal of what is laudable, and what is beneficial and advantageous in them, and that they have done a great deal of good, and are doing a great deal of good, and would do still more if the books were of the proper standard, and if the children were allowed to receive information by the senses as well as by the intellect, and if religion and the religious element were not excluded. Hence we look upon the common schools in the country as denominational schools, for they are mostly all that. There are Presbyterian schools and Protestant schools into which a Catholic never enters, and on the other hand, there are Catholic schools under the Board into which Protestants would not enter. Practically speaking, they are really unmixed schools.

8757. Is it unnatural that in places where each denomination is sufficiently numerous, and sufficiently rich, to maintain a separate school, the schools should assume a congregational character?—Very often, of course, the schools are attached to a church, or are near a church or meeting-house, and they assume a congregational character; but very often, also, the clergyman of a congregation will become the manager of 12, or 16, or 18 schools, scattered over the town in various parts, and I consider that that is rather objectionable. If a clergyman wishes to have National schools for the wants of his congregation, one, two, or three would be sufficient; but for a man to multiply schools leads to what might be dangerous. They might make them subserve objects that would not have been contemplated by the legislature.

8758. Is your lordship a guardian or visitor in any way of the workhouse of Belfast?—I am not a visitor. Of course I go there to give confirmation to the children; but there is a regular chaplain appointed to the workhouse.

8759. Are you able to speak as to whether the educational staff is sufficient in workhouse schools generally?—I dare say for the number of children the educational staff is sufficient.

8760. Do you desire any alteration in the relations of manager to the Central Office?—The relation or connexion between the manager and the Central Office is very fair, provided the manager had power over the books. I think it would be right that the managers should have a central body to whom they would be accountable, and with whom they could correspond. So far as that connexion is concerned I don't see anything to object to in it. I have heard many complaints as to the wonderful delays in the answering of correspondence, the receipt of salaries, and all that kind of thing; but, however, that is in the machinery of the business department. If there is any defect it is there it is.

8761. Are not these delays caused sometimes by inattention on the part of the managers?—I think not. I know of no instance where the delay has been caused by the manager. In none of the instances to which I refer has it been caused by the manager.

8762. What is your opinion as to the salaries of the different classes of masters and mistresses? Is it sufficient?—I agree with the general opinion that the salary is not sufficient. With the present increased price of provisions, in every way, and considering the fact that teachers are supposed to dress decently, and to assume a higher style, and acquire and keep up the influence they should exercise over the scholars, I do not think the salary is at all up to the mark it should be.

8763. Are you prepared to state what you consider the rates of the third class should be?—You will not get a young man now willing to devote himself to the teaching profession, unless he would have the fair promise or prospect of handsome remuneration, because as a bookkeeper and when he would be confined for only five or six hours a day, he may, if he be an intelligent person and of good address, get into a situation very easily, in which he will receive far more money.

8764. If the salaries of teachers were raised do you think it would be desirable to make it a rule that no teacher should be allowed to continue in the lower grade of second division of third class above three or five years?—Well, my lord, a teacher I think should have a prospect that when he has spent a number of years in the service, like a soldier who is drilled and exercised, he should be superannuated at some time with a pension.

8765. That is not the question?—I know, my lord. I add he should have a prospect, that after working hard for four or five years and that he could show to the

satisfaction of the Inspector that the work was done in a fruitful way—that the results were satisfactory, he should then receive an increase of salary. I think they should hope in three or five years to be able to look forward to that.

8766. Do you think if the pay of the teachers was increased it would be desirable to retain in the service for more than three or five years those teachers who have not succeeded in raising themselves above the second division of third class?—Well, I think after a person has entered on the profession of a teacher, and that he has received any kind of qualification, it would be very hard to turn him off and send him adrift to seek another employment or profession. I would take it for granted he should not receive the qualification of being able to teach unless he were so, and once appointed I think he should continue to act for twenty or twenty-one years, or any reasonable time, until he was unfit for the hard active work a teacher has to go through, and then he should receive superannuation.

8767. Does it not happen that a teacher who gets a low classification at first, in the course of a few years is able to raise himself to a higher rank?—Clearly, my lord; but I understood your question to be whether or not with reference to a teacher who had been once appointed, and who had not succeeded after three or four years in attaining a higher rank—it would not be desirable to let him go from the teaching altogether. I thought that was the question.

8768. Do you consider that a teacher who after three or five years is unable to raise himself above the second division of third class is a useful servant of the State?—No. There are some teachers who are themselves indolent, and who will not apply themselves at all, and who, therefore, of course will neglect study and neglect the public examination, and will miss being promoted. I don't see that they could receive any greater punishment than simply to let them remain at the lowest standard of the pay, and if the manager of a school thinks fit he could dispense with his services, and an influence of that kind operating upon the teacher would be the only kind of punishment to which you can well subject him.

8769. Do you think it would be unfair to the State to decline employing that class of man when he showed himself incapable of improvement?—If your lordship supposes the State has at all engaged him—has first employed him, I think it would be very unfair to turn him out, but I think it would be fair not to promote him, and it would be fair for the manager, if he were not satisfied with his tact, and application, and success in teaching, to get rid of him and let him get another school if he could. That is constantly happening. There are constant changes in that way. If I had a drone of a teacher in my school who simply cared if he had the average number of pupils, and who kept his school untidy, and let the children be untidy, I would tell him I would dispense with his services just as you would do with a servant in your employment.

8770. Have you had reason to complain of the non-observance of the rules as regards religious instruction?—Yes, I think that the rules of the Board are, in many cases, nugatory, and I think they are defective. I have taken a note of two cases in which I know that at the present moment, notwithstanding the change made in the rules of the Board, the Board's provisions for security are set at nought. They are both in the county Antrim. One is at Cairncastle, on the Antrim coast, and there, on Saturdays, religious instruction is given to the Catholic children in Sacred Lessons and Sacred Poetry. The teacher of that school explained to the Inspector what he was doing, but the Inspector, if he is to be believed, took no exception, and did not note anything wrong. The nspector visited that school on the 19th February and on the 20th October, 1867. The other school is not far from the first, and religious instruction is also still imparted there to the Catholic children by a person who is many years registered as an Episcopalian. That has been going on within the last six months. I don't think it is possible for the Board to superintend all the cases, nor do I think that even the manager can, himself, thoroughly give security against these infractions occurring where the teacher is permitted at all to give religious instruction to every one. If religious instruction is given by the teacher to any religion—Roman Catholic or Protestant—there is no security that he will not go over the mark, and say something he ought not to say.

8771. Are you satisfied with the action of the Board in those cases in which infractions of the rules are brought under notice?—It is so difficult to move the Board to act in a case of that kind, that if I had a case of the sort I would be slow to set the Board in motion. It would be a very strong motive of conscience that would make me write a letter asking them to move in the matter. I would feel it hopeless to get anything done in any reasonable time besides its being odious to do so.

8772. Have you known any cases where, in consequence of the mixed education system, any child has been induced to change his religion?—I have, my lord. I have known a case to have occurred in Belfast.

8773. Are the cases numerous?—No, not numerous, where the change will be plain and positive, but that the influence is in the direction of proselytism I have not a shadow of doubt.

8774. Does it often happen in the north of Ireland that in the class of persons who attend common schools a change of religion takes place?—Not in the common schools in the country districts. I think the common schools have protections and securities that are not to be found in the training schools. All our common schools, or nearly all, are under the management of the clergy—the parish priests or curates being managers of nearly all the schools we have. That is the case nearly over the country. Of course there are some lay managers. The manager has the appointment of the teacher, and he knows the morals of the teacher, or at least knows as much as to give him security that everything will be correct in the school.

8775. Are changes of religious belief common among grown persons among the working classes in the north of Ireland?—They are indeed common from various influences—I suppose both one way and the other.

8776. Do the gains and losses balance themselves pretty evenly?—I don't know indeed. I don't think we have any reason to complain. I don't think we are on the losing side in that way; but the losses are generally in the higher classes of society, where there is something more to be expected I suppose.

8777. Mr. *Gibson.*—At what time do the girls go to the factories?—At half-past five in the morning.

8778. At what time do the factories close?—At six.

8779. At what time do the girls go to the evening school?—Those children will go direct from the mill to the convent school without going home at all. It is extraordinary what these poor little children will do. They will take a small piece of bread with them in the morning, and then some one will bring them a little tea or coffee, and they will take that at nine o'clock for breakfast. At two o'clock they will go home for dinner, or they will bring a little dinner with them, and at the close of their work they will go to the school, and after leaving it they will take their supper when they get home.

8780. I thought you spoke of girls of an advanced age?—Yes. They are from twelve up to twenty, and above that.

8781. Now at what time does the school commence?—They generally leave their work about half-past six o'clock, and the school commences about seven.

8782. At what time would they leave the school?—About half-past eight or a quarter to nine. They generally spend two hours in the school.

8783. Do you think in a large town like Belfast, at particular seasons of the year, it is a desirable thing for young girls at that time of life to be going through the streets of a crowded town to some distance from the convent school?—It would be a great advantage if there was some distinct place to go to where they would receive instruction, but if they had no specified place to go, they would stroll about the streets, and they would see mischief, or perhaps go to the dancing-rooms.

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8784. There can be no comparison between the convent schools and the dancing rooms?—Perhaps you are not as fully aware as I am of the dancing rooms.

8785. Might they not go to the dancing rooms after leaving the schools?—The class of girls to which I refer would never do that. When leaving the schools the nuns would say—"Take care, and be modest when you walk along the streets, and do not let your voices be heard," and the girls would obey the admonition.

8786. You think it is safe for them to go to the convent school after coming from work, and to go home after half-past eight?—It is a positive blessing that they do go, for if they did not go there they would be in mischief. If you had ever been in the working districts of the town, your ears would have been disedified by the language of some of the girls there.

8787. In what other schools in Belfast are there girls' night-schools?—The Presbyterians have them. In fact, they are connected with any secular schools at all.

8788. I mean for girls' schools. There are a large number of boys' schools, but I cannot recall to my own knowledge, nor do I see any list of girls' evening schools in Belfast—I only see male schools?—Yes, there are girl-schools—and like the male schools are taught by seculars.

8789. But don't you think there is a difference with respect to young men going to night schools, and young girls going to night schools, and that one would be exposed to danger that the other would not?—If you spoke of a country place, where the girls would have to travel along a lonely road, your observation would be very correct, but I am speaking of a town like Belfast, where the girls would necessarily be in some mischief if they had not some place of attraction to go to to learn good.

8790. I think you said you applied to the Board for a grant for enlarging your school in the first instance?—I did.

8791. Where was that school?—In Loughinisland, county Down.

8792. Are you aware of the general rule of the Board that "Before any grant is made towards building a school-house, the Commissioners are to be satisfied that a necessity exists for such a school, that an eligible site has been procured, that a satisfactory lease of the site will be executed to the Commissioners in their corporate capacity." Did you know of that being a rule of the Board?—I object to the rule. That rule, with great respect, precluded me from getting the assistance which was absolutely necessary under the circumstances.

8793. Would the Board be justified in giving money to be expended on a site, the lease of which was unsatisfactory?—So far as security was concerned the site was secure, but I could not give a lease. The Board would have run no risk at all.

8794. The question was, to have the school vested in the Commissioners?—The requirement was to have a lease of the site. The site on which the old school had been built had been cut off from a portion of ground that had been assigned for the site of a chapel. There was no lease, and I could give no lease of the site, but it was appropriated for the purpose of a school, and would remain there appropriated to it.

8795. This school-house was built on the chapel ground?—Yes; but outside it.

8796. And included in the original grant of the ground on which the chapel was built?—I had no original grant. It had been built before I went there, by my predecessor. A boundary wall separated the chapel and school-house completely.

8797. The *Chairman.*—In whom was the property of the chapel vested?—In my predecessor and two others, I believe. I have no lease or document connected with it.

8798. Mr. *Gibson.*—A satisfactory lease could not be made out?—I don't think a lease could be made out, but as it was in the very centre of a populous parish, where the necessities of a school were very great, for we had a mixed school of boys and girls with an average attendance of forty, I think the Board might have given assistance. I succeeded, by the copper collection, in establishing the school, and was able to raise the average of males to eighty and the average of females to a hundred.

8799. The *Chairman.*—Do you think the State should provide school buildings on a site which might be taken away from them the next day?—I think there ought to be discretionary power left in the Board by the State if they want to advance education in the country, and where the wants of such education are clearly known, they ought to grant aid for that purpose. What security had the Board for granting £25 before that, for fitting a thatched house as the school. They granted that to three trustees, but when I wanted to make the school suited to the purposes of the locality they would not assist us unless they got a lease of the site.

8800. What was granted to the three trustees?—£25 by the Board.

8801. Would that be more than sufficient to provide school furniture and school apparatus?—Of course it was. The money was employed in plastering and fitting up the inside of the house; but I should mention to the Commissioners that the Board at first had not made that stringent rule which you have read to me, and at first they acted in a more munificent way with regard to the schools.

8802. Was that rule in existence at the time you made the application?—Yes; but exceptions had been taken to the rule through the length and breadth of the country. It was because it operated so hardly on the spread of schools where they were wanted that that rule was objected to.

8803. Mr. *Stokes.*—Is your lordship's argument against the rule or against the decision of the Board in the case to which you refer?—I could not find any facility under the Board of building a school for the wants of the people. I don't know whether it was from the act of the Legislature or the Commissioners, or from whom it was.

8804. Mr. *Gibson.*—I think you mentioned that you applied for an assistant for the school?—I did.

8805. Had you a paid monitress in the school then?—Not at that time. The school had only been in operation for some time, and it had succeeded so amazingly that the teacher, having brought the average of girls up to the number of 72½, found herself totally unfitted for the work, and she stated that she could not get on with the school unless she had some one to assist her. I felt myself that it was impossible she could get on, and I made the application in the usual way for an assistant.

8806. You had no monitor at that time?—No, we had no monitor.

8807. Did you get a monitor afterwards?—We got a great deal more. They became generous afterwards.

8808. You tell of the harshness of the Board?—I am only stating this with regard to a large working school that there was not a teaching power left at my disposal, to enable me to conduct the school properly.

8809. At the time you made your application the rule was that—"The Commissioners will not grant a higher rate of salary than the above to an assistant teacher (that is £15 for males, and £13 for females), even if classed; nor will they consider any application for a grant of salary to an assistant in any school in which there is not a daily average attendance of at least 75 pupils?—Yes.

8810. You did not come up to that?—No.

8811. Although you were near it?—The Commissioners, however, gave me the assistant afterwards without the 75. What I complain of is that whilst refusing the assistant first to me, they allowed one to a model school with an average attendance of 38, and to another school—a common school—with an average attendance of 60. I complain of the partiality.

8812. The *Chairman.*—Name the model school to which you refer?—Ballymoney.

8813. And the common school?—Donegall-street, Belfast.

8814. Mr. *Gibson.*—Who was the patron of the common school?—Dr. Denvir.

8815. Then it was a Roman Catholic school?—Yes; it was Roman Catholic. It is now a Christian Brothers' school.

8816. It was a model school that got the assistance before that?—Yes; the Ballymoney Model School which had the average I tell you at that time, when I was refused assistance for my school, which I believed had claims far superior from the hard work we had in bringing it up, and from the little assistance we got from the Board before that, and being compelled to apply the pence of the poor farmers—I should say rather their halfpence—to the purpose. I thought it a great hardship that poor persons in time of famine should be obliged to apply the copper collection at the doors on Sundays to build a school when there was a Government fund for the purpose.

8817. I think you mentioned that in these schools of yours the religious instruction was given on Saturdays?—Yes.

8818. Do you consider there should be a regulation of that kind under present circumstances, or a general regulation to the effect where there is a diversity of religious opinion in a school, or where the majority is of one denomination, that the religious instruction should be confined specially to one day in the week?—Not by any means; on the contrary, I was obliged to make that arrangement on having the school connected with the Board. It was rendered necessary that I should select a time for religious instruction, and I preferred to set aside a day in the week when the school would be open to all comers, that there might not be anything harsh or grating to the ears of other children; but I would prefer certainly to have the religious instruction every day, and if necessary every hour of every day.

8819. When you say you prefer to have the schools open to all comers, do you mean open to different religious denominations?—At that time, I felt it should be for the advantage of the Board to have the religious instruction open to all. I have since changed my mind with respect to that.

8820. Your opinion is changed with regard to the mixed schools?—I felt that when children received a mixed education on secular matters, no great harm might result. My experience of the working of schools since that time has taught me to believe that children are much deteriorated in their morals and manners by having religion separated from the ordinary instruction; and I would not now be inclined to set it apart for one day in the week.

8821. I understand you object altogether to having schools where children of different denominations attend?—If a Protestant or Presbyterian child would have no objection to one of our schools, I would have no objection to him. The system in the school would conduct itself, and it would not enforce its views on others.

8822. So far as the duty of the State is concerned, as in Ireland, is it your opinion that it should provide separate schools for each religious denomination?—I think it is the duty of the State to provide schools with religious instruction, and I think the Government or State not doing that, will soon find itself retrograding and becoming Pagan. I believe the moment you take away the religious element, you take away the sanction of the conscience of the child whom you are educating; and when you remove the sanction of conscience, I don't see what is to prevent the children from becoming Pagan.

8823. So far as the action of the State in the schools is concerned, do you think it should endow each religious denomination, in respect of its schools attended by the children of that denomination?—We are speaking of a Christian State, my lord; and I believe it to be their duty to give every moral and monetary help to the education of the children, but allowing it to the children of each denomination to have the religious element going along with the education, so as to have the sanction of conscience secured.

8824. That is to make each school a little church, in which the children will receive religious instruction, and secular instruction *pari passu*?—Just in the same sense that each family is a little church.

8825. I am not speaking of a family, but of a school?—A school is a family.

8826. A father is the head of a family, but the State is the head of the country?—And the State has its duties towards the whole country, as the father has to his family; and the State is not to interfere with the conscience of any, but to give freedom to all.

8827. Does not the view you put forward imply this: that the State must actually endow a teacher having charge of the religious instruction of every particular denomination throughout the country; and, if you will not allow children to mix together, it is your duty, as far as you are concerned, to keep yours separate?—The State will do that. The separation takes place at the church and chapel doors on Sundays.

8828. That is the voluntary act of the people?—It is.

8829. Not of the State?—The act should be left voluntary with the people or the children to go to a school where they will get religious instructions mixed with the secular or not, as they choose.

8830. Now the books that you wish to have in the schools partake of the character of the religious teaching you would wish to impart?—I do not mean dogmatic teaching.

8831. You wish to have books in which there was a strong infusion of religion?—Pardon me; you mistake me in saying that I want to impart religion by books merely. The most important part of the religious element is given in what I would call, in a borrowed phrase from a Presbyterian clergyman—"in the surroundings of education."

8832. These surroundings of education are partly, I think, pictures and prints that would illustrate Scripture history?—Yes, and they are also the deportment of the teacher, the tone of the teacher, the air of the teacher, and the particular habits of the teacher, and everything of that kind, I include in the "surroundings of education."

8833. The "surroundings" you desire would be altogether Roman Catholic?—Clearly for Roman Catholics.

8834. And a Presbyterian or Protestant child could not go into a school where those "surroundings" would, of course, be opposed to all religion he should be taught?—Very naturally; but in some instances Protestant and Presbyterian parents send their children to Roman Catholic schools, and choose to do so. That is their own matter, however. I don't say whether they are right or consistent in doing it. It is entirely for their own judgments.

8835. You are aware it is not compulsory for any patron or manager of a school to use the books of the Board?—I am quite aware of that; but it amounts to what is compulsory; for if you don't use them, how are you to get others? The Board make it compulsory, inasmuch as they don't make a selection possible.

8836. I rather think the Board don't make it compulsory?—They give a premium for using their books in this way, that they give their books at half-price; but they will not give any others at half-price. I would be delighted if they should. I would take the Christian Brothers' school books to-morrow, if the Board would put them in their catalogue.

8837. The *Chairman*.—The question of the books would be a question of expense?—Yes; and that is an important item in the management of the schools of the country where the children are poor, and not able to pay anything.

8838. Mr. *Gibson*.—You have referred to a case in the model school where the pupil teachers established a mock tribunal of confession. I believe that was in the agricultural training establishment in Belfast?—Yes; in the pupil teachers' boarding-house. It was among the pupil teachers of the model school.

8839. You are aware, I presume, that the teachers who were active in that matter were expelled, or at least that one was expelled?—I am not aware what was the issue, but I am prepared to believe that that was the fact. Where such a thing could have taken place I am bound to say that the training is not satisfactory.

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8840. Boys will be foolish anywhere?—I don't mean to say the heads of the establishment would approve of it.

8841. You spoke of the difficulty in the matter of infringement of the rules of having them brought before the Board?—Yes.

8842. There must be an inquiry made when anything of that kind is represented to the Board, and with so large an establishment as the Board has, it must occupy a great deal of time. Do you think that the sending of the porter to make an inquiry whether the father of a child concurred in the representation of the mother when she came to the model school in Belfast, and desired her child to be registered as a Roman Catholic, the father being a Protestant, was an unkind act, or an act which implied any leaning on the part of the teacher or on the part of the manager of the school one way or other further than to ascertain the fact?—In the first place, I think it was not to ascertain the fact, for if it were, the porter is not the official to send on such a message.

8843. Was there any objection to that?—In no educational establishment, where the porter is to open or shut the gate, or go an errand of another kind, should he be employed on such a matter as to determine the religion in which a child is to be registered. If you delegate that to the porter it is increasing the difficulty, and I think it was objectionable to do so.

8844. Do you think it would have been proper for the teacher himself to have gone?—No official about the model school should go outside the precincts of the school to interfere with the parents of a child, or to raise a quarrel probably between two parents of mixed religion. The officials in this case should have been satisfied with the information given, and have kept by their own rules if the rules permitted them to register the child as described, and if not let the child go home, and they would then have done their duty.

8845. Is it your lordship's opinion that the father is the person who ought to be consulted first as to the religion of his child?—I could not say I would transfer over to the father or mother exactly the religion of the child. I could not make a bargain. If the father has a conscience, and believes his own religion to be the true religion he should try and have his children of his own religion, and I would say the same of the mother if she believes her religion to be the true religion. She also has the task imposed on her to rear her children in the true religion. I don't care which of them it is.

8846. I hope you will not consider me offensive in putting this question?—Not at all.

8847. Suppose the father in the case in question had been a Catholic, and the mother a Protestant, and she came to the school and represented that she wished to have her child registered as a Protestant, the father being a Roman Catholic—would your lordship have the same opinion as to the propriety of making an inquiry?—I may answer that question by simply saying that such are my impressions about the whole tone of the model school, that the case you put would never occur, for if you reverse the case and make the other person the Catholic, the officials would never have sent to inquire.

8848. That is an impression on your mind that I cannot remove?—That is my opinion.

8849. Mr. *Stokes*.—In this particular case how was the religion of the father known?—The mother had two girls, and when she brought them to the model school, and they were about to be registered she was asked by the teacher who was taking down the names "What is the name?" She told it. "What is the father's name?" She told. "What is the religion?" "Roman Catholic." "Is the father a Roman Catholic?" "No, he is not." "Well, we cannot register the children until the father comes."

8850. Is it the practice of the teacher to ask the religion of the father?—The rules of the system require that the religion should be entered.

8851. Of the father?—The religion given at the time.

8852. Mr. *Gibson*.—The religion of both parents is taken down?—The authorities of the Board I believe, admit that they had no right to go beyond the simple asking of the question—what religion are the children to be? I am not defending the mother in taking them there, for I believe she was taking them to a place where they would be in danger.

8853. Rev. Dr. *Wilson*.—Can you state the number of teachers of different denominations in connexion with Belfast model school?—I could not correctly. It would only be by guess.

8854. Can you state the number of Roman Catholic teachers, and assistants and monitors?—I think at present there are about three Roman Catholic female teachers, and two Roman Catholics among the male teachers. I should rather prefer making myself more accurate in giving that answer. I may state that the reason of that is simply that after having, by reason of experience, found the model schools were dangerous we withdrew our children from them, and we don't look after them now or give encouragement to them.

8855. Mr. *Gibson*.—Your lordship mentioned that you thought the model schools not suited to the children of the poor at all?—Yes.

8856. And that the poor are not able to pay the high charges of those schools?—Yes.

8857. Is your lordship aware that the charge is apportioned to the ability of the parent, and that the child of a poor parent is not obliged to pay more than one penny a week?—Yes.

8858. You don't think that an excessive charge?—Besides that charge, these poor children require an amount of dress which a parent, earning only nine shillings or ten shillings a week cannot spare out of his week's wages, and he cannot dress his children so as to go and associate with the more respectable little girls going to the model school. With regard to the boys, it is the same, and sometimes the parents are not able to give the penny a week. These do not give it at the other schools, and in many cases the fees of the school children are paid by the St. Vincent de Paul Society, the parents not being able to do it, and that class of parents therefore cannot send their children to the model school.

8859. If they are not able they do not pay?—Yes. You will see what I have said in the cost of the two establishments—that is, the prices and charges for the education per head in the model school, and in a common school—that in a common school it will range from eighteen shillings to twenty-five shillings per head per annum, while in a model school it will be four pounds per annum.

8860. But that does not arise from the amount of fees paid by the children, but from the salaries or the amount of payments made to the teachers?—It arises from the simple fact that the teaching power or the teaching staff imparting education to any number per head will, in a common school, cost from eighteen shillings to twenty-five shillings a head, whereas in a model school it will cost four pounds a head, and if a contrast of the two be made with what happens in the Christian Brothers' schools it will be more marked. The cost of the education in the Christian Brothers' schools is only nine shillings per head.

8861. The Christian Brothers are under a vow of poverty?—Yes.

8862. And they receive no payment for themselves?—No.

8863. Well, that is so much accounted for?—I am including their support in the charge. The Christian Brothers receive so much each per year for support, with his free lodgings, and so forth. Including all that as a charge, the education of the Catholic children per head in the Christian Brothers' schools is 9*s*., and in the nuns schools 10*s*. per head, and I am satisfied that the education given by the Christian Brothers or the nuns is in every way, in secular knowledge and in Christian deportment—and quiet, civil tone of manner, and all that, much superior to the other.

8864. You have said that chaplains to the model schools have been tried, but that none are now appointed. Looking at such a school as Belfast, do you

think it would not require such religious superintendence as you would consider necessary? Do you think it would not require the constant or daily attendance of a chaplain of the Roman Catholic persuasion to carry out fully the special religious instruction which might be necessary?—I think the religious instruction that ought to be given with the other instruction is more of the general kind than the special.

8865. We will speak of the special—suppose that to be given at all?—I don't know what special religious instruction you would give except for half an hour or an hour each day, and that would not keep a clergyman all his time.

8866. I believe there were 271 Roman Catholics in 1866 attending the model school in Belfast?—The number is much diminished now, because since that time the Christian Brothers' schools have been opened in two parts of the town, and another school in Milford-street, very near the model school; and another in Conway-street, and they have taken a large number of Roman Catholics from the model school. There are fewer there now than there were in 1866.

8867. You do not think it would be desirable to have a chaplain for them exclusively?—I think with the working of the machinery a chaplain would not be able to do much good.

8868. Suppose that you look at the model school as a family—a large family—or we will say a large dwelling-house where there are numbers of families of different denominations, would it not be the duty of the Roman Catholic clergymen of the parish to attend to that house, and to watch over and minister in religious duties to the inmates of his own persuasion?—When you speak of a large family I suppose you speak of the civil or social duties to be discharged.

8869. I mean to speak of the cure of souls of that family?—I think it impossible that a chaplain can in a model school be of any use unless his supervision is permitted to penetrate through every branch of education in it, and if you exclude him from one and permit him only to give religious instruction to his children he is out of place in that school.

8870. Does your lordship not think the presence of one of your curates, or a chaplain appointed by yourself to discharge the religious duties in that place, such as he could discharge, would be much better than having no religious instructor or guide at all to watch over the morals of the children?—I think his presence would be giving a false security.

8871. So far as his presence goes it would tend to the security of the Roman Catholics?—It would make the parents believe that they are doing quite right in allowing their children to receive instruction in that way, whereas, I believe they would be acting wrong in receiving instruction without being properly imbued with a true religious spirit.

8872. Are you aware whether the parents of those children at Cairncastle, and the other school, have sanctioned the attendance of their children when receiving religious instruction?—It is very questionable whether the parents know anything about it or not. The parents have no other school to which to send their children. They have no choice.

8873. Is that within the last six months?—Yes, or less.

8874. Are you not aware that by the rules of the Board no Protestant teacher is permitted to impart religious instruction to Roman Catholics until he has the written authority of the parents?—Yes.

8875. And to keep a record of it?—In these cases no notice has been sent to the parents.

8876. Was it represented to the Board, or made known to the Board that these teachers had acted contrary to the rule as it now stands?—I don't think it has been represented to the Board, but I mention it to show that the rule made by the Board is not a security.

8877. There may be infractions of rules in any school under any system that may be devised?—It is right that I should mention to the Commissioners that it would be a difficult thing—at least a peril, or it would be an inconvenience to represent to the Board that a certain infraction was going on, so as to cause a public investigation, because it might bring a good deal of odium on the party complaining. It would not always be easy to do it.

8878. I should say with great respect, that if a person in your lordship's position knows of a breach of the rules so important, it would be your duty to inform the Commissioners, so that they might have an investigation, for unless there is some superintendence of that kind it might be done everywhere?—If I did so it would be tantamount to an admission on my part that that security would be ample. I do not think it is sufficient. If I did inform them, it would induce them to take action, but that would not be security for non-interference in religious matters.

8879. The *Chairman.*—Is your lordship prepared to offer any opinion as to the constitution of the National Board—whether it should remain as at present, or whether any other constitution is desirable?—I have not turned that point over in my mind. I do not think it would make any great difference what would be the constitution of the Board if the Board had rules to guide them which would be unobjectionable.

8880. The Earl of *Dunraven.*—Your lordship has no opinion as to the comparative merits of a Board constituted on the principle of the present Board, or a Board paid by Government?—No, my lord. I think a free Board should work well enough if you could rely upon the members of it attending to their duties; but, I think, from our experience of free Boards, you generally find the attendance is not as exact as you would wish. That may lead to very important questions being debated in the absence of very useful members.

8881. The *Chairman.*—Assuming a paid Board, have you any preference for a permanent Board, constituted like that of the Irish Poor Law Commission—of permanent Commissioners, or for one constituted like the English Poor Law Board, with a political, a parliamentary chief?—By whom would the Board, first of all, be appointed?

8882. By the Crown?—Then, I should say, if the Crown will appoint a Board, it would be very desirable the Crown should be, in some way or other, advised in the appointment, because the appointment of a Board to manage education, simply and solely by the Crown might lead to the appointment of persons inadequate. I dare say this is the case with, perhaps, many of the persons appointed. They might not understand the wants of a certain section of the community, and might be carrying out a system very unsuited to that section of the community without knowing it. In the appointment of the Board, I think it very desirable the members to be appointed should be known beforehand to be properly qualified. I don't mean that they should be so merely intellectually, but that they should thoroughly understand the religious wants of the various sections of the community, and know how to provide the proper training for the various sections.

8883. Rev. Dr. *Wilson.*—To whom do you refer as the parties to advise the Crown under such circumstances?—Well, I should suppose that so far as the Roman Catholics are concerned, there is no one who would be qualified to act except the bishops.

8884. The *Chairman.*—Supposing the Board to consist of one or more paid officers, are you prepared to express an opinion as to whether that should be a Board removable with changes of Ministry, or composed of officers—as the Customs of Inland Revenue—appointed practically for life?—I am afraid a Board removable, on the going out of the Government, would be merely a political Board. I don't think that in a question of this kind mere politics should enter as an element. As far as my own opinion goes in forming a notion of what means should be adopted in appointing the Board, I should say the confidence of the bishops of the Catholic Church should, at all events, be had for the persons who constitute the Board.

8885. Mr. *Stokes.*—Do you mean that their confidence should be given to every member?—I mean that the prelates of the Catholic Church should feel satisfied that the persons appointed members of the

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Board were persons free from bigotry and prejudice, and were persons who would fairly and conscientiously carry out the system, without using it in the slightest way as an engine of proselytism—that they would be a class of men of that character, and that the bishops would be so satisfied.

8886. Would you constitute them of different religions?—I have no objection to a Board of different religions in managing a matter of this kind, provided they will leave the training of the children to the bishops' control.

8887. Would you expect Catholic bishops should have anything to say to the members of the Board not members of the Roman Catholic Church?—No, except that so far as the training of Catholic children was concerned, that the Catholic bishops should feel the greatest confidence that the teaching of the children should be safe in the hands of a Board so constituted.

8888. Rev. Dr. *Wilson.*—Do you think Ireland would furnish a small Board composed of such men?—I have no difficulty in saying the Catholic bishops of Ireland will suggest the names of many persons in whom they will have abundant confidence, and who will be well qualified.

8889. Master *Brooke.*—I think I understood your lordship to say that the model schools had been found by experience dangerous to the young people of your Church?—Yes.

8890. Is that as to faith or morals, or both?—As to both.

8891. Will you explain in what respects are the model schools dangerous?—They are dangerous to faith in this way—that the children are trained under a system which excludes religion at that time of life when its influence is most necessary for the proper training of the mind; and they are dangerous to morals in this way—that the model schools put notions into the heads of the teachers which are unsuited to their position in life.

8892. Now as to the exclusion of religion, are they not carried on on the same principle precisely as the ordinary National schools?—No; in the first place the appointment of teachers is entirely withdrawn from the Church, and the Church has no right in any way to interfere at all, except by mere permission. The Church has no right in any way to check abuses, or to suggest this or that change, either as to the conducting of the literary department, or anything else connected with the schools.

8893. The teachers are appointed entirely by the Board in Dublin?—They are, all the teachers.

8894. But is there not a vast number of National schools where the appointment of teachers is either in the hands of Protestant landlords or independent Roman Catholic gentlemen, who nominate their own teachers without directly consulting the bishops of your Church?—Certainly, but the bishops could not approve of that.

8895. You include schools of that kind in the same observation?—I do. I stated, with great respect, that the common schools are in reality denominational schools, because those which are attended by Catholic children are taught by masters appointed generally by Roman Catholic clergymen who are themselves the managers.

8896. You confine your approbation of ordinary schools to schools of that character?—I do, certainly, where a proper religious control is secured.

8897. You are aware, I am sure, that there are a number of Protestant landlords who have established schools for their Roman Catholic tenantry, and appointed Roman Catholic masters and mistresses for them?—Yes, but I would object to a Protestant landlord being the judge of a Catholic teacher's qualifications. The morals and deportment of a teacher might appear very good to a Protestant landlord, and yet would not be such as would give a bishop or parish priest confidence that he was a teacher who could really be entrusted with the education of the children.

8898. Would you place a veto in that case in the hands of every parish priest, or the bishop of the diocese?—I think the veto as to giving proper education should rest with whoever was pastor of the scholars.

8899. The parish clergyman?—Yes, of course, the parish clergyman is responsible to his bishop for his mode of acting. When the bishop visits the parish and examines the schools he will know whether the teachers are proper practical Catholics; whether they are imbued with a proper spirit; whether they are peaceable, industrious, and sober. He has to look into all these. If they are not so, it is his business to call the parish priest or patron to account.

8900. With regard to the model schools, the prohibition of the bishops has had a very strong practical effect, and many children have been withdrawn from these schools by reason of it. Has the same prohibition been applied in effect to the schools we are speaking of?—To all the schools not under Catholic management, but to the model schools particularly. The parents are required to keep their children from schools which are considered dangerous. These schools are all considered dangerous which have not a religious security granted in the appointment of the teachers.

8901. Which, in fact, are not under the management of the Roman Catholic clergy?—Either that or some person of whom he approves.

8902. May I ask, in point of fact, whether you are aware of a similar diminution in the attendance of scholars in schools of that character; has the prohibition been successful practically?—I think the prohibition has taken effect only in proportion as schools have been opened, with a proper security, to which the children could go.

8903. You must have a school you can approve of before you can condemn an existing school?—Certainly; because if you have not a school to which the children can go with safety, you have them exposing themselves, then not willingly or culpably to danger; but if you have a school with proper safeguards, then there is no excuse for a child exposing itself to the danger which may be imminent in going to the other school.

8904. There may be cases in which a Protestant landlord, in having established such a school, may happily appoint such a master and mistress as the priest would approve of; would that come under the displeasure of the bishop?—The Protestant landlord who would make the appointment in the first instance might be a man of undoubted honour and veracity, and would not change in any way what he would assert; but that school might in a very short time come under his successor, or some other person, and he might be a person of very different acts. I have at present a school of that kind in my mind's eye, where an arrangement of this kind was made with the patron, a Protestant. He arranged that one of the teachers should be a Catholic and one a Protestant. That landlord died, and the successor of that landlord now has both teachers in the school Protestant. The same individual has been kind enough to speak to me on the subject, and to tell me that this has occurred, but that he has got an assistant Catholic; and he promises that on the next vacancy a Catholic will be appointed. That is a gentleman of undoubted honour. He is a nobleman. I must look on that state of things as unsatisfactory, because faith has been broken with the pastor, and he has no remedy now. And what has occurred in one case may occur in any number of cases under the system, and I consider that very objectionable.

8905. In such cases, wherever practicable, you would open district schools?—Yes, if I could get a site and had the funds. I would say to the parish priest, do you become manager and take care to appoint only a proper trustworthy teacher, whose morals and qualifications would be such as you could rely on.

8906. Have you, in point of fact, known many National schools under Protestant superintendence, as against which you have opened rival schools under Roman Catholic?—I cannot call to mind any particular case of that kind. We generally open schools wherever we consider there is a want of them. That is the practice where there is no school near for the children.

8907. As I understand your principle you would clearly consider there was a want of a school when there was only a school under Protestant management?—To a certain extent. There might be a want, but not such a want as would justify me or make it necessary for me to go to the trouble or expense of building a school. I might consider an assistant would satisfy the wants of the children. If they were not able to walk the distance I would take care the pastor in that case would be vigilant and look after them, and take care as far as he could, that the children did not sustain any harm, and see to that to whatever extent he could.

8908. The same question I asked as to the model schools I was about to ask with respect to the original training schools in Dublin. You have answered it in part, that the teachers are appointed by the Board, and without reference to the Roman Catholic clergy. That is one objection?—That would be a very decided objection.

8909. Now as to the morals, do you find anything wrong?—I really have found in my own experience more than I wish to state to the Commissioners. I have an impression and conviction on my own mind that particularly females attending those schools assume airs which make them imagine themselves young ladies, and make them dress in a style quite unsuited to them, make them anxious to seek company and places of resort that lead many of them to what is not very good.

8910. You speak of the training school?—Yes. The reason of that is, simply that the religious element is withdrawn; that the conscience is not fully at work; and then the temptations and inducements that come around them become too strong for them. They lose ballast, and get out of their element.

8911. It came before us in evidence that the Roman Catholic clergy have ceased to attend that training school, although their attendance was wished; may not that have had some effect upon the morals? Do you consider it was a wise thing to leave them so?—For the reason that I have assigned already—that the presence of a clergyman is exceedingly imprudent. It seems to be the seal of a security that does not exist. It appears to give the teachers being trained there, and the parents and the public, an assurance that that is a safe and proper place, because religion sanctions it. The presence of the clergyman has that result. In giving that result it would be objectionable. Besides, his presence there is not sufficient to do all the good that would be necessary, because he has not the proper control a clergyman ought to have, and where he has not the proper control he is out of place.

8912. You have expressed unqualified approbation of the books of the Christian Brothers?—Yes.

8913. Have you read all these books?—Not all, but a great many of them.

8914. I think you stated they were totally unobjectionable?—I think they are. I may say that safely, when they are approved of.

8915. Approved of by whom?—Generally by the heads of these Christian Brothers, their own superiors. These are persons in whom we have confidence. Before any book is published, or used, it receives some ecclesiastical sanction. It is revised and approved of by some proper authority.

8916. Is that episcopal authority?—There can be no approval in any diocese but episcopal.

8917. In each diocese?—Yes; but if one bishop approves of a book, another bishop will accept it as sufficient for his purpose. Every bishop, before approving, always submits it to some competent theologian to study it, or look over and read. After having satisfied himself there is nothing objectionable in it—nothing against faith or morals, he gives it his *imprimatur*.

8918. I think you mentioned a book, the reading of which you said, in two years, would make a Protestant?—Yes.

8919. May I ask what that book was?—That same book, while it stated everything very unobjectionable to me as a Catholic, stated what was insufficient for me as a Catholic. For instance, it stated prayer was a sure means of grace with God; but, at the same time, it did not say a word about another means or channel of grace, that is, the channel of the sacraments. It would, therefore, leave me a Protestant—to believe prayer alone was the channel of grace. In the same way it went on to speak of a person going to church on Sunday, with book in hand, and so forth, to sing psalms. It had not a single word or allusion to the sacrifice of the New Law, which we Catholics believe in. We believe that in every church and chapel throughout the country, the sacrifice of the New Law is offered, and that it is matter of obligation with Catholics to be present at it. In this way it was not objectionable, except negatively—keeping out of sight the positive dogmas of the Catholic Church. In that way, if I knew no more than was in that book, I could not be anything but a Protestant.

8920. Would you think it right to forbid a layman the use of that book because these distinctive dogmas were not positively inculcated?—By no means. But I would think it very objectionable to give him that book as imparting all he ought to know or read. If we were to sanction these as standard books for the people it would be equivalent to saying that such is very good education—that it is all you want to know.

8921. That book was prepared for schools?—I think so; either for schools or distribution amongst a class of persons.

8922. The *Chairman*.—Did that book purport to be more than a secular book?—Not more. The morals drawn and deducible from its stories and illustrations were very unobjectionable, very good, still the tone was, from first to last, Protestant.

8923. Mr. *Dease*.—Your objection was that though it told the truth it did not tell the whole truth?—Yes; my objection was negative. In stating certain points there are hues or shades, it may get a Protestant tinge or a Roman Catholic tinge. And the great difference of information a person will deduce from that will depend upon the way in which a thing is set before him.

8924. The *Chairman*.—How could a book of a secular character be expected to embrace a whole course of dogmas?—It must be either Protestant or Catholic. It must be from the stand point either of a person who believes as a Catholic or disbelieves what a Catholic believes. It cannot be written from any other point of view. It must, therefore, be either objectionable or unobjectionable.

8925. Master *Brooke*.—Then you think it impossible to prepare a book unobjectionable to both Catholics and Protestants?—I think so; unless you can produce a book which will teach Protestants what they ought to know and practice, and a book which will at the same time teach Catholics what they ought to know and practice as Catholics. I think that impossible.

8926. In convent schools we hear of young women of twenty years of age, and in model schools young men remain a considerable time. At what age would you withdraw these strong prohibitions against these neutral books?—We never withdraw a prohibition of books at any stage.

8927. Would you call that a mischievous book?—A book that was not in its tone and tendency and information suited to Catholics is always, of course, an objectionable book so far as it is defective.

8928. Would you withdraw them from every school where young men and women were in training—young men and women of about twenty years of age—would you withdraw a book of a neutral character from them?—Not if they had received other instruction *pari passu*. If they had received sufficient instruction in positive doctrine which they ought to know in a Catholic tone from a Catholic point of view, I would not withdraw it at all then. They would read it as Catholics.

8929. I am about to put a question which your lordship need not answer if you do not wish, and you will not misunderstand me in putting it. I have heard, it may be a mistake, that your lordship interfered in Belfast so as to suppress a Young Men's Association—The Catholic Institute?—I am very much obliged to you for putting the question to me. It will give an

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opportunity of informing the Commissioners a little on that point, and, perhaps, removing some little misapprehension. That institute had been established solely by Catholics for the purpose of giving young men a religious and moral education, of bringing them together, and having them taught and indoctrinated in it, but it was going on rather unsuccessfully. It was, in fact, originated in the time of my predecessor, but without his concurrence; yet when I was consecrated I thought it was, after all, an association which might be made some use of, and that by acting conjointly with them, and controlling it in a proper way, we might prevent it from becoming mischievous. I offered my services to them, and requested they would not let it out of their hands, but continue still to manage it, and that I would help them, if they would manage it in a proper way. They were letting rooms in the house for purposes which were very objectionable. On a Sunday afternoon persons were got to meet in some rooms there for political purposes. Cheering was heard in the streets. I was spoken to, and I had to interfere in that case. I found, in fact, what my predecessor dreaded might result, that the place, if left uncontrolled, and without being duly watched, might become the nursery, perhaps, of some secret society. However, the parties who had originally become trustees of the property found that the property had become very valuable in the market, and did succeed in arranging with a Banking Company in Belfast to let a portion of the premises for the site of a new bank. Under these circumstances, they called a meeting of the shareholders, and were prepared to let it out, to sell it, rather, but under all the circumstances they found then that in law they had not power to do so unless the original association was entirely broken up. Hence, they summoned all the shareholders of the institute to a general meeting, in order, under the Limited Liability Act, to have the association broken up, and the debts paid, and whatever might be the surplus property distributed. At this stage of proceedings I called the attention of the directors to the fact, that this property had been originally purchased and taken by them for the purpose of giving a religious and moral education to the Catholic young men of Belfast and of the province, and that being purchased for that purpose it should be devoted to no other if they could help it. I showed them then there were three parties amongst them. One party wished to have a young men's hall and lecture-rooms and library; another party wished to pay off the debts which they had incurred, and with which they were still encumbered; and another party wished to have a sufficient site for a Christian Brothers' establishment, or, perhaps, for a new church. I happened myself to be an original shareholder, and I went to one of the meetings as such, and I stated that I was prepared to show them an easy means by which the desires of all could be gratified, that was by letting or selling one portion to the Company, retaining another portion for the purpose of a young men's hall, lecture-rooms, and library, and a third portion for the purposes wanted by the third party. This resolution I had got a gentleman acquainted with the Act of Parliament, and the nature of the tenure, and all that, to draw up. Whatever was the reason I cannot state—I daresay they had been under some misapprehension, or there had been some mischievous spirit working them; but at all events they did not even accept or take in their hands at that meeting this resolution which I proposed and explained fully to the meeting. From infancy to the present moment I never was more surprised at anything than the simple fact, that what was intended in the most kind spirit, my resolution would not be even taken in the hand of the chairman. They went on the ground that they were simply met for the purpose of dissolving the association, or there is some other word which describes it.

8930. Master *Brooke*.—Winding up?—Yes, that was the question. I said, if they gave me an honourable assurance that when we return again to the meeting at which you are to confirm the winding up resolution, you will take these resolutions of mine into consideration, with a view to adopting them, then I waive the question, and will let your winding up resolution pass. No assurance of that sort would be given; then I said there is only one course for me. This was originally taken up by the Catholics of Belfast and the province for a specific Catholic purpose. I shall put that resolution to the vote. The question is, wind up, or not. I am for not winding up. We took the vote, and, after a series of hours in totting up, we found that we had succeeded by a large majority in not winding up. They were obliged afterwards to come to terms. They then put it through the simple process of a valuation by a competent party, and I received from the shareholders, of their shares voluntarily offered to me, what enabled me to become the purchaser of this property as unanimously agreed to at a public meeting—the one portion being sold to the bank for its purpose—the rest being retained for the purpose for which it had been originally taken. In the meantime, whilst this was going on, I took occasion to print a circular, in which I embodied the resolutions I had proposed myself at the meeting. I took the opportunity of sending the printed circular to every shareholder, stating to him what I had done, and stating that the gentlemen who had been floated into the position of directors had not even had the courtesy to accept my resolution, or to say to me what they wished to do, but had remained in studied, stolid silence, and never gave to me the slightest recognition. I simply sent the circulars to the various shareholders to let them understand the true state of the question. I then added if, as I had heard, there was an intention of forming a new association I should lend it every help I could. But there must be no mistake about it;—the new association must be so framed and with such conditions as that the supreme ecclesiastical authority in the diocese would have the proper safeguards against its ever being diverted from its proper purpose. I specified some of the conditions. One of the conditions, I recollect, was, that the directors who would be appointed should be persons against whose morals and habits of life the ecclesiastical authorities could have no objection, because I felt that it became a bishop solemnly not to permit any men to assume to themselves the position of being model leaders of the people, unless of good sound morals themselves, that the bishop could say, "These are proper, sensible, discreet men, who will never be found engaged in anything objectionable." I believed that condition necessary. Another condition was that the books, literature, and lectures, or persons who were to deliver the lectures in the newsrooms, should have the approval of the ecclesiastical authorities. There was some other condition of the same sort.

8931. That is the one I particularly pointed to. No book to be admitted without the episcopal sanction?—That is a rule of the Church. No book of an objectionable kind, like Renan's "Life of Christ." You know, we could not allow that. There was also a periodical being published in Dublin at the time; we could not sanction literature of that kind. I could not in duty tolerate that the young men should be indoctrinated into those dangerous principles.

8932. About what age were the persons generally in that institution?—Some of them were married men. They were generally young men from sixteen to seventeen, and up to thirty and forty.

8933. It was not exactly an educational establishment—was it a club?—Not a club by any means. Its object, as the printed prospectus stated, was simply for the purpose of promoting the "moral and religious" training and social elevation, or something to that effect of the Catholics, but I know the object was one which according to Catholic dogma could not be carried out at all, without the concurrence and proper control of the bishop of the diocese. I was, I believe, represented in the newspapers of Belfast as being a terrible spiritual despot, and a thousand false things were said of me—that I had said no child should be baptized, and many abusive things of that kind, if these things were allowed to take place. I dare not condescend to stoop from my position as a bishop to appeal to a newspaper tribunal,

but I was obliged to remain silent till the course of time would bring people to understand the true state of the case, and that I had only done my duty.

8934. May I ask you if you have ever formed a distinct idea of what modifications of the National Board of Education would satisfy the Roman Catholic hierarchy in this country?—I don't think that the hierarchy wish for anything except simple safe security for the full, free education of Catholic children in a Catholic spirit. Any system that will bring that about, whatever that may be, will meet with their concurrence.

8935. To come to particulars—what do you think would give that full security to you. You have already stated to Lord Powis that in case the Government appointed Commissioners, they ought to be such as would be approved of by the bishops?—They have not otherwise the assent and confidence of the bishops of the country. I don't think the bishops and clergy of the country can ever have proper confidence in the system, and it would be a fruitless and useless thing to try to work the system upon the country.

8936. Would not that give the bishops a veto upon the appointment of Commissioners?—In reality the bishops, as far as Catholic education is concerned, cannot ask anything short of a veto upon what is un-Catholic. According to the discipline and canons of the Church the bishops are the judges of what is Catholic, and what is un-Catholic.

8937. Would you have any objection to a Protestant Inspector inspecting the Catholics of your schools?—I would not, for my own part, have any, but a great many others would. I know instances in which I have preferred Protestant Inspectors to Catholic Inspectors, and I have known instances in which Catholic Inspectors have been willing to compromise themselves more or less for the purpose of appearing rather liberal and large-hearted, whereas on the other hand we may find Protestant Inspectors as kind and as affable as I would wish them to be.

8938. You would not then insist on Roman Catholic Inspectors?—The only point I wish to remark on is that the Protestant Inspectors can scarcely be expected to understand as well the needs of Catholic education as a properly trained Catholic Inspector.

8939. I mean, however, that a Board appointed by a Government which is, generally speaking, a Protestant Government could have nothing to do with religious instruction, but only with secular points?—The bishops have already in a published document asked for Catholic Inspectors as a rule, for the reason I have already assigned. As the guardians of the faith of their flocks they have no choice but take care that the person who comes to inspect education should be a person who, from his religious views, is well qualified to understand it. He might call himself a Catholic and be an Atheist. There are even some who publicly attend Church and who, from reading the literature of the last century, have lost nearly all idea of revelation. We could not have confidence in that class of persons.

8940. What system of training would you have—of course a Government educational body must provide a training school?—The same kind of training that a parent would wish to give his child. The training ought to be such as to make a person competent to teach a child not merely what he ought to know, but what he ought to feel and practise. The training which would form the spirit as well as the mind.

8941. Then you must have all the officers in the training school of the Roman Catholic faith?—All those at all events who would take share in imparting literary instruction.

8942. Of course the staff of teachers?—Yes.

8943. You would require a veto on them also?—Certainly.

8944. How would you reconcile that with the National system, because there do exist nearly a million and a half of Protestants in the country?—I don't say we can reconcile that with the National system or any one system. No one system would make provision for all. With a central system devising its mode of carrying out the machinery, so devising and organizing its work as to let the Catholic element deal with the Catholics, the Presbyterian with the Presbyterians, and the Protestant with the Protestants, the central Board might manage all if they would only attend to the monetary department, the financial arrangements, and to seeing that the proper value was obtained for the money expended by the Government.

8945. According to that there must be a staff of Protestant Inspectors, and a training school for the Protestant teachers?—You would require to have separate schools, certainly for training; but, you would not require to increase in any way the number of training schools you have. Your training schools could be made efficient for this purpose, if some were devoted to one party and some to the other. The system of training in one school would be different from that in another.

8946. Now, with regard to the books; if this central Board published any books, or patronised or recommended any books, or provided books at half price though they did not publish them; all must be books which Roman Catholic bishops would require to exercise a veto on; they must be books which Roman Catholic bishops approve of?—Yes. I should suppose every reasonable man would say that no books should be allowed to circulate in the hands of children which would be objectionable.

8947. Now, that being the state of things, what part would you give to the Government in the case?—I think the system has nearly worked itself into a proper system. The system has nearly become denominational. All the common schools in the country are virtually practical denominational schools. The training schools are being kept up for a small portion of the community who don't want so many, while the Catholic portion of the community have no training schools at all except those that they cannot enter without danger.

8948. Rev. Dr. *Wilson*—You have spoken of education in workhouse schools?—Very little.

8949. Have you experience of them?—Very little indeed. I have a number of workhouse schools in the diocese, but there are comparatively very few children in them. They are greatly in the hands of the chaplains.

8950. Are you aware that the general opinion is, that the education in the workhouse schools is rather of an inferior description?—Generally. You will not get a good teacher willing to go to workhouse schools. Very often the teaching is given, to a certain extent, by some of the inmates.

8951. You seem by the answers you gave to the Chairman to approve of the education given in the workhouse schools?—What, I think, I said, or tantamount to it was, that they were tolerably good. I would not expect in workhouse schools the same standard of education you would get in schools outside. We consider it is very well in the workhouse schools for the poor little orphans and children sent in there, to be taught to read and write, and taught their prayers and religious duties, and thus fitted to go to trades or to service.

8952. You seem not to have the same objection to workhouse schools as to the other ordinary National schools. What makes these workhouse schools so good in your estimation?—I have not praised them, by any means, beyond this, that the amount of education imparted was tolerably fair, and was given with the approval of the chaplain. There is no mixture in the schools; at least if there be there are Catholic teachers for the Catholics, and Protestant teachers for the Protestants.

8953. So far as it goes do not the same rules apply to them as to vested schools under the Board?—I don't think so at all. I think the influences at work inside a house of that kind cannot be compared to the influences at work in schools outside in the world, in schools which have only limited hours. They have a discipline to go through. What takes place, in fact, is more a recreation for the children than anything else.

8954. Will not ministers of different denominations attend model and vested schools as freely as workhouse schools?—They do not attend.

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8955. You are aware they have nothing to say to the appointment of the teachers, or to the literary instruction in workhouse schools; can they interfere in any way with the education?—The poor law boards are composed almost of every religious denomination who take care that there is no interference. So far there is protection.

8956. Then the chaplains cannot interfere with the education of the workhouse schools?—The chaplain would be removed if he attempted to interfere with the discipline of the schools. They do not practically interfere. We cannot for one moment compare the discipline inside workhouses, within the close walls, with the discipline of schools outside.

8957. You said you preferred a low-class teacher to a first-class teacher?—In some instances, I said, but not as a general rule. What I meant was that if I got a low-class teacher with great steadiness, industry and application to business, I believe that person would be a more effective teacher for my purpose than a higher class teacher, with less industry and application.

8958. You seem to think that first-class teachers have a very high estimate of themselves, and are not so amenable to discipline; would not the same principle apply to professional men and others as well as teachers?—It may, to a certain extent. In these schools there is generally a spirit of jealousy created amongst teachers, I am sorry to have noticed. That spirit of jealousy is not what foments charity and kindness. There is a good deal of the spirit of criticism.

8959. Does not that spirit belong to human nature generally?—Yes. That is why I want to introduce religion to control it and shape it.

8960. In the school of which you were patron you had religious instruction only on Saturday, was that your own arrangement?—It was my own arrangement with the Board. The Board required me to appoint a day, and I considered Saturday to be the best day.

8961. Should you not consider that a good arrangement generally?—I don't think it by any means sufficient. If you separate religion from any one act you go so far to be an Atheist. That is the principle upon which I object. The moment you give up religion, and say, "We don't want that now," it is as much as to say to God Almighty, "You may stand aside, we don't want you."

8962. What was the principle of the system of education undertaken by the Commissioners for this country, and introduced by Lord Stanley and the Government of the day—was it secular or religious?—It was a system of education based on the Atheistical principle, if carried out, but practically the Atheistical principle turned out denominational.

8963. Do you think that in every case religious education should go on *pari passu* with secular instruction?—Yes, I think both should go on in connexion. There are some even of the ordinary branches of education, which ought not to be imparted without religious education. I can say, that even in arithmetic there might arise points of a metaphysical kind, which a teacher could explain injuriously.

8964. You have made an objection to "The Character of a Gentleman," given in this Fourth Reading Book; are you aware that description has not given satisfaction to another class?—I was not aware of that. I heard very little about it. To-day I heard a gentleman say that he was not satisfied with it.

8965. That description is not given fully in the book?—That is a very serious objection. They quote from a gentleman portions of his writings, and put him before the public as endorsing "the character of a gentleman" which the writer abhors.

8966. Can you say why the Commissioners introduced that into the book?—I daresay their object was to give a sample of fair writing and style, and to teach children punctuation and proper reading and style. I cannot conceive any other object the Commissioners would have.

8967. Should you be disposed to express an opinion as to whether the Commissioners were anxious to introduce something that would give satisfaction to your section of the community?—In what way? There is nothing in it that could give satisfaction. It is most objectionable. If they did want to give satisfaction they should have given the real views of the author upon that gentleman's *finale*.

8968. It appears that in their new revision the Commissioners have not given satisfaction to anyone?—I can only speak as to the opinion I have formed myself.

8969. The books you say to be used in your system of education must be approved by the heads of your Church?—Yes.

8970. You contemplate that the present system should be totally changed?—Radically changed at all events.

8971. In that case should you expect anything like mixed education in this country?—I think mixed education is an impossibility, taking the name as it is generally understood.

8972. But taking for granted that there is mixed education?—Mixed education simply imparts secular education without religion, and that principle, so far as I understand it, is un-Catholic and no Catholic could accept the principle.

8973. Do you think it necessary that in giving instruction to children in reading, writing, and arithmetic, religious emblems should be always before them?—I think religious emblems should be always before children. I think the mind cannot be too often directed to the Creator, and to the mysteries of redemption.

8974. Are these religious emblems used in schools conducted by monks, not Christian Brothers' schools?—Yes.

8975. And you expect the same results in the schools conducted by monks as in Christian Brothers' schools, where those emblems are used? Should you be surprised to learn that parties who have visited such schools have testified that even under the teacher's eye they found the boys peculiarly noisy?—There is a great possibility that a visitor going into any school-room at particular times might find the boys noisy. But I am not aware that when instruction is going on—instruction in reading, writing, and arithmetic—such is the case. There may be a murmur in some hours of business.

8976. Would the statement that you made in answer to the Chairman in respect to the results of schools generally apply more to religious than to secular education?—I would expect schools managed properly should give a sound extensive secular education, but, at the same time, I would expect that the spirit of the person receiving it should be formed and educated as well as the intellect, so that I would take both together.

8977. Could you not conceive a distinction between religious and secular education?—No; not at all as absolute.

8978. Is it not your opinion that the State is bound to promote the secular education irrespective of the religious education?—I don't think it is the business of the State to declare directly what religious education is.

8979. Whose business is it?—We should, I dare say, take the parents as answerable to God. Through the natural law, it is their duty; and the parents, I dare say, then throw it into the hands of the pastor. I may, I suppose, consider the fact of their selecting their pastors as an intimation that they consider the pastors as the proper judges.

8980. Could the State be expected, in a country so divided as this, to control, inspect, and pay for this religious education in connexion with the secular?—I don't think the State should be expected, in a mixed community, to teach the same principles to all. If they could, there would be no difference in a short time, if the principle were successful.

8981. You have objected generally to the teachers trained in connexion with the National system of education. Can you state on what grounds you object?—From my experience, I have objected to the training of teachers, under the National system, on the ground

that their religious education is not attended to; and after being trained and all that, they are not of that spirit and habit you would wish a teacher to exhibit. And I believe that will turn out to be the case too often with that class of teachers who are mere mercenaries.

8982. Do you know the Rev. Dominic Murphy, P.P., Vicar-General of the diocese of Cork?—I do, a little; not much.

8983. Are you aware he was examined before a Committee of the House of Lords in 1854?—I am not aware.

8984. He said, in answer to a question: "I have as good and clever a set of teachers as I can wish to have." When asked "Were they trained as teachers?" His answer was: "Yes, a great many of them were trained in the model school." Should you be disposed to give similar testimony to that?—I believe a great many good teachers have come from the model schools, and have been trained in them. I am not prepared to deny that at all.

8985. In reference to the training of model schools in general you don't seem to approve of it. Are you aware that all the Inspectors, Protestant and Catholic, have united in expressing their opinion as to the excellency and efficiency of those training schools, and especially the Belfast model school?—I am not aware that they did; besides I am not aware that they are competent to express what religious training should be.

8986. Are you aware that the Head Inspector testified in his report for 1861 that the Belfast model school is fulfilling one of the chief objects for which district model schools have been established, as is found in the fact that within the last few months the Commissioners selected seven from the assistant teachers and intrusted them with the responsible office of principal teachers in other model schools?—I am simply asked to endorse the act of the Commissioners. If I had the examination of these teachers perhaps I would not be disposed to send one of them to model schools.

8987. Are you not prepared to regard the Head and District Inspectors as qualified to decide?—Not by any means in any case. I believe a great many of the reports are made with a view to give satisfaction to the Commissioners.

8988. Are you disposed to question the fact I have stated?—That is to say, that they appointed seven teachers and sent them to model schools. If you say that is a fact I cannot deny it; but the question is whether it is a fact I can approve of or not. That I can give no opinion upon as I don't know their qualifications.

8989. Are you aware that the Established Church Bishops and Clergy, the Roman Catholic Bishops and Clergy, and Presbyterian Ministers have expressed their unmingled satisfaction with the model schools of the Board in both the north and south of Ireland in Protestant and Roman Catholic districts?—Some have; but now I believe that there is not one Catholic Bishop who expresses satisfaction, and that is from the development of the experience they have had which has changed the views of many.

8990. Are you aware that the same parties united in expressing entire satisfaction as to the progress of the pupils in regard to their religious education?—No I am not aware; their religious education you know is a question that need scarcely be put in connexion with the Commissioners, inasmuch as they don't give religious education, but, on the contrary, throw it in the background, and give premiums for other branches of education and none for religious education. It cannot be said they undertake to give religious education.

8991. Ballymena is in your diocese?—Yes.

8992. Are you not aware that in 1849, Dr. Dobbin and the Rev. J. Lynch, parish priest, moved and seconded a series of resolutions expressive of their approval of the model school?—If they did so Rev. J. Lynch has since built schools of his own and has no confidence in the model school, so that since that he has changed his mind.

8993. Was the Belfast Model School largely attended by Roman Catholic children?—I believe between three or four hundred was the usual attendance.

8994. Are you aware who was the officer of the Board who opened it?—I think it was Mr. Keenan.

8995. The present Chief of Inspection?—I believe he was the officer at that time. Whether he was present at its opening or not I don't know.

8996. I hold in my hand the report of that school for 1857. It opened with 245 children of the Established Church, 449 Roman Catholics, and 462 Presbyterians. Are you aware what provision is made in that school for the religious instruction of the children attending it?—I am aware that at that time there was a clergyman asked to visit the school, and to give it a kind of sanction by his presence.

8997. Did he not continue as a priest to visit it, and give religious instruction to the children there?—There is no man more abhors the system than that man.

8998. What is his name?—Very Rev. Mr. Marner, President of the Diocesan College.

8999. Mr. Keenan in opening the school said, "Ample time will be set apart for religious instruction, and the clergymen approved of by the parents of the children in attendance, will have every facility afforded them for instructing, at the appointed times the children of their own persuasion"?—That would be clearly impossible. A clergyman who has to give his time to parochial duties in the town of Belfast, could not possibly devote enough time to the school to give the children sufficient religious instruction.

9000. Are you aware that nuns have attended and assisted the clergymen?—I am aware that nuns in this city did formerly attend the model schools.

9001. And elsewhere?—I dare say.

9002. Are you aware that the Commissioners give every facility to Roman Catholic priests to give religious instruction in district model schools?—The simple truth is, that the Catholic authorities saw that the system was leading to an idea of security abroad that the system was a safe one, and found that in that they were deceived. They then, of course, withdrew the nuns and priests so as to prevent parents and children feeling security where there was none.

9003. Have the rules of the Board been altered since?—I think experience has taught them very much since that they did not know before. I think the experience of later years has wonderfully increased the amount of knowledge on the subject. It was expected that the whole system would have been carried out in a spirit which experience teaches them now has not been done.

9004. Are you aware that the Rev. Mr. Marner, whose name you have mentioned, said in a letter addressed to Mr. Keenan on the 30th April, 1858:—"My dear Mr. Keenan—In compliance with your request, I beg leave to state that I have attended the Belfast model school since its opening in May last, and that during that time the religious instruction has given the most perfect satisfaction." (Witness—Yes, but he would not state that now.) "The opportunities afforded for this all-important work, it would seem to me, are *amply sufficient*. Nor have the children failed to avail themselves thereof." Are the opportunities not as sufficient now as then?—I dare say he could answer the question himself if he were here. He was the clergyman who was engaged in the exposure of that mock tribunal. I know he expressly stated to me his disgust and abhorrence of the whole system.

9005. Well, he proceeds in his letter to say—"Their progress in the knowledge of their religious duties, always steady, has been in many instances most astonishing—a fact which I attribute partly to the very abundant time set apart for such purposes, and partly to the zealous, energetic co-operation of the Catholic teachers. They have all, without exception, I should say, discharged the work intrusted to their care, they have discharged it with that untiring alacrity which ever distinguishes and characterizes the sincere and pious Christian." Do you still think there was not ample provision made?—I do, and I am quite satisfied that the writer of that is of a different opinion now.

9006. The atmosphere of Belfast is unfortunately,

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we all know, to a large extent, of a political nature?—Well, to a certain extent, and a political atmosphere too.

9007. Are you aware that Mr. Keenan, in the same report, testifies to the harmonizing influence of non-sectarian education?—I am not aware; but I know I should not be called on to give evidence on the report of an officer of the Board. It would be rather ungraceful for me to say I have no confidence in it, but I would certainly rather give evidence from my own experience than from a report of the officer of the Board.

9008. He testifies to the great harmony that prevails, and says:—"During the prevalence of the riots which disgraced Belfast last year, and which were, I believe, entirely caused by religious and political rancours, there was not a SINGLE CASE of dissension, either in the school-room or the playground, or on the road to or from the school, between any of the pupils of the model school"?—Well, I have heard the very contrary to that. I have heard that the children of the model school were, outside the precincts in the neighbouring streets, like the other rioters.

9009. In reference to the travesty of the rites of the Church in the Belfast Model School, who held the investigation into that?—One of the Inspectors, I think it was.

9010. Do you know which Inspector?—I don't at present. I have heard his name, but I cannot charge my memory now with it. Mr. Patterson, I dare say, it was.

9011. Was there a Roman Catholic Inspector present at the time?—No.

9012. Can you say who it was that conducted the prosecution on that occasion?—Well, I was not present, so that I cannot say.

9013. Who appeared to lead the evidence?—I cannot say.

9014. Was it the Roman Catholic chaplain?—Very possibly, he may have felt it his duty to be present on such an important occasion. But I have heard the gentleman, whose name you have mentioned, had great difficulty in getting the facts brought out.

9015. Did he succeed?—Yes; by simply having every official about the place examined.

9016. Are you aware that the Roman Catholic priests were not excluded?—I cannot say.

9017. Are you aware that any parties were excluded?—I am not sure of the details, but I can have them all produced.

9018. Are you aware that the clergy of other denominations were excluded from that examination?—I am not aware; but if they were, it was not by the chaplain, for he could have no authority to exclude them.

9019. You referred to the case of a boy who had been dragged to receive Protestant instruction?—Yes.

9020. Have you heard that the boy was so taken because of the registration affirming he was a Protestant?—Yes.

9021. May I ask, was he not on the instant protected by the rules of the Board in that case supposing he was a Protestant?—I don't think by the rules of the Board he was protected on the instant as he had all along attended Catholic religious instruction.

9022. The moment it was discovered there was any peculiarity in the case were not steps taken to put the registration right?—Yes, by forcing him to go to the Protestant instruction against his own will and wish.

9023. If he had been at the school formerly registered as a Roman Catholic, and attended Roman Catholic instruction, would not the teachers, whatever their religious denomination, make inquiry in such a case, or have inquiry made, and in any case of doubt or difficulty, refer to the principal teacher, and if necessary to the District Inspector?—I think the teacher, instead of dragging the child in that forcible way, should have given information quietly to the heads of the establishment, and have an investigation. I don't think there ought to have been brute force used.

9024. Taking for granted the facts of that case to be as stated, and I never heard of that case till now, should you attach blame to the Board or the officers?—I am not attaching blame to any individual officer. I am putting some of the difficulties of the system, and where there is such a system, and so many outrages, there cannot be confidence for the Catholic children, but I am not blaming anyone.

9025. Supposing all the schools of the country were either Roman Catholic, Established Church, or Presbyterian, should you not expect occasional cases of peculiar treatment on the part of teachers towards children?—I don't know. Of course, human nature is human nature.

9026. In the other case, why did you suggest that the father might have been put up to act as he did?—Simply, because, first of all, the boy had been registered as a Catholic, attended Catholic instruction, was withdrawn, and brought back and registered as a Protestant. If the father was not put up to do it, why was that not done at first?

9027. Are we not aware that many fathers do not think of going to the school to have their children registered?—This man did not think of going either.

9028. Does not that take place in many instances?—I cannot state as to the man's motive, but it is very fair to adduce from the omission in the first instance that there would have been a continuance of it if he had not been put up to it.

9029. Are you disposed to attribute the action of the porter in that case to any of the officers of the Board?—I cannot tell; but I must say it is most objectionable that any menial officer should be sent on an errand of that kind. It was making the whole establishment odious in the eyes of the people.

9030. Whom do you regard as the head of a family, or entitled to say how a child should be registered on the rolls of a public department?—The parent.

9031. Which parent?—I cannot take the burden of the charge of a child's soul off one parent or the other. I have nothing in the law of God to guide me in saying that the father is bound and the mother is free; or that the mother is bound and the father free.

9032. You don't recognise either as the head?—I think there is a united headship.

9033. In reference to that matter, whom do you regard as the head of a family—what is your idea of family government?—My idea, from my point of view, would be the same as that of a Protestant from a Protestant point of view. In holding my religion to be the true religion, I would hold that the parent professing that true religion is bound by the natural law to look after the child and see that he was reared in that religion. I believe a Protestant should come from his point of view to the same conclusion, believing the Protestant religion to be the true one to save the soul, and that the parent would not discharge his duty to the child without seeing the child was reared in the practice of that religion.

9034. Do you feel disposed, in the case of mixed marriages, to regard either party as the head?—As a Catholic, I cannot be disposed to recognise mixed marriages.

9035. You object to model schools on the ground of the payments?—As to professional expenses.

9036. You object in the case of Sloan and Campbell that their children should go to the model schools?—Not in the case of Sloan; he could very well go. But in the other case the children could go to a higher school.

9037. What is the position in life of the parents?—Keeping a hotel or tavern in one case, and the other has a little huxter's shop in Howard-street, near the model school. Their standing would make a great difference as to their being able to sustain the expense of the education of the children.

9038. You say the model schools are not suited to the poor, because the charge is too high?—I do not think they are suited. I think if they were intended to give superior education to the children of the poor they have failed.

9039. Have you known any case in which the

children of the poor were excluded?—I don't think any were excluded.

9040. Is Belfast Model School an exceptional case in which the children of the poorest of the population don't attend?—I think few of them go to the model schools, but they go to the other common schools. You cannot expect in a town like Belfast that children from every part of the town would go a great distance to the model school.

9041. At what rate of fees are the children of the poor received into the model schools?—From a penny to five shillings.

9042. What is the payment for the children of the poor?—I dare say the model school would admit them for a penny, but I am not aware of that being the case.

9043. Are you not aware that the children of the poor are admitted at a penny, and that the children of the higher classes pay the highest fees?—But the same class of children who go to the model school and pay 2*s.* or 5*s.* at the Christian Brothers' schools and the nuns' schools pay but a penny.

9044. Do the nuns receive a higher payment?—Not at all, and that money is not appropriated by either the Christian Brothers or the nuns to their own support or maintenance.

9045. Do you think a penny a week too much for the poorer classes to pay?—Some of the children are not able to pay at all. A large number of the children attending the common schools have the school fees paid by the Society of St. Vincent de Paul, a charitable society which devotes money to that purpose.

9046. It has been stated to the Commissioners that before the introduction of the National system of education the poor of this country paid a much higher rate than now for their education?—That would be in the time of private schools, and the Christian Brothers' or the nuns' schools were not common enough to give an opportunity to them. The present Christian Brothers' schools cost the children 9*s.* a year, and the nuns' 10*s.* a year each.

9047. The conclusion in your opinion is that as model schools are not suited to the poor, and that as the rich should not have the advantage of them, they should cease to exist?—My opinion is that schools that give an education that is unsatisfactory, and that cost about eight times more than schools that would give a satisfactory education ought not be approved of.

9048. In what respect do they cost more?—As to the payment of teachers, the large number of teachers in a model school. Sum up for one year the salaries. Take the number of scholars for one year; divide the one into the other, and you will find the payment per head is what I have stated. If I add to that the expense of building the ratio of the disparity increases amazingly.

9049. Are you aware that model schools are intended as preparatory training schools, as well as to give education to the humbler classes?—They are called district training schools.

9050. Are you aware that they have produced a considerable number of trained teachers?—I would be very sorry to approve of the training of those teachers for other schools.

9051. Are you aware that they do employ a number of teachers who have received preparatory training?—I have already stated that for some years teachers are not employed by us from any of the training schools under Government.

9052. We have had evidence on the subject that some did not?—You suppose by your question a different state of things.

9053. Are you not aware that during late years district model schools have been supplying trained teachers?—Of course, if they are trained they should go somewhere.

9054. Is not the system entitled to get credit for the training of these teachers?—Allowing for these teachers will not account for the disparity in the expense, besides, it is not the persons trained, or the teachers who have the advantage.

9055. Amongst your objections to chaplains of different denominations attending model schools, you have said that that very fact was calculated to make a bad impression in a Catholic point of view?—What I stated I think is that the fact of different clergymen, professing various forms of religion, coming into contact one with the other, is calculated to bring prominently before the minds of children the differences of religion. I am simply keeping to the fact that their presence there, and being present at the religious instruction is a clear and prominent object before the minds of children, and, therefore, makes the children markedly look at the difference of religion.

9056. Doesn't the child see the distinctions of religion in the streets of Belfast every day in the appearance and garb of the different clergymen?—I dare say the children don't attend to the diversity of religion they see in the streets, and in their own places of worship on Sundays. In their own places of worship, and when they meet people in the streets they don't know of what religion others are.

9057. I think you acknowledged that convent schools are denominational schools, practically?—Practically they are. They are obliged to have them open to all, however, according to the rules of the Board.

9058. Do the ladies regard their vows paramount to other considerations?—Of course; any person having taken a vow will regard it as a most serious obligation.

9059. And I presume, what I should call the religious education and training of the children is their chief aim?—It is one of the chief duties of the Sisters to educate the poor.

9060. There are managers of these schools?—The superioress of the nuns is the manager—the correspondent of the Board.

9061. In some cases there are other managers?—I don't know of any instance of a convent school. I am not aware of any instance. It is quite possible the parish priest might be the manager: but I think the general rule is, and very properly, that the nuns themselves should be the managers, and correspondents.

9062. But virtually and in practice, you presume the Commissioners treat those schools as denominational schools?—I believe in fact and practically they are denominational schools. I don't think the Commissioners could be said to treat them as such, for that would be implying, I think, what would not be the wish of the Commissioners. They treat them as National schools, complying with the laws of the Board, but practically they happen to be denominational schools.

9063. In the north of Ireland, in many districts, there are Roman Catholic minorities?—There are.

9064. They are very numerous?—Yes, they are, no doubt.

9065. How do you propose under such a plan as you suggested, the denominational plan, to deal with a very large number of schools where religious minorities are found in certain districts?—I don't think it would be very easy to make all the provision that perhaps might be desired in the case, but these exceptional cases should have exceptional rules, and all I would suggest is that in these cases every safeguard and provision should be made against proselytizing.

9066. Should not the provision exist in reference to all schools?—I don't think it would be possible; I think it would be very easy to watch a few schools of that kind, but it would be impossible to watch all so as to exclude things which would not be proper.

9067. Is it a fact they are few?—I think so; I think at least, in the part of the country with which I am acquainted, they are very few.

9068. Your diocese extends over the three counties?—It extends over the most of Down, the entire of Antrim, and portion of Derry.

9069. Are not the schools in the county of Down very largely mixed schools, with a small portion of Catholics?—Not very largely.

9070. In the county of Antrim are they not?—Not many; I think not. In nearly all the Roman Catholic parishes there the National schools are under the management of the parish priest; there are few schools

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in the county of Down which are mixed and in which the teacher is Protestant or Presbyterian.

9071. Look to instances, with which I am familiar, in the county of Antrim, and in one page in reference to one parish alone, Ahoghill, I see in one school three Roman Catholic children, the patron being of the Established Church?—May I ask you the date of that report?

9072. The Eglinton return, this is the year 1852?—There is a very great change in that parish since.

9073. And do you think there is a very great change in all the parishes that are referred to in this return in the county of Antrim?—I think so; there has been a large number of schools opened in that parish since, and in what we consider to be a safe and secure way.

9074. As a matter of fact I see in that one page before me, out of 204 pages of returns, one school with only six Roman Catholic children; I see in another case three Roman Catholic children?—It might be quite possible that these are the children of Catholic parents who would not be influenced by the priests to send them to the Roman Catholic schools near them.

9075. I now refer to Laymore and Cullybackey, within three miles of Ballymena. There are very few Catholics, 9 and 6. You are aware, Cullybackey is a large village?—It is; but there are few Catholics, and Cullybackey is a very small distance from Ballymena, where there are three schools.

9076. You are aware it is three miles from Ballymena?—I am.

9077. You don't expect a child to walk three miles a day to school?—I do. I have got a school which is well attended by children who have to walk three miles a day.

9078. I will read a few more cases. I take one page of the return?—In Antrim, I am prepared to admit, there are many schools of the kind, where the minorities are Catholic.

9079. Are you aware there is a very large number of those schools?—Not a very large number.

9080. I will take this one parish of Ahoghill?—I am after stating there is a very great change in that.

9081. As to Laymore?—At Cullybackey there is a new chapel there. It may be in the district superintended by the parish priest of Ballymena: all the children are attending his school. He has only opened a new school there within the last year in one part of Ballymena.

9082. I keep to the one page. In Laymore there are six Roman Catholic children; Ahoghill numbers three; Cullybackey, nine; Upper Largey, four; Tullygarley, two; Carminney, four; Straid, six; Ballymontonagh, five; Galgorm, six; Ballybeg, eight. These are all in the one parish, at different points of the parish. I will be content with that as a sample?—They are not all in the parish of Ahoghill; part must be in the parish of Ahoghill, and part in the parish of Ballymena.

9083. Now, taking it for granted that this is but one sample of a very large number of parishes throughout most of the counties in the north of Ireland, how would you provide for Roman Catholic children so thinly scattered over the country?—I don't know that in any other district of the county of Antrim they are so thinly scattered as the portion you have alighted on.

9084. When I cast my eye over the returns of other parishes, Ballyeaston, Ballynure, Ballymoney, Carnmoney, &c., &c., I find equally striking instances of Roman Catholic minorities?—I know where they have schools, from Coleraine round the coast, and up through the heart of the country.

9085. How would you provide for such as these I now refer to?—You must provide for them simply by letting the children to do the best they can. As I said already, when you have Catholic schools where there is security and protection for the children, you would have no excuse for them attending places where they are exposed to danger, but where there is not provision, there is a justification for them, and then we must get the best safeguards we can.

9086. I will take you through the district in another direction from Ballymena to Broughshane, in the parish of Roscavan?—That is not very far for a Catholic to go to school to Ballymena.

9087. Broughshane is more than two miles from Ballymena?—Its a very short distance from Creabilly where there is a school.

9088. In this very parish of Roscavan alone you have one school where there are five Roman Catholics, in another one, in another four, and so on throughout the entire county. What provision would you make in connexion with that district for denominational or sectarian instruction?—I don't know that any provision could be made except the provision that there should be no interference with their religion.

9089. You would be satisfied with that?—Certainly in this exceptional place.

9090. And no other?—Certainly, I should say in connexion with that, if a parish priest knew there was any interference with his children, it would be his duty to withdraw them from the schools, and leave them without any education at all, sooner than their faith should be put to any risk.

9091. Do Protestant managers in the north of Ireland ever appoint Roman Catholic teachers to schools?—I think in some instances they do, but I don't know they ever appoint a Roman Catholic in whom the bishop or parish priest would have any confidence. I do not say that as a rule, because they are not at all consulted about it. It would be a matter of extreme delicacy to go and say there is a teacher, don't let him be appointed. It would be an imprudent thing to raise suspicions against a person when it would do no good.

9092. As a matter of fact throughout your extensive diocese, do Protestant managers appoint Roman Catholic teachers?—If the Protestants wish to give satisfaction, to give confidence to the Catholics, they would consult the parish priest. As long as they don't do that we cannot approve.

9093. Do Roman Catholic managers, to the same extent, appoint Protestant teachers or monitors to the schools under their care?—I don't think they do. I think the necessity of the case explains it.

9094. What would you regard as the necessity of the case?—A Catholic believes that dogmatic teaching, in the way of keeping religion constantly before the mind of the child, is necessary; a Protestant may not think any form of religion or dogma necessary, or anything beyond a kind, and *naturally* good heart.

9095. Does that statement apply to the Protestants of this country, either Episcopalian or Presbyterian, that they don't acknowledge any dogma is necessary?—I don't say they don't acknowledge any dogma. I say they might not consider it necessary to have well-defined, well-shaped religion taught to the children. They may have set dogmas of their own; but I believe they consider secular matters may be separated from religion. They believe that secular training may be given without religion.

9096. Don't you think the Protestants of the north of Ireland attend to the dogmatic instruction of their own children?—I dare say they do what they consider right; but if their views are diametrically opposed to Catholic views on the question of education, whether it shall be religious or not, they would not teach what they would not feel, or agree in what Catholic parents approve of.

9097. Have you heard of Protestant managers having Roman Catholic teachers in schools where there was not a fourth of the pupils Catholic?—I admit it. I am satisfied very benevolent and kind-hearted persons who are doing that would do it with every disposition to be friendly. Quite so, but no protection.

9098. I have referred to a district of country—Laymore and Clinty, above a mile from Ballymena. Are you aware that for a long time the teachers in those two National schools were Roman Catholics, with scarcely any Roman Catholic children in them to be educated?—Yes, I think I heard that.

9099. Is that usually reciprocated on the other side?—I think that no Catholic could possibly expect that a Protestant or Presbyterian was qualified to give reli-

gious instruction to Catholic children. That could not be expected.

9100. I have in my hand a document here which has been ordered by this Commission, through the Constabulary, giving us a list of schools in the town of Ballymena, as well as the adjoining district. Should you be surprised to learn that out of nine schools in the town, not under Roman Catholic management, Roman Catholics attend seven of them?—It is quite possible; but that would only make the disadvantage even greater in my eyes, or in the eyes of the parish priest, now that he has plenty of school accomodation for his own children, because he knows that those who attend the other schools are absent from receiving that religious instruction they ought to receive.

9101. Can you account for the fact that out of nine schools, seven in Ballymena, and that even in the parochial schools of Ballymena, Roman Catholic children are found?—I don't know, but I am aware that in many cases employers of the parents of such children force them into schools where the parents of the children would not wish to send them.

9102. Have you known a single case of that kind?—I am not intimately acquainted with the district, or with the individuals in the district.

9103. How many cases of such forced attendance have you known in all your diocese?—I say nothing at all of the people in the district.

9104. I mean in the diocese?—In other places I am acquainted with I know there is the habit of obliging parties employed to send their children to schools objected to by their parents.

9105. Has it occurred in your own diocese?—It has.

9106. In how many instances?—It would not be easy to count them. They have occurred on a great many occasions.

9107. Were not your predecessors, Dr. Denvir and Dr. Croly, favourable to the non-sectarian system?—It is quite possible if I lived in their days, and with the experience they had, I would have entertained their views, and I have partially entertained their views.

9108. Have any changes taken place in the rules and management of ordinary National schools or model schools to account for the change of opinion on the part of the bishops and priests of your Church?—I think the experience they have of the results and the practical working of these schools—when they see as I have seen in Belfast, the children coming away from the model schools with a deportment which I would be exceedingly sorry persons turned out of the Christian Brothers' and nuns' schools had, and an absence of that religious control that ought to be given to children—when they see such things experience makes them change their minds.

9109. There is considerable practical opposition by your Church to all these National schools?—The reason is we believe they are founded on a principle which would lead to Atheistical tendencies. They grow from the false principle that you may exclude religion from education—that you may do without God. We could not act on that. Conscience revolts at it.

9110. Is there not positive religious dogmatic instruction given in connexion with these model schools, and every facility afforded to the clergy of your Church, especially in Belfast, to attend them?—No; there are very essential elements required to be given to Catholics in order to make them good citizens, good members of the state, good members of the Church, and having their spiritual man properly developed; and, we are of opinion, the system of education given in the model schools is not suited to do this.

9111. May I ask you, is it not in your power to have a dozen of your clergy to attend the Belfast Model School, to give religious instruction in whatever form they please?—I think I have answered that question half a dozen times. If we were to do that it would be giving the colour of a sanction to an unsound principle.

9112. You mean the facility is given to you but you don't think it judicious to exercise it?—Would a conscientious clergyman obey me in that, when he knows it was contrary to the conscientious principles of an orthodox Catholic? Would he obey me if I commanded him to do what faith taught him was wrong? If I forced him, he could appeal to an authority higher than me.

9113. Do you associate dogmatic teaching *pari passu* in the secular education?—Our Church simply teaches us it is unsound Catholic doctrine to believe that even knowledge of natural things can be imparted without religious influences.

9114. Do you refer to dogmatic religious instruction as the instruction which you contemplate should go *pari passu* with secular education?—I refer to the form and tone to be given to the spiritual and moral man rather than to dogmatic teaching. I don't exclude it, because dogmatic teaching may for a Catholic include some things that would not be necessary for a Protestant.

9115. Is there not every facility by the Commissioners of Education given to you to have as many of the clergy under you in Belfast to attend the model school, to guide and control the teaching during the hours of religious instruction?—If, as a teacher in any of the schools, I took up the commonest book in a school where there were children of different religions around me, and if one single point turns up, which, as their teacher, I would feel it my duty to explain, I am hemmed in. I cannot give the Catholic an explanation, because there are others listening to me, whom it would be ungracious to give this explanation to, and *vice versa*. That must turn up constantly.

9116. Do you believe that there is a time set apart in the Belfast Model School for religious instruction, in which dogmatic teaching may be given?—There is a time set apart for it, but, I believe, that education is a thing that cannot possibly be worked out by set process. I believe that education, in order to be proper education, must take in not merely the physical man, but the spiritual man, the moral man, and that by excluding any of them you are not giving the proper education in giving instruction to the intellect merely, but are forming a very dangerous element, indeed; for if the intellect becomes well informed, and there is not virtue to balance it, there must arise danger to society.

9117. Don't you think it desirable when these children attend the model school, and are in your opinion so exposed, the clergy should be more regular in their attendance, and watch over and care for them?—The clergy have schools, and if the children go to the proper schools they will get proper rules for their guidance, but if the clergyman went into the model schools, he would be giving his sanction to a work there, which he knows and believes to be dangerous.

9118. Your Church is a mission Church?—Certainly.

9119. And does your Church not think it necessary to follow its children?—But if it be a mission Church it is also a teaching Church, and it cannot follow them to a place where it is not free to act, at the same time giving the assurance that it is acting with freedom. The Church has not, according to the rule of the model school, the freedom of Catholic teaching.

9120. Am I to understand you don't regard it as part of your missionary work to look after the children in the model school?—You might as well ask me the question whether I would think it my duty to follow the people into a brothel. I don't say that as comparing them, but to exemplify the principle. I am not saying that one place is equal to the other, but I say that the same principle is involved. Am I bound to go after people to such a place? I am not bound to go to every place. I am not bound to go any place where there would be imprudence in it.

9121. Notwithstanding the attitude of the bishops and the clergy of the Church is it a fact that the number of Roman Catholic pupils have increased at the model schools?—They are, so far as I know, on the decrease in the model school of Belfast, and, I believe, in all the model schools of the country.

9122. I find on looking at the returns for 1864 that the number of Roman Catholics on the rolls of the district model schools was 4,597; in the year 1865, 4,596;

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in the year 1866, 6,871; in the last published report of the Commissioners, for 1867, they say that the number of Roman Catholic pupils was 6,581; don't you regard that as an increase?—Do you wish me to take for granted the veracity of that report?

9123. Yes?—I am not prepared to do that. I have very great reason to believe the reports are not accurate.

9124. Are you prepared to deny the accuracy of the reports?—I do not believe them. I have not made the census, but I say the model schools have been multiplied during the period for which you have been giving the return.

9125. Have any injuries actually resulted to faith and morals from Roman Catholics attending the model schools in common with the Protestants of different denominations?—I think the tendency is to injure them.

9126. Can you specify any cases in which injury has been done?—I know cases in which injury has resulted.

9127. Have they been numerous?—Not as to individual cases numerous, but I think the tendency generally as I have already said is to impart a mannerism to the children which is not exactly Catholic.

9128. In the province of Ulster are not Protestants and Catholics educated in National and other schools of a higher grade?—The private schools of all descriptions are on a very different ground. The private school is a very different school.

9129. I want to know as a matter of fact?—As a matter of fact it is quite true, but I wish to add that in private schools whether Protestant, Presbyterian, or Catholic, there are safeguards you will not find in this *system*.

9130. What safeguards have you really in the Royal Belfast Academical Institution, or the Diocesan schools where the teachers have been members of the Established Church?—Not sufficient. I was educated myself by a Presbyterian clergyman, but this is very different.

9131. May I ask as a matter of fact did he interfere with your faith and morals?—No, on the contrary he did the very reverse, he prevented it by interfering with those who were of an opposite way of thinking. I could give you an instance in two Greek authors—one in the translation of the Gospel of St. John—when we used to translate that the Protestants took theirs from the Protestant version, and the Catholics from the Douay version. When the Protestant boys translated ἡ "and," I have seen them get a knock on the head for so doing. This you are aware at once blotted out the Protestant doctrine on the question of the two species, whereas we had the correct translation from the Douay version when we translated it "or."

9132. Are you aware these gentlemen whose names I hand you were educated at the Diocesan school of Ballymena, whose principal was an Established Church clergyman?—I dare say they were. I heard that they were; I know that the elder brother was educated at a school in Crumlin.

9133. Do you know the gentlemen I refer to?—I do very well.

9134. Do you regard them as highly educated Roman Catholic gentlemen?—Yes, undoubtedly, but it wasn't at that school they became such.

9135. You are not aware the younger one received all his education at the Diocesan school before going to college or entering on his profession?—I dare say he received the elements of education there, but I think he was afterwards put into the hands of another party. There is something in that besides, other than in *this* system.

9136. These very differences of religion will make the religion of an individual more marked?—I dare say the little rows that sometimes occur in such schools will make one person more bigoted than it will make another, and in that way bigotry is absolutely perpetuated by these very model schools.

9137. On the other hand, is there not an advantage to the country in having education in common?—I don't see that there is. From the proposition that an individual or individuals come Scot-free out of danger, the conclusion is not to be universalised, that it would be a great advantage.

9138. Do you know of many like these two examples of Roman Catholics educated in schools with Protestants?—I don't think there are many; but if you put out this you should give me time to make out a list of an opposite kind. I don't think I would find many uninjured in such places.

9139. Don't you think united education in that way is promotive of kindly feeling, mutual respect, good will, and forbearance in many instances?—I think it leads to the very opposite of that. I think it is quite right people should be of kindly will, and associate in civil and social duties in the kindliest and friendliest spirit, and I think the way to promote that is to teach them all not to ignore what thorough Christianity is.

9140. Should you be certain to find kindly feelings on the part of the gentlemen I refer to?—I think the way to promote kindly feelings is to make a man know his own religion, and when its principles are understood, he will know how to be tolerant, and how to associate with others in a civil way.

9141. Would it not be an advantage to the country to have such reciprocity existing between Roman Catholic gentlemen and Protestant gentlemen educated together?—I believe it is productive of the contrary, persons are obliged to be reserved about religion. One may hold certain points, and pass them over not to offend me by them. On the other hand, if he openly speaks to me and understands what my principles are, and that I understand the same about him; we must be friendly, and there will be no reserve after. True friendship is founded on that basis of candour and no other.

9142. Should you be disposed to say in such cases as those I refer to that the parties would both stand by their own religion?—I don't think at the time religion was much known by any of them.

9143. Do you think it would be a benefit to the entire country, if we had such reciprocity existing between Roman Catholics and Protestants as the result of their previous education together?—I would be delighted at it if it could be done, without too great a sacrifice or at too great a price.

9144. For Ireland's peace and prosperity is not the interchange of kindly feelings much needed?—Certainly, every country requires kindly feeling for its peace and prosperity.

9145. You are not disposed, are you, to oppose all efforts to promote united education?—I cannot bring myself to see how united education in this country, or what is called the system of National education is possible.

9146. Are you opposed to National education except under the special control of the prelates?—We could not but seek a denominational education inasmuch as having received from God charge of the children, for we could exercise no charge without having proper authority to control them. That is a Catholic principle that cannot be got rid of.

9147. Are the Catholic laity of Belfast in harmony with you on this subject?—If not they are not sound Catholics.

9148. Do you think they are in perfect harmony?—I should think so. If not they are not Catholics, or orthodox Catholics. Many people entertain what are called latitudinarian views, and are prepared for anything, but if so, they do not understand their principles. It may be some of them differ with me, but they are not Catholics, or orthodox Catholics, who can take these views.

9149. Rev. Mr. *Cowie*.—Is it not the fact that the Roman Catholic population generally up to a late period have made free use of the opportunities afforded by the National Board?—I think they have made free use of it. They consider it a very great improvement on the systems which preceded it.

9150. That has been with the approbation of their spiritual guides?—In many instances with toleration—I cannot say approbation in the full sense—that they were thoroughly satisfied.

9151. But now the spiritual guides of the people are opposed to the system?—Yes; in its present working.

9152. You demand the denominational system?—Yes.

9153. Have you not stated that practically in towns and places where the population is large the system at present is denominational?—Yes.

9154. In places where only one school could reasonably be maintained, now I think you will allow it is the duty of the State to secure that all can partake of the benefits afforded by the school?—Yes.

9155. What security would you give in such a case to the Protestant minority?—The security I would give would be to prevent the Catholic teacher from interfering in any way with the Protestant children in any religious instruction.

9156. In any direct religious instruction?—In any direct religious instruction.

9157. Would you concur in the wisdom of the rules of the Board, which exclude all religious emblems suited only to Roman Catholic children?—I would be quite prepared in any such exceptional school that anything offensive to the Protestant children coming to the school should be excluded. I am quite prepared to admit that; indeed I think the Government, under such circumstances, would be doing the very best thing it could by giving full freedom of education in all schools where it is practicable. In these exceptional cases, what it can do is to provide safeguards for the religious feelings of the children, so that no child should be injured or insulted.

9158. For Roman Catholic minorities, do you think, if the present safeguards were maintained, it would be sufficient?—Yes, and I think the Government would be doing the best they could. I think no Government is bound to *optimism*. I think it is not bound to provide assistance which would meet every possible case or exception.

9159. It would be merely sufficient to require that the managers, before the Government paid its *quota*, should see that they had made every reasonable provision for admitting the children of the minority to a full participation in the benefits of the school?—Yes; I think the Government should have full control over the dimensions of the school, and its suitableness for the purpose, and the fruits produced in the school by the efficient teaching by the party in charge, and then, as far as the elementary schools are concerned, the system is in process of adjusting itself. I think it has almost come to adjust itself. As I have said of the Catholic schools in Belfast, the Protestants and Presbyterians there have their own schools in the same way.

9160. The other point remaining would be the training establishment. I understand you wish that each denomination should have its separate training school?—Yes.

9161. The model schools seem to be generally objectionable to the prelates?—Yes, they are objectionable to the prelates. The prelates have uniformly objected to them time after time, and have made it obligatory on the consciences of the children to withdraw from them.

9162. Mr. *Stokes*.—If the teachers were trained in approved institutions, and found qualified on examination, and if they held good certificates, does your lordship say the selection amongst such teachers must rest with the ecclesiastical authorities?—The approval of them must. I don't say the selection. At all events, if found incompetent teachers or unorthodox, there must be in the ecclesiastical authorities power to put a veto on the continuation of such teachers.

9163. Classes of approved teachers by approved ecclesiastical authority?—If a class of teachers be approved by the ecclesiastical authorities, any selection from them is quite satisfactory.

9164. You would not deny the right of patronage to persons who wish to establish schools?—No; on the contrary, I always go as far as I can to encourage that, provided that a patron who wishes to establish a school, or incur the expense of building and maintaining it, is animated by a good purpose. He will seek, by consulting with ecclesiastical authority, to be in unison with their views to appoint no party but one who will be satisfactory.

9165. Do you include the superintendence of primary schools amongst the canonical duties of a parish priest?—Certainly; I think the looking after an elementary school is one of the most important duties of a parish priest.

9166. Has the bishop means of enforcing the performance of that duty?—He has abundant means, and it his duty to do so.

9167. If the management of schools were freed from all restrictions, excepting conscience clause, for children of all denominations who desired to have secular education, would the Catholic managers be willing to contribute a portion of the cost of maintaining the schools?—They would be willing as far as they could do it, but in many parts of the country the Roman Catholic population is so poor that it would not be able to do it; but, suppose Government is willing to provide education in all cases where the people are not able themselves, it should be glad to give the required aid as far as practicable.

9168. Would it be possible for the Catholics to raise either a general or diocesan fund, from which the poorest places might be aided in making up the cost of maintaining the schools?—I could not say general. In the circumstances of Ireland, with all its poverty, I don't think it would be possible for them to create a fund by which they could, independent of the Government, go on with the schools.

9169. Could they not contribute?—They do contribute to the schools, and all the schools in our dioceses, with very few exceptions, have been built by ourselves. We take no aid for building schools at all. I believe there are only two schools that have been built by any aid got from the Government for many years.

9170. Has that not arisen through your rejecting the aid which the Board was willing to give you?—What we believe simply about that is, that the Board intended, by spreading these vested schools over the country, to have so secured the system in the country as that the country never could get rid of it, because if the Commissioners had all the schools of Ireland in their own hands, they could do whatever they wanted to do, and they would be absolute masters of education, and that is a feature that is beginning to develop itself as the model schools extend. We saw clearly that the model schools were to be spread over the country, not merely first in Dublin, then in Belfast, and next in Cork and other towns, but were to become parochial schools, so that every school in the country would be a vested school ultimately, and then, of course, we would have no remedy if the Board would again change its rules; and we were advised by high authority to keep the sites of the schools in our own hands. The Commissioners will not give us any assistance to build schools unless we give them the sites, or leases of the sites.

9171. The question I would wish to put to your lordship is, whether, as regards the ordinary parish schools, the parents of the children would contribute something towards the support of the schools—whether the parishes would make a collection as they do for the Catholic University?—In certain districts of the country, the poverty of the people is such that no local contribution can be raised at all.

9172. Would it not be possible for you to combine the Catholic population of Ireland for one general national collection, or diocesan collections, to raise a fund out of which the poorest schools might be assisted, by a certain amount of Catholic money, to meet the larger contributions which the State would give to support the schools?—I think in most instances that has been already done. I believe the parish priests are building the schools in their poorer districts with the money which they themselves collected outside the district in which they live; but as to any combined system for this purpose, I am not prepared to say anything. It is possible; but whether it is likely to be realized or not I don't know. As a bishop, I would say I don't see any necessity for that. Whenever a fair share of whatever fund is desirable to go for education of the people is properly divided we would get a

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fair reasonable amount necessary and sufficient for our purpose.

9173. But does your lordship recognise this difficulty, that if the State gives the whole of the money required for supporting the schools, it has a right to prescribe the whole course of education?—I would not ask to get the whole of it. I have been told by a prelate from Australia that he gets from the Government itself the allocation of £10,000 a year, and all that he is required to do is to collect £100, and he can allocate £200 out of the sum at his disposal, and by that means he is enabled to build schools and churches in his diocese. "We have only to say to a priest," he told me, "If you collect £50 I shall give you £100—two pounds for every one, and so on." When I heard he got £10,000 to build schools and churches, I said you are a happy man; if I had half of it I would be independent. That was Dr. Goold, Bishop of Melbourne.

9174. With regard to training teachers, if a system of separate training schools were established would not the Catholics be satisfied to receive from the State a contribution which would be sufficient to cover the bare cost of the boarding of the teachers?—I think the Catholic prelates would be glad to receive any reasonable assistance, and do their utmost to complete that arrangement.

9175. You think there would be no wish on their part to make any profit out of the transaction in any way?—I think they would rather consider it an insult to suggest such a thing.

9176. They would be prepared to spend more than they received?—They are always expending more than they receive, and more than they are bound to give. They are always giving more than they can spare, contributing to schools out of their own private resources. The parish priests are doing the same, and those who know anything about the state of the country, know that, generally speaking, any collection taken up for building any new church or school, the parish priest and the priests of the diocese contribute a great amount of the money, £10 and £5, and so on. It is astonishing where the money comes from so generously. That is the general rule. There might be a miser or avaricious man here and there.

9177. Would you think of asking from the National Fund £40 or £50 a year for the training of each master or mistress?—I believe in England they are receiving in some schools an amount equal to that; I believe they receive a large amount for the building of the schools; and there are annual amounts to defray the expenses of the teachers; and what they are doing for England in justice they would be inclined to do for us in Ireland, I should hope.

9178. Would you not be satisfied with less than £40 or £50?—I would ask for what I thought would be reasonable and just.

9179. If the alternative was put before you either that the present system of model schools should be maintained, or separate training schools established, to be aided by a more moderate contribution—which would you choose?—I would be inclined to accept a more moderate contribution than continue the present system, and I may add that with a more moderate contribution we would with our own energy make it more practical, and more useful, and fruitful.

9180. Would you desire that religious teachers male and female, should share in State aid in the same way as other teachers, without privilege on the one hand or restriction on the other—that convent schools, for example, should receive as much, no more and no less than other schools?—I think it would be very fair to introduce the principle of paying schools of that kind according to the fruits produced in the schools, or according to the results shown. I think, so far as convent schools are concerned, if there is any objection to give them what ordinary teachers should get, they should be paid according to results. If the nuns of a convent teach 500 little girls as well as in a secular school, the nuns should be allowed the same amount of money for this same work as is paid to the secular schools. I think this only just; but I don't think it should be as at present, that because they are nuns, they should receive only a very small capitation grant.

9181. And you would not object to the application of the Board's rules to convent schools?—Not at all; but we think the rule is not fairly applied.

9182. Do you think it would be an advantage, if the regulation of the Board which confines the nuns to teaching in one locality, were removed, so that the members of the same house might go to other schools?—I think it would be a great advantage. They could, of course, multiply their schools in that way, and have a competent, uniform system of education.

9183. May I ask if it is your wish that the nuns in your diocese teaching schools, should take aid from the National Board?—Yes, they do take it.

9184. Some do, and some do not?—All the nuns I have in my diocese do take aid. We have only one order.

9185. Did any Protestant girls attend the evening schools you have mentioned?—Not one. They go simply to receive religious education, reading and writing. Their religious education has been neglected. These are a class of girls who were neglected in youth. They were taken from school and trained up in idleness, and who may have got into some bad habits, but may be reclaimed with the nuns by a little influence over them. A great amount of good may be done in that way. I don't conceive there is the slightest chance of these girls in going to the night schools being exposed to anything of danger; but, on the contrary, I believe they are saved from dangers to which they would be exposed if they did not attend to these schools.

9186. Can you tell what amount of religious instruction is given in the schools?—Those girls who never think of going to any place of worship, or of practising any article of religion, after a short time are prepared by the nuns to receive confirmation and other sacraments, and they are taught to read their prayer-books also.

9187. Do the nuns in that, or any other school in your diocese, exclude Protestant children?—Never; but they take care not to induce them, by any unfair means, to come to their schools.

9188. Any Protestant girls who wish to attend the schools are free to do so?—Certainly. The schools could not be connected with the Board if they had not their doors open to any Protestant child who chose to come in.

9189. Mr. *Gibson.*—Are not the Commissioners entitled, according to their rule, to be informed as to the trustees and of the security for the site of a school before making a grant for building?—The object for which the site is held is specified—that it is for a school in connexion with the National Board.

9190. So far as the placing of confidence in the trustees for carrying out the trust is concerned, the trustees are nominated by the parties establishing the school?—But the trust is to be carried out, and it is that no other system but the National system will be taught in the schools, so that if the Board were to change its laws and introduce objectionable principles we would have no remedy, for the school would be under the system of the National Board. The Board would continue their system in the schools no matter who the trustees would be. We cannot tell what changes the rules of the National Board may introduce, as they have undergone changes from time to time. The by-laws of the Board have changed, and may change again to-morrow. The trust is therefore no security to us.

9191. Mr. *Dease.*—What were the reasons that influenced the Roman Catholic hierarchy in withdrawing from the National Board the confidence that, for several years after the establishment of the system, they had extended towards it?—They believed that the tendency of the National Board was towards a system of proselytism.

9192. Does your lordship consider that faith was broken by the State with the Roman Catholic body on the subject of education?—Yes; I believe that the

letter first published on the subject, by the present Earl of Derby, was a letter which seemed to give the bishops every hope that even the suspicion of proselytism, as stated, would be kept away; but in a short time the change of laws made by the Board led to a violation of that confidence which the bishops entertained.

9193. Would your lordship consider the following to be a proper definition of the duty of the State, in educating the poor, to provide for those whose poverty prevents them from paying for the education of their own children, those educational advantages that their wealthier neighbours possess?—The answer to that will greatly depend on what you mean by education. The State may mean by education what, as a clergyman, I could not mean by education. The State may mean simply secular education, to prepare a person to go to a trade; whereas I believe education requires more than that to fit a person besides to be a member of society, and to train up the moral spiritual man in a proper way—if you add that the State will give full and free opportunity for religious education.

9194. I include that—placing the poor man through the aid of State grants in the same position as his wealthier neighbours?—Understanding it in that way, I say yes.

9195. Is it not universal in the families of Roman Catholics, who practice their religion, to begin religious teaching from earliest childhood, and to incorporate it at almost all hours of the day with general instruction?—Yes. It ought to be.

9196. Is it not the fact that in all Roman Catholic upper class schools and colleges, both in England and in Ireland, as well as in foreign countries, religious teaching is, to a great extent, incorporated with secular teaching?—It is.

9197. Has not mixed education, under the National system, prevailed to a greater extent in the north than in any other part of Ireland?—Yes.

9198. Is it not the fact that there has been more bad blood about religious differences in the north than in any other part of Ireland?—It is, unfortunately, as I have already said. If we understood our own principles, and were candid in the expression of them outwardly towards each other, we would have a better chance of being good neighbours; but the want of candour, and the keeping back by one of what his religious views are from another is the thing—there is mischief in that.

9199. Professor *Sullivan.*—Is not the north of Ireland the most prosperous part of Ireland?—Yes.

9200. Would you consider that where the fighting was greatest the prosperity was greatest?—By no means. The politician, however, would be better able to account for the prosperity of the north than I could, by an investigation into the fairness of the laws of the country.

9201. The two are generally made correlative—mixed education and the growth of prosperity?—I don't think one is the cause of the other.

9202. Mr. *Dease.*—Supposing the system of State education to be altered in such a way as to secure the confidence of the Roman Catholic hierarchy, would you prefer that system to be carried into operation, and superintended by a Board limited in number, and appointed and paid by the State, as the Poor Law Board is, or by a Board chosen as the present Board is, and giving their services gratuitously?—I think a Board giving their services gratuitously, if appointed with the confidence of the bishops, would give more satisfaction than a stipendiary Board.

9203. More than a stipendiary Board?—I think, in a matter of education of this kind, where a Board of supreme control give their services gratuitously, it would be better; but, for the satisfactory working out of the system, the prelates would require to be satisfied that the persons on the Board, or some members of it, had their confidence to a fair extent.

9204. Have you ever heard of complaints being made against Catholics managing National schools—of interference with the religion of their Protestant pupils?—I have never known or heard of an instance.

9205. While believing, as I presume from your evidence you do believe, that the education of the country has derived great benefit from the National system, am I right in supposing you consider that that benefit has been derived in spite of, rather than in consequence of, the National system having been a mixed one?—I think in spite of its being a mixed one. I think the advantages would have been still greater had it been denominational. I believe the training under the Christian Brothers would have been in every way fruitful of better consequences to the country. I think the boys trained by the Christian Brothers are indoctrinated more sincerely and deeply with principles of loyalty and attachment to the institutions of the country, because they are trained in every act they do to act from motives of conscience.

9206. Professor *Sullivan*—With regard to the convent schools, you stated that they should be paid in the same proportion as the payment to the secular schools, and you mentioned the case of an evening school in a convent with 500 pupils attending?—I complain that they get no assistance whatsoever for the evening training of those 500 pupils. I stated, with regard to day schools, that if they had 500 as an average in a convent school, that the remuneration for teaching 500 should be equal to what was allowed for a similar number educated in secular schools.

9207. If 500 pupils trained in a secular school, and 500 trained in a convent school, are brought up to the same standard, you think that the nuns should receive an amount of remuneration equal to what was given to the secular schools?—Yes.

9208. Could you compare the convent schools to secular schools giving instruction to a similar number, and not to small rural schools?—No, they should be paid in the same manner for a similar number, the nuns should not be paid by a simple capitation allowance, which is not equal to their merits. A larger sum is often paid to a day school for teaching a much less number of children than is paid to the nuns.

9209. Are there not small schools in the country that cannot possibly be compared with larger schools in the towns, but must nevertheless be supported?—But it is not fair that the small school, with 50, 60, or 70 children, as the case may be, should receive £200 in the year, or whatever may be the amount, for its teachers, assistant teachers, and monitresses, and for requisites supplied, and so forth, while the nuns training 500 would be paid, say, only £100 in the year. Take the case of a school in the country, with teachers paid according to classification; suppose there are 80 or 90 pupils; the head teacher has £40 or £50 a year, the second teacher is paid, and the monitresses also; tot all these sums up, and you will find that the money given to pay for less work in such a school is more than is given to the nuns for training, say, 500.

9210. Mr. *Gibson.*—Are you not aware that the capitation grant was made in the first instance on account of the nuns not being trained or classified as teachers. The capitation principle was introduced specially in favour of their schools, but if the nuns came in and were classified they would be treated in the same way as the ordinary schools?—The nuns, from their peculiar character, cannot be classified. I am not prepared to admit that the qualifications of the nuns are what you insinuate. I am prepared to test their qualifications by the results. If the standard of education be equal, and that they make 500 children compete equally with 500 children taught in the other schools, I don't see why the nuns, because from their religious profession they have not been classified, that they should not, for an equal amount of good work, receive an equal amount of remuneration.

9211. Professor *Sullivan.*—On a system of payment by results the nuns would come in for the same payment as others?—Yes. I said I was quite prepared to have them paid by results. They will not submit themselves to come in before lay gentlemen to be examined. It is quite fair that they should take care not to expose themselves to the possibility of being rudely treated—no Board can be answerable that every individual In-

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spector may not sometimes be rude with ladies. It is for these ladies themselves, however, not to expose themselves in this way to officials. Their character is peculiar as *religieuse*.

9212. Would the same objection apply to examinations by written papers?—I don't think there could be so much objection to written papers. There might still be an objection urged against the system.

9213. I presume you would be in favour of payment by results?—I think so, in case payment by results is practical.

9214. Would it not be desirable to combine with it classification of teachers?—For my part I would have no objection to their being classified, but some religious orders, from the nature of their vows, have objected to it.

9215. In secular schools would it not be better to combine payment by results with the maintenance of the system of payment by classification?—Yes.

9216. And also of the system of capitation grants—take the three elements?—The objection to that would be that, in many parts of the country you would not have a capitation allowance that would pay, if the capitation grant amounted to ten shillings per head per annum. That would be £50 for every hundred, but in a small school in the country place, where you would only have an average of twenty-five, the teacher would not have a sufficient maintenance on that capitation principle.

9217. There classification should be maintained?—I think the classification of school teachers is necessary, otherwise the Government would have no guarantee that they were suitable teachers.

9218. Will your lordship kindly define the exact relation between the right of the parent and that of the Church in matters of education. Does not the right of selecting schools rest primarily with the parent?—I take it for granted that every parent who is a Catholic would wish to be guided by the teachers of his Church in matters that are not free. In matters that are free there is no question, but in various matters that are not free the parent should naturally be guided by the Church of which he professes to be a member. The parent cannot be a Catholic and not a Catholic, he must be one or the other; he must be taken to be as he says he believes. If he be a Catholic he would naturally wish his child to be educated as the Catholic Church would wish him to be educated, hence, there never can be an antagonism between the bounds of parental authority and Church authority, for the Church's right is to define the duty of the parent as interpreter of the natural law. Both, therefore, are in unison. The parent cannot infringe upon the Church's authority—since both are in unison, there cannot be any antagonism. I could not define a difference, as I don't believe there can be any difference.

9219. Does the Church claim the right of determining in abstract secular matters as such?—No; but she believes that even secular matters cannot be taught independently of the light of revelation. Dependently on the light which revelation throws upon them, she claims the right of saying to a person that he cannot teach that abstract science independently of revelation, for a person following his own light might come into collision with something revelation has made known.

9220. How far would you extend the right of judging as to the secular portion of the instruction of the Church?—The Church has a general right to examine any book, and to see whether or not there is anything in that book contrary to sound faith and morals, any book whatever. Incidentally there may come into any book a proposition which may be very objectionable. There is no book which I conceive the proper authority of the Church would be excluded from examining, but a parent may, if he likes, independently of the Church, say, I will not be tied down by the Church, I will not be priest-ridden. He may do that, but if he does, it is by the violation of his principles, or by following an erroneous conscience as a Catholic.

9221. Would not schools of the class of the model schools be a considerable benefit to a locality, especially a manufacturing one. In asking this, I put aside altogether the religious element, and refer merely to the secular instruction?—In the Christian Brothers' schools, where the spirit of the Church is acknowledged, they teach all those things they know to be necessary in a manufacturing town.

9222. I am speaking of the abstract question—would not such schools be desirable?—I think schools where a higher class of education is given, are very desirable. I think elementary education may be imparted in schools where the managers are Catholics, and they may control them in a proper spirit. A still higher class of education is given in seminaries and colleges.

9223. What would you actually substitute for the present model schools?—I don't know anything we want except to make good training-schools of them.

9224. In many of the large towns of Ireland, do you not think it desirable a rather superior kind of education should be given to the better class of artisans?—The very best artisans you meet with have got their education from the Christian Brothers, to the extent necessary for them, or in diocesan seminaries.

9225. But in many towns there are neither diocesan seminaries nor Christian Brothers' schools?—In that case they must use the best opportunities they have, and use them with discretion and prudence.

9226. Should not the State contribute towards that higher education?—I think the State should contribute in every way to ameliorate the condition of the subjects and promote their intellectual welfare, but not at the expense of the moral, spiritual man. If you exclude religion, the country will soon have no respect for the authorities of the country and the laws.

9227. Conceding that, what would you propose as a substitute for the model schools?—I don't want substitutes; there are already substitutes. There may be many Catholic gentlemen very well qualified to teach the higher branches, and also many trained by the Board may open their own schools.

9228. Do you think it possible for any such lay schools in the present condition to exist?—I think there would be always competent lay persons to teach schools for that class of persons who may be inclined to avail themselves of their services.

9229. If the whole subject of teaching were exclusively in the hands of clerical patrons, would there be any likelihood of laymen establishing the higher class of schools in the towns?—I think clerical patrons have always promoted the higher class of education.

9230. I speak of the higher class of primary schools—I refer to such schools in towns as would be represented by the existing model schools?—In towns where we have schools for primary education, and for more advanced classes, and again for the higher orders, I am not aware of what other vacancies there are to be filled up.

9231. Have they, for example, in any of the schools in the large towns, the means of teaching the elements of physical science, mechanics?—Yes; the Christian Brothers provide for that.

9232. I speak of towns in which they have not schools?—It would be very well that schools in connexion with the National Board should, as far as possible, teach these things. It would be very desirable, to be sure.

9233. In reference to the amount of money necessary for training schools, you were asked whether you would be satisfied with the sum paid for boarding alone?—I was asked would I suppose £50 to be enough. I stated in answer to that that I did not consider £50 would be too much, because it was given in England for the same purpose. But I would consider any reasonable amount of money given for the support of these schools a very great benefit, and with a less sum we might make it more efficient by the energy with which we would manage it.

9234. Do you consider it right to make some special provision for the training of teachers?—I think so.

9235. Would you be satisfied with a lump sum per

head?—I have only gone into a calculation of what would support a certain number, and what would pay the staff. I suppose what would be given would be sufficient, or nearly so, to get the buildings completed with help. Then give a yearly sum which would fully go to pay the professors.

9236. In fact, whatever sum was given for building should be in proportion to the whole expense?—I don't see why that difficulty should turn up now, inasmuch as the Commissioners have always kept training schools, of which they bear the whole expense. If these training schools were made unobjectionable, that would not change the expenditure about them. The question given to me, a while ago, seemed to convey that so much as that might not be given, and what would we do in that case. I said we would try and do with whatever was given, but the nearer it was to what was just and fair the better.

9237. Have you thought as to what ought to be done with respect to the conditions upon which building grants should be given in lieu of those now in operation, so as to enable building aid to be given to schools?—I think it would be better if the law enabled persons in every part of the country to take a site provided they could prove that the community there needed the site and the community named stood in need of a school there, that it should in the state of the law be able to force a site for a school, and the school being built for the purposes, it could always be appropriated to that purpose. The safeguards being simply on the one hand to the authorities of the Catholic Church that the system of education would be one satisfactory to them, and on the other hand security given to the Board that the money would never be appropriated to any other purpose but the carrying out of education.

9238. Have you thought what would be the proper mode by which the different conditions would be best arranged?—I have not given it any thought, but I don't think there could be any difficulty in coming to an understanding. All that the prelates, I think, want is the simple security that the children would be free from the danger of proselytism, and reared up fair, honest, candid Catholics, with the proper spirit of Catholicity about them.

9239. Is it not in the smaller things the great difficulty sometimes lies?—Our laws in these matters are not changeable, the spirit of the Church will be always the same.

9240. Whom would you propose to have as trustees in future in schools of that kind?—The clergyman naturally should be in connexion with it—one of the trustees.

9241. Would you be satisfied to have the trustees partly lay and partly clerical?—Yes, no doubt.

9242. Mr. *Stokes.*—There is a particular difficulty about clergymen, they have no heirs?—But they may be trustees for the object for which the property is held. Every day we make leases for a certain purpose.

9243. Have you ever met with a case where you had to search for the heir of a priest?—No.

9244. Professor *Sullivan.*—Are there cases in which the Court of Chancery recognises the bishop or parish priest for the time being, as capable of holding trusts?—I don't think there is any case in which the bishop or parish priest is recognised as the successor of those who have gone before him.

9245. The state of the law at present would not justify that?—In common practice a description of a certain person occupying a position of trust or benefit will fasten it upon the person who will come after him, but if you call him successor that does not substitute him.

9246. Would you be surprised to hear of a school with four patrons—two clerical and two lay—one of whom is a parish priest?—Yes, that may be; whoever will officiate for the time as parish priest, but it could not be left to a person by name.

9247. Would not naming the parish priest without his own name satisfy?—I think not. The law on that point I consider a grievance.

9248. The *Chairman.*—Does the present Board of Charitable Donations and Bequests afford sufficient facilities for the conveyance of property to Roman Catholic purposes?—Not in this way. If a property was left to me by name as Catholic bishop of the diocese and to my successor, it would not be good in law. I am not a corporation, nor is any parish priest a corporation. We have these documents always drawn out in the form of a trust, naming the person who is officiating as Roman Catholic bishop, and whoever is officiating as Roman Catholic priest, and all who shall for ever hereafter, from time to time successively officiate as such. There is an objection to that form, but the objection cannot be feared much, for no person can ever turn up to become a plaintiff in a suit to eject. I think there is an Act of Parliament passed lately which makes provisions for sites for houses for the Presbyterian clergy.

9249. If property were conveyed to the Commissioners of Charitable Donations and Bequests to the use of a particular Roman Catholic bishop or Roman Catholic priest and his successors, would those sucessors have any difficulty in receiving the fund?—They might in case the members of the Board of Bequests one day or another might become so prejudiced as to deny the successor.

9250. Do you mean in case of a disputed successor?—That will greatly depend upon the character and fairness of the men who will come in as trustees of the bequest. As long as they are fair men who will carry out the law in its spirit, there can be no danger. A time of persecution might come in a hundred years, when a party would say, I am the successor, my religion is the true religion, that trust is to be understood as applying to me. If there were a Board who would interpret the law in that way, where was the remedy.

9251. Would the interpretation of the law rest with the Board or with the Courts?—First with the trustees, and afterwards, if disputed, I suppose with the Courts.

9252. Professor *Sullivan.*—Have you ever met with difficulty in getting sites for schools?—Very often.

9253. Is that of frequent occurrence?—Very frequent occurrence. Within very few weeks I have had to pay £1,000 cash down for a small portion of land, two roods and twenty-three perches statute measure, in the neighbourhood of Belfast.

9254. Is that sum beyond the ordinary price?—I suppose if I wanted it for any other purpose I would get it for less. I was offered the site first, and was refused it. I was offered one acre and twelve perches closely adjoining it at £18 a year for ever. This will show the excess.

9255. Do you think it desirable there should be some special law with respect to sites for school buildings?—It would, but I must confess there are great difficulties surrounding it, as to how you would come at the fee, but it would be very desirable. In many instances we have very great difficulty in procuring sites. I know one portion of the diocese at present where a National school is very much wanted, and the proprietor will not grant a site. Indeed, I know two instances at present.

9256. What is his objection?—He does not like the system, I suppose.

9257. Mr. *Dease.*—He will not give a site even upon payment of the full value?—No, we would be delighted to purchase it at the fair marketable value.

9258. The *Chairman.*—Are we to understand that many cases have been reported to you in which employers have put pressure upon their Roman Catholic workmen to send their children to schools under Protestant management?—The influence is made to bear upon them in different ways. The head of the establishment may not do it himself directly. It may be done indirectly by some members of the family. The result of the influence comes to the same thing in the end. There have been many cases where persons have lost their employments because they would not send their children to particular schools.

9259. What denomination have the employers been in these cases?—Not Catholic. You will find men of the

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most generous and liberal sentiments amongst Protestants, Presbyterians—still you will occasionally find persons with very bigoted notions—very perverse in their own views—will have no toleration for others and will insist upon a certain scheme being carried out.

9260. Are these cases numerous within your knowledge?—In certain parts they have been numerous. The instances of indirect influence are much more numerous than of direct influence. I don't think that to be so very great a grievance in a large town like Belfast, where, of course, employment is more general, and if refused employment in one establishment the person is more easily able to get it in another. But we all know that without going to the extreme length of turning a person away, there are certain favours and encouragements given. When these are withdrawn it acts upon a timid parent with great force.

9261. Do you consider the Board show a lukewarmness in dealing with cases of alleged proselytism?—I am not aware the Board would show any disposition at all to encourage proselytism; but I think from the constitution of the Board and the working of the system, proselytism must prevail in spite of their best efforts.

9262. If the present rules as to religious teaching were relaxed, what guarantee could you give the minority in those cases where only one school is maintainable?—I am quite prepared to give any guarantee. I dare say the guarantee should be some rule, that if anyone connected with the school was detected in a case of proselytism, the school would lose whatever benefit it was receiving from Government. I don't know of any way to stop it, except by a punishment of that kind. I think that would be effective.

9263. Under the present system, if the nuns thought fit to be examined and classified, would they stand on the same footing as other teachers?—I dare say they would.

9264. Mr. *Stokes*—With respect to parental authority, reference has been made in this room to the case of the boy Mortara. Is it not the case that while the Catholic Church, where she has the power, would interfere between Jewish parents and a baptized child, to provide that the child should be brought up a Christian, she would not interfere between heretical or schismatical parents and their children?—No, she would not interfere between what you call heretical and schismatical parents and their children. They are already members of the Church. They are answerable to God, having been baptized. The parents themselves then are answerable to the child. But, in the case of the Jewish child Mortara, the child became, by baptism, a member of the Church, and had rights to be protected. The only responsible person to take charge of him would be members of the Church. That case occurred in a country where the Church and civil authority are combined in one, and where it was the duty of the head to act both as sovereign and as Church authority. The Catholic Church looks upon the rights which that child received by baptism as prior to all other rights.

9265. That was an extreme case?—Of course, a very extreme case. The Church does not interfere with any except those who voluntarily subject themselves to her. The case was of a child unable to speak or to defend its own rights, that received baptism and became a member of the Church.

[Adjourned.]

Twenty-third Day.—Dublin, Wednesday, June 10, 1868.

Present:

The Right Hon. the Earl of Powis, *Chairman.*

The Right Hon. The Earl of Dunraven, K.P.
The Right Hon. and Most Rev. The Lord Bishop of Meath.
The Right Hon. Lord Clonbrock.
Sir Robert Kane, F.R.S.
William Brooke, Esq., M.C.
Rev. David Wilson, D.D
Rev. Benjamin Morgan Cowie, B.D.
James Arthur Dease, Esq.
James Gibson, Esq.
Scott Nasmyth Stokes, Esq.
William K. Sullivan, Esq., PH.D.

George A. C. May, Esq., Q.C., D. B. Dunne, Esq., } *Secretaries.*

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Brother John Augustin Grace.

Brother John Augustin Grace, sworn and examined.

9266. The *Chairman.*—Are you the head of the institute of the Christian Brothers?—Only of the Richmond-street establishment in this city.

9267. I see by the paper that has been put in, that the order was founded in the year 1802?—It was founded in the city of Waterford that year.

9268. Is each house independent in its own management, subject only to the control of the head of the society?—The Director of each house has the entire management of all that regards the establishment of which he has the charge, subject to the approval of the Head Superior.

9269. What is the head of the society styled?—The Superior-General.

9270. Are all the brothers of one rank, or have you some for teaching and others for performing domestic offices?—Some teach, and others attend to domestic duties.

9271. Are there separate ranks in the order?—The only distinction is that which is marked out by the occupations I have just named.

9272. These two form separate classes?—Well, yes; they form two separate classes, inasmuch as their functions are different.

9273. Do they change from one class to the other?—Such a change would be quite exceptional with us.

9274. Do the brothers change from one house to another?—Yes; they may be sent to any house where their services are required.

9275. Are the brothers in holy orders?—No; there is an express rule against their aspiring to the priesthood.

9276. I see that before being admitted a life member a candidate must endure a probation of eleven years?—Yes; and even then he may not be admitted.

9277. Is it necessary at the end of that time that a person should become a life member?—No, he is perfectly free. If it be his own wish he is admitted, if qualified; if not, his admission is postponed if he is not rejected altogether.

9278. Is it the custom for any proportion of the members to remain beyond the period of eleven years without becoming life members?—Some do.

9279. I see that by the rules the Brother Director of each house is to be the inspector of the school or schools depending on the house. Is that Brother Director the superior of the house?—Of that house, my lord.

9280. What is his style?—He is styled the Brother Director of the house.

9281. Is that a permanent office?—No, he may be removed.

9282. Earl of *Dunraven.*—They are always re-

moved, are they not, after a few years?—No, my lord; they may be continued in office for years, at the discretion of the superior.

9283. The *Chairman.*—When a director is removed, is he removed to the direction of another establishment?—That may be, or may not.

9284. May he become merely a simple brother in another place?—He is subject to that, my lord.

9285. Is the amount of the school-fees received expended for the sole benefit of the schools and children?—Yes; it cannot be appropriated to any other purpose. It is applied either for the payment of rent, keeping the place in repair, furnishing stationery, or the like.

9286. Is it only a small proportion of the children that pay?—That depends on circumstances. If the children can afford it they usually pay one penny a week; if not, it is not insisted on.

9287. Have you any higher rates of payment than one penny a week?—None.

9288. Are the schools in all your sixty establishments of the same grade?—They are supposed to be. We have the same course of studies to follow, but the degree of that course which the pupils reach will generally depend on the time they remain at school.

9289. According to the circumstances of the locality, perhaps the number of those in the higher classes would vary?—Just so, my lord.

9290. Then do I understand that none of these are distinctly of a higher class—more of the middle class than the others?—Well, I think not beyond the middle class, my lord.

9291. Are there any schools in which especially high subjects are taught that are not taught in others?—Nothing beyond the English course. Lately we have introduced the teaching of Latin in a few places, at the very urgent request of some of the bishops. It was not our own wish to make the classics a part of our curriculum, for we apprehended that they would interfere with the great object of our institution—the instruction of the poor; however, as it was their lordships' desire, it was our business to meet their views.

9292. In what way did you imagine that it would interfere with the great object of your institution; was it that it would attract the higher classes?—Well, not only that, but perhaps more attention would be paid to that class than to the ordinary run of children, and hence probably the neglect of the latter.

9293. Did you ever take part yourself in the management of any of the schools that were under the Board?—I did, my lord.

9294. Did you find the requirements of the Board to restrict your operations?—Very much, as regarded the religious element of our system.

9295. In what respect?—By the rules of the Board we were not permitted to teach in a Catholic spirit. We did not feel at liberty to avail ourselves of the reading lessons to communicate religious knowledge when a suitable opportunity presented itself; and, moreover, all reference to religious subjects was to be excluded for a certain number of hours each day. Now, after having given the system the fullest trial, and taking into account the pecuniary advantages of our connexion with the Board, with the religious restrictions which that connexion imposed, we came to the conclusion that to continue the connexion would be inconsistent with the original aim of the society—namely, to give a sound Catholic education to our pupils; for that is the main end of our institution. Our society would never have been formed if it were not for the purpose of communicating religious knowledge; and that being the case, many of our members became dissatisfied at being restricted in the discharge of that sacred self-imposed duty. Besides, during the connexion with the Board our religious instruction had to be postponed to the end of the day. At that time both the brothers and the children were tired after the day's work, and hence the instruction lost much of its effect.

9296. Does the Society now desire State aid, or does it prefer to be independent?—We have no wish or anxiety on the subject. We never made any application for State aid, and, so far as I can judge, I think the feeling of the Society at the present moment is to have things continue as they are.

9297. During the time that some of your establishments were in connexion with the National Board, would the rules of the National Board have allowed one establishment to maintain schools in more than one place?—I never heard anything to the contrary, my lord. There were two of our schools in this city in connexion with the National Board at that time, namely, the school in Richmond-street, and another in the Liberties.

9298. And were they both taught from the same establishment of Christian Brothers?—Yes, they were both conducted by members of our society.

9299. Professor *Sullivan.*—Did they reside in the same house?—No, they resided in separate houses.

9300. Mr. *Dease.*—Did they reside in distinct establishments?—They had a separate residence, and separate schools.

9301. The *Chairman.*—The fourth rule under the head of convent schools says, "The Commissioners will grant aid to one school only in connexion with the same convent." Do the same restrictions apply to the Christian Brothers' establishments?—I think not.

9302. Then do I understand that when you were in connexion with the Board you might have had more than one school taught from the same house?—That is my impression.

9303. Have you many children in your schools whose parents would be able to pay more than 1*d.* a week?—I think there are several, my lord.

9304. Do you encourage that class, or do you rather restrict them?—I think the spirit is rather one of restriction upon their admission. If there be accommodation for them when they apply we admit them; if not, they are rejected.

9305. Are any children of other persuasions in your schools?—None at present, my lord.

9306. At former times have there been any, or in any numbers?—During the time I have been in Richmond-street, now 29 years, we have had but four.

9307. What course was pursued with them as regards both the religious instruction received from the brothers, and as regards the religious observances from time to time, such as the saying of prayers?—We required of them no religious observances whatever. At the time of religious instruction they were directed to take a walk in the garden or to go into the summerhouse. We were particularly cautious that even a suspicion of proselytism should not rest upon us.

9308. Then as regards the short devotions that come in at certain hours, the *angelus* for example?—Well, that is the time at which religious instruction commences. The *angelus* is said at twelve o'clock; there is half an hour's religious instruction immediately after; and that was the time at which they took the walk in the garden. But at other times there are short prayers, and of course they were not removed from the school during these.

9309. Were these short prayers said aloud?—No, my lord; a short prayer said in private when the clock struck.

9310. Then would that involve merely on the part of these children the standing up for a moment?—For a moment.

9311. With the rest of the class?—Just so, my lord.

9312. With reference to the question of State aid, and supposing a school of the Christian Brothers were established in a place that was not populous enough to support another school, could the Christian Brothers, according to their own views, meet the views of the State by making that school free and open to all denominations?—That question has never formally come before us. I don't exactly know what decision the body would come to if it were discussed.

9313. Are the emblems in your schools such as would be generally objected to by Protestants?—I think so, my lord. We have the crucifix, and statues of the Blessed Virgin and other saints.

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9314. Are your secular class-books such as Protestants would be likely to object to their children learning from?—Well, I understand they have been selected by some Protestants. There is no doubt but a Catholic religious tendency pervades them.

9315. Are those books printed by your society or for your society?—For our society.

9316. Are they printed in your own establishment or by ordinary tradesmen?—They are printed in two or three printing establishments in this city.

9317. Are the prices that are marked in this paper attached to them the cost prices, or below the cost prices?—Oh, I think they are something above the cost prices; we must have a margin for bad debts.

9318. Do you supply the children in your schools with books and stationery *gratis*, or do they pay for them?—Such of them as can afford it buy them, but if a child cannot afford to pay for them he gets them *gratis* if the resources of the school admit of it.

9319. Are they supplied to your own establishment as part of the general expenditure?—Each establishment has to account for those supplied to it from headquarters.

9320. Would children in the schools who are able to pay be charged the prices stated here?—I think so.

8321. The same prices that you charge to persons outside?—Well, in some cases less. I think they charge retail prices outside. We usually give them at wholesale prices to such as can afford to pay only that sum, and at retail prices to others. In fact we meet the wants of the children in the best way we can.

9322. The table at page 7 gives the number of your various books that have been supplied to the public; can you tell me whether these were supplied for use in Ireland or whether they went to other countries?—I think they were supplied to all. The return represents all supplied both to our own schools and to the public. We don't supply foreign orders directly ourselves. Our agents, Messrs. M'Glashan and Gill, of Sackville-street, supply all orders not in connexion with our own society.

9323. Can you say what class of schools in Ireland are in the habit of using your books?—Well, I cannot say, my lord, outside of our own.

9324. Do you know what class of purchasers would principally be included under the name of the public in this table?—Some go to India, some to Australia, some to other places, and, I dare say, very many of them are circulated at home.

9325. I see you have sixty establishments and 225 school-rooms?—Yes.

9326. Are any of these school-rooms at a distance from the establishments?—Yes; in this city, in connexion with Richmond-street, we have two branch schools, one in St. Mary's-place, and the other at St. Laurence O'Toole's, both of which are supplied with teachers from our establishment each morning.

9327. In other places are any of the schools at a considerable distance from the head establishments?—In Cork I think the distance is about twenty-five minutes' walk, and perhaps as long in Limerick.

9328. I see at page 7 a return of the numbers present on the 18th February, 1868. Was that any special day?—We have a return, my lord, once a year, from the entire institute, and it may happen to be precisely on the same day. This year the return was made on the 18th of February. The object of the return is simply to ascertain the number of pupils in actual attendance, and their classification of studies.

9329. On that day are means taken to ensure a specially good attendance?—Well, I am not aware that any extraordinary effort is made. I think there can be no object in doing that. We are not paid a capitation grant.

9330. I see by the difference between the average daily attendance of 18,000 and the number of pupils on the roll (25,000), that, like other bodies in Ireland, you have a difficulty in enforcing regularity of attendance?—There are various days in the year on which we don't get a good attendance. A wet day, for instance, or a fair day, and various other causes will affect the school attendance; and there are seasons likewise in the country when the children are employed by their parents, and of course the schools are thin on those occasions.

9331. How soon do you strike the children's names off the rolls in case of non-attendance?—Our rule is after thirteen consecutive weeks' absence.

9332. Following the rule of the National Board?—Well, I believe both systems are alike in that respect.

9333. At what time do the boys in your school get dinner?—They get no dinner until they have left school at three o'clock. Most of them, however, bring lunch.

9334. Is that eaten during school or after it?—It is usually eaten after the half hour's religious instruction, at twelve o'clock.

9335. During the short pause of ten minutes in the play-ground?—Just so.

9336. Is it your habit to give them any food after three o'clock?—No; but if a child were destitute we might give something to his parents to provide him with food.

9337. Is it not your habit to feed the children who attend school?—No. We hold out no inducement of that sort to our pupils.

9338. Have any of the children educated in your schools obtained classification as the teachers of National schools?—I never heard of but one or two instances, and they obtained first class.

9339. Is it one of your objects to train boys as teachers in schools?—No; we train those only who are destined for our own society; but none else.

9340. I see one of the objections stated to the National Board is, that the Commissioners possess the power, with the sanction of the Lord Lieutenant, of changing the fundamental rules of the Board. Do you consider that that is a power which the State or a Board could ever give up?—Perhaps not; but it would be a reason why we should not run the risk of forming a connexion with the Board, inasmuch as they may pass or enact a law inconsistent with our rules, and thus leave us no alternative but to withdraw from it.

9341. In whom are the outlying schools in which your members teach vested?—Some are vested in members of the society; some in members conjointly with others; and some in the names of persons outside our body.

9342. Private trustees of the society?—Yes.

9343. Who repairs those outlying schools?—All the schools in connexion with our institute and of which we have the management are repaired with the school pence of the children, which are always applied either in paying the rent, keeping the places in repair, or in furnishing whatever may be necessary for the schools.

9344. Have any of those outlying schools been built in the first instance by the society?—Very few, my lord.

9345. They have been provided for you by others?—Yes.

9346. Do any of the schools in which your members teach belong to private individuals, and are they merely used as schools during the pleasure of those individuals?—I believe we have but one establishment of that description. It is at Adare, on the estate of my Lord Dunraven, who, at his own personal expense, not only fitted up and endowed the establishment, but appropriated about two acres of land for the use of the Brothers; and as a still further mark of his lordship's kindness, he handed them the key of his magnificent demesne, telling them they might enjoy it as a pleasure ground at their discretion. We have also a school at Claren-bridge, in the county of Galway, that was built and endowed by the late Sir Thomas Redington and his mother; but this establishment is vested in trustees, and permanently secured to the brothers.

9347. In any of the schools in which your Brothers teach are the buildings the property of neighbouring landlords?—I am not aware, my lord, beyond those I have just mentioned.

9348. Are there any schools in which your Brothers teach in which the school-houses are private property?—I think not, my lord.

9349. Mr. *Stokes.*—You have in England?—I am not referring to England. I am alluding to our schools in Ireland.

9350. But your return is conversant with English schools?—Well, the English schools are, I believe, private property, but some at least are vested in trustees.

9351. The Bishop of *Meath.*—Are any of the fraternity in holy orders?—None.

9352. Is it against your rules?—There is a rule to that effect.

9353. Then are all the teachers in your establishment exclusively of your own fraternity?—They are. We have none except those who are members of the society.

9354. You said that the Roman Catholic bishops requested you to teach Latin to some of your pupils; that, I suppose, is for the purpose of preparing them for the priesthood?—It may be with that intention, or to qualify them for other walks of life to which they could not aspire without a knowledge of that language.

9355. Now, a meeting of the Roman Catholic bishops was held in Dublin, on the 18th of December, 1867, and the conditions which they laid down there for accepting Government aid, in a way satisfactory to themselves, are these:—"That the teachers be Catholics; that school-books, such as those compiled by the Christian Brothers, be used in the schools; that the use of religious emblems be not interfered with; and that the schools shall be inspected only by Catholic Inspectors." Would you be willing to accept State aid on those terms?—Well, as I said before, my lord, the question has never come regularly before us, and I don't know what the issue would be if it were discussed.

9356. By whom are your books prepared?—By members of our own body exclusively.

9357. You said that some of them have been selected by Protestants; I suppose that applies to your books of purely secular education?—I cannot exactly say; but I have been told what I stated.

9358. Are your schools visited by the parochial clergy?—We have three of them attending ours weekly at Richmond-street; they act as confessors; but the entire instruction devolves upon ourselves. We prepare the children; they come and hear their confessions.

9359. You prepare the children for their sacraments and other religious rites?—Yes; we instruct and prepare them for their various religious duties.

9360. The *Chairman.*—Are the members of your society permitted, in teaching, to go further in religious subjects and religious doctrines than ordinary laymen?—We are fully authorized to instruct the pupils attending our schools without limitation.

9361. Are you authorized to teach them as fully as a priest?—I know of no distinction so far as our pupils are concerned. Of course we never touch on what is properly matter for sacramental confession.

9362. Earl of *Dunraven.*—I wish to ask you, with reference to something in a page of your return, whether the number of schools there given, means number of distinct schools, or school-rooms; in other words, how many schools have you in Dublin?—We have nine distinct school buildings, and in these thirty-one school-rooms.

9363. How many distinct schools have you—how many distinct places? Is Hanover-street one?—No; that no longer exists, but Westland-row has taken its place. It is in the same parish.

9364. Is Mill-street one?—No, that school has been transferred to Francis-street, and the large school-building in Synge-street has been lately added. It may be necessary to observe, that though the schools in Hanover-street and Mill-street have been transferred to more central positions, the names of the original sites have been given in the return, in order to show the situation of the schools when first introduced into those parishes.

9365. What is the next in Dublin?—The Glasnevin Orphanage and the Cabra institution for deaf mutes. There are also two branch schools in connexion with the Richmond-street establishment—one at St. Lawrence O'Toole's, and the other in St. Mary's-place.

9366. Haven't you lending libraries at the schools?—We have.

9367. Are these lending libraries confined to the boys or the parents of the boys?—No, we don't confine their usefulness to the boys and their respective families. Others may be admitted as members provided they are well recommended.

9368. Others in the parish?—Yes, and even outside the parish.

9369. Do you consider that on the whole they have been successful?—I think very successful, my lord.

9370. How are your houses generally supported?—By public subscription.

9371. In the great majority of cases, of course, it is?—There may be endowments to some, but the other is the principal support.

9372. How is the public subscription collected?—There is usually an annual sermon preached, and a collection made on the occasion. That is one source of our revenue; and there are annual subscribers besides.

9373. You mean annual sermons in the various localities?—Yes.

9374. Well, do the funds of one house ever assist those of another?—No, we can never appropriate the funds of one house to another. They must remain where they were collected or where they were intended to be applied.

9375. Supposing, for instance, that the sermon does not produce in a particular year as much as usual for your support, what would you do?—We must do the best we can, and apply again to our friends.

9376. You have no other resource?—No other resource, my lord.

9377. Sir *Robert Kane.*—You commence the work of the day when the children assemble, with religious instruction?—Not with religious instruction; we begin with prayer each morning.

9378. And then at twelve o'clock?—We have the Angelus, and half-an-hour's religious instruction, consisting of an explanation of the Catechism; some prayers are said after that, and when the prayers are ended the children get recreation.

9379. And then at the close of the day—at three o'clock—you terminate with prayer?—Yes, with prayer likewise.

9380. The time is laid out by an arrangement or time-table in the schools?—Just so.

9381. And it is divided among the various secular subjects. Do you pursue the instruction in these secular subjects continuously during the time allotted?—Yes, in the various classes.

9382. Do you interrupt that secular instruction, or instruction on any of the ordinary subjects for the purpose of introducing religious references?—Whenever the clock strikes there is an instant pause, and a short prayer is said.

9383. At every hour?—Yes.

9384. Do the classes commence and terminate with the hours?—No. It may be that the clock would strike in the middle of a class lesson.

9385. But the interruption is determined by the time?—Just so. It is the clock that reminds them of it.

9386. It is the clock that introduces the religious instruction?—Not religious instruction at the ordinary striking of the clock, but a short prayer. What is done is this: when the clock strikes there is an instant pause, the children recall the presence of God, and say the "Hail, Mary," in thanksgiving for the great mystery of our redemption.

9387. But does your teacher, if he comes, for instance, in one of your reading lessons, or one of the geographical lessons, upon a subject which it may occur to him has a certain moral or religious bearing, does he interrupt the course of the purely secular instruction, in spelling or reading, for the purpose of referring to whatever may be suggested by the passage,

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and calling the attention of the class to it?—That is the practice.

9388. And that is the practice with regard to all the subjects of instruction?—Well, there are some subjects from which it would be difficult to draw a religious or moral inference, as, for instance, arithmetic or mechanics.

9389. Of course, it is as the subjects are introduced?—Yes. It is chiefly in the reading and geographical lessons that the subject turns up.

9390. Are the remarks limited to a reference to the general moral character, or do you introduce subjects of a dogmatical character?—The remarks are introduced in a passing way. It is only when a word or phrase would suggest a good idea or sentiment, or that something occurred in connexion with a certain place, that the teacher will call attention to it. If, for instance, the words Armagh, Lismore, and Clonmacnois turned up in the lesson, the teacher could scarcely pass over such names without referring to the ancient glory of those places—the class of persons who inhabited them, their occupations—prayer, study, and instruction—the kind of education imparted, and, perhaps, too, making a comparison between the education given in those monastic institutions and the systems of the present day. If the word Candlemas occurred, then he would give a short explanation of the Mass, the origin of candles at Mass, and how the 2nd February came to be called Candlemas Day, &c.

9391. But you do not consider it desirable in the course of the secular instruction, to introduce matters of a dogmatical character?—Decidedly not. We have a time laid out for regular dogmatic religious instruction, and then it is given, but during lessons the religious instruction is only given incidentally.

9392. In some of your schools the subjects of instruction are carried to a considerable height, I believe?—Well, as far as an English course goes we set no limits, provided the pupils remain at school and have capacity to learn.

9393. Do you limit yourselves in that English course to what would be generally understood as primary instruction?—In the main we do. There are some boys who are highly gifted, and who have time to remain at school. When we meet such we encourage them to continue their studies, and in these cases advanced branches are taught; but we allow nothing to interfere with the primary subjects—reading, writing, and arithmetic: we look upon these, with some knowledge of grammar and geography, as the essentials of a useful education, and must be taught in the first place, but nothing beyond these unless the children have time and capacity to learn.

9394. Has your order any connexion with the order of the Christian Brothers that are engaged in education in France?—We have no connexion beyond that community of feeling which usually exists between kindred institutions; and probably the brief of their confirmation is that which was extended to Ireland in our case, but we have a separate and distinct organization of our own.

9395. But the Papal brief was extended to Ireland?—Yes, to Ireland, with some modifications.

9396. Are you aware of the precise position the Christian Brothers occupy in France?—In what respect?

9397. With regard to their connexion with the general educational system of the country?—I believe they are employed all through the country by the Communes, and are paid a stipulated salary for their services. As regards their relations with the State, I believe, by an old established law of France no person can open a school or an academy in that country without first having obtained a certificate of competency. Hence, when the Brothers are about to open a new establishment the Brother-Director has, like other teachers, to apply for this licence, which is invariably given, but by what process it is obtained—whether by examination or otherwise—I am not aware.

9398. Are not their schools subject to the same Governmental inspection as other schools?—I am not aware. They have annual exhibitions, and the mayo of the town or city presides on the occasion; but whether it goes beyond that, or whether there is a Government inspector to see that everything is carried out according to Government views I have never heard.

9399. The inspection of your schools is carried out by members of your own body?—By members of our own body.

9400. Are these inspectors selected specially from amongst your members?—They are.

9401. From the superiors?—Yes.

9402. How frequent is that inspection?—It must be once a year at least. It may be oftener.

9403. And these inspectors report to the Superior-General of your order?—That is the rule.

9404. Of the twelve schools which you state as being in Richmond-street, will you have the goodness to mention their nature, or in what way you distinguish one from another?—They are in different localities.

9405. Are they not all in Richmond-street?—No. Some of them are in two other places connected with Richmond-street.

9406. You are the head of the Richmond-street establishment?—I am.

9407. And these schools are under you?—They are.

9408. What are the twelve schools?—In Richmond-street the children graduate mainly according to our books, or the divisions of our books. We have eight school-rooms in Richmond-street; and of course the children read, according to grade, the four reading books. There may be two of these schools reading the same book, and learning such collateral subjects as are usually taught with it.

9409. Are there two schools learning the First Book?—No. Some of the pupils may be learning the Sequel or Second Book. There must be some boys of a more advanced class in each school to assist in teaching the juniors. The next school is learning the Sequel. There is another school learning the Second Book; and the fourth, fifth, and sixth are learning the Third and Fourth Books.

9410. We have now altogether accounted for seven. What about the remaining five? In what classes, the first, second, or third, is geography taught?—There is no geography, except a mere outline, taught in the first school, and only a small portion in the second.

9411. Then what is the occupation of the schools after the seventh?—There is one being prepared as a drawing school. It is not fully occupied yet.

9412. That makes eight?—Yes.

9413. Would your classes, or schools, as you call them, correspond in a great degree to the classes under the National Board?—I dare say. The two systems correspond in many respects.

9414. What are the remaining four of the twelve?—There are two at St. Laurence O'Toole's, and two in St. Mary's-place.

9415. They are a kind of annexed schools, or branches?—Just so.

9416. Is one of them in Sheriff-street?—Yes.

9417. Where the new church is?—Yes.

9418. Where is St. Mary's?—In St. Mary's-place, off Dorset-street.

9419. So that, in Richmond-street proper, the school consists of eight divisions?—Of eight divisions.

9420. Where are the schools in which, at the request of some of the bishops, you have introduced classical instruction?—It has been introduced in Limerick, and, I believe, also in Carlow, Tuam, and Dingle. It is just merely in its commencement. Whether it will realize the object in view, remains to be seen; but I have great apprehension myself that it will interfere more or less with the main object of our institution, namely, the education of the poor.

9421. You have mentioned that where you had any difficulty with regard to room, you preferred admitting and retaining the children of the poor who were not able to pay, and that you sent those away belonging to a better class?—In fact, within this week, though I had not room, I took in two boys who were quite

destitute, and they will have to wait for the first vacancy that will occur.

9422. You don't usually make any distinction among the children you take in, and if you do make any distinction it is in favour of the destitute classes?—Decidedly. It sometimes happens, however, owing to domestic circumstances, that a child of well-to-do parents is a greater object of charity, in a religious point of view, than a poor boy clad in rags. In such a case I would give the preference to the one who stood most in need of religious instruction. This would be relieving spiritual destitution.

9423. You have never kept any record of the ultimate destination of the pupils who left your schools?—Well, not exactly a record, but I could very easily refer to many.

9424. You have known, I suppose, of many instances of persons being successful who left you?—Yes. Very successful in life.

9425. Through the means of the education received from your body?—Yes, and their own excellent conduct.

9426. Earl of *Dunraven.*—Have many of your own pupils entered into the order?—Yes, we have several.

9427. Mr. *Gibson.*—Do the Roman Catholic schools ever send any scholars to be trained in your schools, or to become acquainted with your school organization?—When the Richmond-street schools were first established we had some of that class, but none latterly. We have no accommodation for them.

9428. You mentioned, I think, that you had school libraries?—Yes, we have.

9429. Have you any printed catalogue?—We are about getting one printed.

9430. Could you let the Commissioners have a copy?—Certainly, as soon as it is printed.

9431. You teach history?—We do.

9432. I see that history is a portion of the business of your fourth school?—Yes.

9433. Now in reading history do you confine yourself merely to the text as it is in the class-book you read, or do you make observations upon it?—We make observations upon it. I think the outline given in the book, necessarily short, would be very meagre without a passing comment.

9434. I suppose the views you put forward are generally the views that are put forward in the book?—I would say so, otherwise we would not have it as a text-book.

9435. You said, in answer to a question from our Chairman, that your class-books were such that even Protestants were having them taught in their schools?—I did not express myself to that effect, but I stated that I had heard some Protestants had selected them for the instruction of their children.

9436. Do you think that any Protestant school could read or adopt this historical class-book of yours?—I think if I were a Protestant and making a selection of a book, I would not select that.

9437. Master *Brooke.*—What class of society are your brothers chiefly taken from?—Mainly from the middle class. We have them from the professions downwards—several commercial young men, and many the sons of shopkeepers, and comfortable farmers, and some who had completed their full theological course for the priesthood.

9438. Do they feel themselves at liberty to retire at any time from the brotherhood?—If you observe by our rule, they are up to twelve years perfectly free to retire at any time, and even after that, if they don't wish, they are not required to enter into any engagement whatever. We have some of that class at the present moment.

9439. May I ask who is your superior-general?—Mr. Hoare.

9440. Where does he live?—He lives in Richmond-street, but he is at present in the country.

9441. I observe one of your rules, and one I admire very much, is, that "the brothers should use their endeavours that order and regularity be kept up in their schools, and particularly that silence, the foundation of both, be observed." Now, how far is that accomplished in practice?—I think it is a complete success. We have generally order, silence, and regularity in our schools. That is their character. We do not mean by silence dumb silence.

9442. Then would you explain it?—The children are allowed to speak in an under tone, so as not to cause noise or confusion in the schools, that is, to confine themselves to what is merely the tone of voice necessary to the then duty.

9443. Do you find it difficult to accomplish that amongst boys?—I think not. When a school is well organized, and the teacher has control over the children, there is little difficulty in maintaining order and silence.

9444. It is not a very rare thing then?—I have been many years in charge of a school myself, and I felt no difficulty in accomplishing it.

9445. Is it carried out by discipline?—I think it is more by moral influence than otherwise; the teachers being religious men, they are more likely to exercise a greater influence over their pupils than the ordinary class of instructors. Besides the religious instruction they give, the religious emblems which are constantly exposed to view, and the religious exercises which take place in the course of the day—all contribute to impart a moral tone to the place, the effects of which must be felt, even by the youngest children. When a child comes in raw from the streets he may be disposed to act very differently from those who were in before him, but his conduct is remarked immediately, and he gets ashamed, and soon falls into the habit of the school.

9446. Is corporal punishment ever used?—Yes, but comparatively seldom; and the most that is inflicted is a slap on the hand with a piece of leather. We are endeavouring to do away with corporal punishment altogether, and I think we are succeeding. I have had lately myself to take the place of a brother who became ill with a heavy cold. The school contained over a hundred boys, and for the three days I was in charge of it I had no occasion to have recourse to any corporal punishment whatever; a word of disapproval or rebuke I found quite sufficient to maintain discipline.

9447. I understood from the Roman Catholic bishop, Dr. Dorrian, who was examined yesterday, that your books had all received episcopal sanction?—I dare say they have. I have heard nothing to the contrary.

9448. I understood from him that no book was published by you that had not undergone episcopal revision?—That is, I apprehend, a mistake.

9449. They are not submitted then to the bishop of the diocese?—Not before publication as a rule. There has been, I believe, one instance, and the work so submitted was one exclusively on doctrine.

9450. In the reading books with which you furnish the children, is it part of the business of the pupils to get by heart the poetical pieces I see here?—Yes, occasionally.

9451. Do they get the prose pieces by heart?—Very rarely.

9452. But the poetry they do?—They may get off some of those pieces.

9453. Is it part of their school task?—Sometimes.

9454. At what age do boys begin to read the Fourth Book?—It would be very difficult to answer that. Some at an early age, and some at an advanced age. I have known boys of eight, or nine or ten years of age reading in the Fourth Book; but a boy rarely begins that book with us before he is twelve or thirteen.

9455. How long are they usually getting through it?—That is our finishing course of reading. From the time a boy enters that book, it will probably be his reading book, at least for class reading, as long as he remains at school, with historical and scientific books as they may be required.

9456. In fact, that is the final book, along with the history?—Yes, as regards class-reading.

9457. I observe in the preface to the Fourth Book it is stated that one of its great objects is moral instruction, "to strengthen the moral energies," and also "to stimulate the feelings of the student." It

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says—"Such a selection, it is hoped, will enlarge the views, whilst it stimulates the feelings of the student;" and your brothers, "emboldened by long experience, venture to assert that the ardour and generosity of the youthful mind will find their legitimate direction and appropriate object, as well as the source of those pure and endearing associations which exercise so beneficial an influence on afterlife." That is the purpose of the book?—It is so stated.

9458. Clearly a moral purpose?—Yes, both moral and literary.

9459. And, accordingly, I see some very excellent moral lessons; for instance, I find in page 255 an exhortation from one of the bishops of submission to the law. That you consider is part of the moral teaching you would urge on the pupils?—Decidedly.

9460. Then in page 275, I find one lesson on the subject of the Christian duty of loving our enemies?—That is our doctrine.

9461. You will see I have a purpose in asking these questions. I see in page 152 an article on the forgiveness of injuries?—Yes, from the world-renowned pulpit orator, Bourdaloue.

9462. No doubt of that?—Quite certain.

9463. Now, may I ask, do you consider it tends to the forgiveness of injuries to keep up a very lively recollection and a repeated reminding to the injured party of those injuries. Suppose a man is injured, and you exhort him to forgive the injured person, would you consider it was a wise thing to put him into a course of constant recollection of those injuries?—I think there is a wide distinction to be drawn between personal injuries and national wrongs.

9464. I see you have anticipated me?—It is not inconsistent with the duty of forgiveness to know how one's country has been governed. Otherwise, if a boy left school, and knew nothing of the past, he might not be prepared to meet arguments on the subject hereafter. Is it not better to learn the facts of history while at school, and be so acquainted with them as to be able to reconcile one statement with another.

9465. Very true. But would you, as a discipline for the forgiveness of enemies, take care to "stimulate the feelings" by repeated readings?—I would not stimulate or irritate, but I would instruct a child in the knowledge of history, especially in that of his native land, even though portions of it may not be the most agreeable; truth should ever be the guiding principle of a teacher of youth.

9466. Would you cull out the most eloquent passages of the most eloquent men, describing those injuries in highly eloquent language, and also some very beautiful poetry—all full of the subject of those wrongs and injuries, and set those injured men to get this poetry off by heart, as a matter of frequent repetition?—Those passages are of great literary merit, and as such have been selected as models of style for our literary class-book.

9467. I want to know, when you consider the present state of Ireland, and the sort of agitation which has been employed for a length of time to stir up evil feelings between the two nations, and between the two sections that occupy this island—I want to know do you think it a moral thing, and tending to the forgiveness of injuries, to have a book put into the hands of boys from seven to eight years old and up to twelve and fourteen, with frequent reminiscences in very glowing terms of the injuries and insults and cruelties which their ancestors sustained?—There is nothing inconsistent with Christian forgiveness to know what their ancestors suffered for the faith; nor is there anything immoral in teaching historical truth, even though many of the facts stated carry with them bitter recollections. If so, all history should be expunged, and no record left of the past.

9468. Let me try this by a few instances. Turn to page 345; it is entitled "A Chapter in Irish History," and it relates not to very ancient times; but, speaking of "the English ministry, guided by Mr. Pitt," it says—"They were for the time forced to yield to the just demands of the Irish nation. But their thirst for dominion over this island, and for control over her purse and her resources was by no means quenched." I am not saying there may not be truth in this, but I am speaking of what is put into the hands of children. It then goes on to say—"To effect this"—that is, to effect the Union—"a policy equally deep and wicked was pursued. In 1795 the Government encouraged the Catholics to hope for immediate and full emancipation. In the course of the same year this hope was suddenly withdrawn, and a violent persecution, accompanied in several instances with personal torture, was set on foot against the Catholics in different parts of the kingdom," and so forth; and the winding up of this article is this—"Pitt and his Irish agent, Castlereagh, succeeded in extinguishing that Senate which had lasted for six centuries; which had, indeed, like all other human assemblies, often grievously erred; but which had also shown that its existence was essential to the greatness, the dignity, the prosperity, and the happiness of Ireland." Now, does it tend to the happiness of these children to impress them deeply with the necessity of a repeal of the Union?—Would it not be a good opportunity to teach them how to forgive injuries to have that passage read to them, accompanied with a suitable exhortation on the subject? Christian forgiveness must ever be the result of a supernatural motive operating on a mind prepared by instruction. This instruction the pupils daily receive, and are well impressed with the principle, "unless you forgive you shall not be forgiven." My opinion is that a child is not properly educated unless he is taught the history of his country, agreeable or disagreeable as it may be, while at the same time the person teaching him will permeate his lecture with the necessary instruction, to explain and soften down any facts that may appear unpleasant in the narrative.

9469. I am not asking your own opinions; but what sort of comment do you make on this lesson chosen by you for the instruction of children, and approved by all the bishops and archbishops, that the existence of a separate Irish Parliament is essential to the happiness of the country?—I only regret we haven't it, even corrupt and venal as it was at the time of the Union.

9470. I am asking what is the instruction you give when you impress on the minds of children from seven years old upwards that a separate Irish parliament is essential to the happiness of Ireland?—That is the general opinion; and it would be difficult to convince the great majority of the Irish people to the contrary.

9471. Excuse me. I ask is that impressed by you, or by your teachers, on the minds of these children?—They read the lesson, and I have no doubt but it leaves an impression, like other lessons. I wish, however, to be clearly understood, as you are following up this subject so far, by stating that neither the point you are pressing nor any other political subject forms any part of our teaching. We never take part in any political organization, nor in associations of any kind external to our own body. We confine ourselves to our proper function—namely, the education of youth. But, having made this statement, I will add, that I see nothing inconsistent with loyalty to the Crown to desire a domestic legislature. I give this expression of opinion simply because the question has been raised, not that I desire to meddle in politics.

9472. In page 364 this passage comes to the time after the Union, or at least up to the Union and immediately after. "After the fatal catastrophe of 1798, Ireland, cloven down, expiring under the feet of England, who crushed her without mercy," and so forth, until she gave up all hope. Then "after the Union of 1800, it was more closely linked to England, which, holding Ireland as a rebellious slave, was greatly tempted to punish her." Then he speaks of O'Connell's career, presenting Ireland to England "as a nation constitutionally insurgent," and that his success was owing to the "singular accident of a tyranny supported by law,"

existing in his time. That is the view of the position then that you instruct these boys in?—Well, I don't say that the tendency of our instruction would be to that effect, but the lesson is there as a part of history, and I think it would not be right to conceal it from them. If they did not get the substance of that lesson from us they would be certain to obtain it elsewhere, probably under less favourable circumstances, and where, too, they would not have the advantage of our instruction to modify it.

9473. Is it necessary for their instruction in history to have these matters brought up over and over again—I think I counted twenty-seven cases in this small book, where either the cruelty, the tyranny, the oppression of England in past times, and the sufferings of Ireland during all those times, is brought forward, or it may be the wickedness of England in India. There is a long passage from Sheridan, from pages 49 to 51, where the extraordinary wickedness of England in India is brought forward, charging the English nation with "laying waste the fertile fields of this once beautiful and opulent country." Then comes this moral sentiment:—"When through pride or insolence of power one human creature dares to tyrannize over another it is a power usurped, and resistance is a duty; that feeling which tells him that all power is delegated for the good, not for the injury of the people, and that when it is converted from its original purpose, the compact is broken, and the right is to be resumed—that principle which tells him that resistance to power is not merely a duty which he owes to himself and to his neighbour, but a duty which he owes to his God." In reading that passage can any child, who is repeatedly told in this book that England's position in this country is a usurped power, and was so from the beginning—can he fail to apply these words to England, and learn from that that resistance to English authority is a duty "he owes to his God"?—They are taught to respect and submit to the governing power, but that should not prevent their learning the facts of history, and even studying them; for I believe it is Bacon who says—"Histories make men wise."

9474. I am speaking of Mr. Sheridan's moral view that resistance to usurped power is a duty to God?—In some cases it is.

9475. Well, he makes no distinction. May I ask if in reading this lesson care is taken to show that it does not apply to the present?—I think that is done.

9476. Then we have in page 273 a return to the same subject. This is Lord Erskine's speech in defence of John Stockdale. He says the English authority could not maintain itself without trampling upon the rights and privileges of Asiatic government; and then that "He (Mr. Hastings) may, and must have offended, against the laws of God and nature if he was the faithful viceroy of an empire wrested in blood from the people to whom God and nature had given it; he may, and must have, preserved that unjust dominion over timorous and abject nations by a terrifying, overbearing, insulting superiority if he was the faithful administrator of your Government, which, having no root in consent or affection, no foundation in similarity of interests, nor support from any one principle which cements men together in society could only be upheld by alternate stratagem and force." He also says:—"These are the feelings of subjugated men all over the globe; and, depend upon it, nothing but fear will control where it is vain to look for affection." Now, in your history it is plainly stated again and again that English power in this country was "wrested in blood" and preserved by "stratagem and force?"—It would be difficult to disprove that.

9477. Therefore the children are taught that lesson carefully. They are taught in your History of Ireland many details of revolting cruelty from page to page. That being the case, how do you prevent your boys of eight or nine years old from applying all these lessons of Lord Erskine's to their own position at present?—From the instruction they receive they can very well distinguish one case from the other, and that it does not apply just now.

9478. May I ask why in making the selections such a selection as this is made?—I think the passage is magnificent.

9479. I quite agree with you. But why is it selected to impress the minds of Irish boys of eight or nine years of age?—It has been selected not to impress the minds of the pupils with any political idea, but for the same reason that all literary class-books have such selections, namely, for the purpose of teaching elocution. I beg to observe that the children of the ages eight, nine, and ten years, so often repeated as reading this book, were mentioned by me as *exceptional* cases, for the purpose of showing how difficult it would be to fix the precise age at which the pupils commence to read it; the fact being, that since its first publication, about twenty-eight years ago, not perhaps a dozen of these ages have I known to read it as a class-book, very few enter it before they are twelve years, and many pass through the schools without ever reading it at all.

9480. The wickedness of England in India is followed by the wickedness of the English in North America. There we have a hideous picture of England in dealing with her colonies. Here is one of Lord Chatham's speeches upon the American war, denouncing the conduct of England in America, and the employment of mercenary troops and Indians for the purposes of her warfare. Again, in page 300 Lord Chatham says:—"I rejoice that America has resisted. Three millions of people so dead to all the feelings of liberty as voluntarily to submit to be slaves would have been fit instruments to make slaves of the rest." Now, is it an object with you to reconcile the minds of the Irish people to go on as brethren with the English under one Crown?—Certainly. But to be brethren implies perfect equality of the parties—a *status* which England has never yet conceded to the Irish people.

9481. May I ask, is there any one lesson in the book that has that tendency?—I think the lessons on moral subjects, in which the book abounds, have that tendency, and even this speech of Lord Chatham, with suitable explanation, does not advocate a different principle; for all must see that it does not apply to these countries, nor to the present time at all: but even if it did, surely the language which an English statesman addresses to the Senate of the empire should not be held as criminal in Irish youths to read! It is a magnificent passage either for reading or recitation.

9482. I observe that your moral lessons are generally taken from sermons—very eloquent ones to be sure—but passages such as I have been reading are generally taken from the speeches of most eloquent advocates—advocates before a jury, or leaders of a party in Parliament pressing their own claims. Do you look for history from the lips of advocates who have a certain object to gain, and who must try to influence their juries by their own passions, or by such passion as may save their clients?—I don't think the passages were ever introduced in order to convey history, though they contain references to historical facts. It was more for the purposes of elocution, and as specimens of a high order of eloquence, that they obtained a place in our class-book.

9483. Do you remember the passage in page 292 from one of Curran's speeches, in defence of Peter Finnerty, which gives a touching account of horrible cruelties inflicted by the English Government upon Mr. Orr. Do you remember the passage?—I do.

9484. A passage more stimulating and more calculated to stir up the blood of boys against the perpetrators of such cruelty can hardly be conceived. There is another passage in page 89, from Mr. Shiel's speech, in which he speaks of the "infuriating provocations of the law," up to the time he was speaking—about 1825 or 1826. I find in page 374 it is stated that a missioner of St. Vincent was wantonly murdered by a soldier of the Commonwealth. That is mentioned incidentally. A great number of prose passages about the conduct of Ireland to England from

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century to century are given, and with all the colouring that I have spoken of, but now I wish to mention some of the poetry which the children get by heart. Here is one written in the present century, and I rather think since the passing of the Act of 1829. It is the poem "*Gougaune Barra*," by Callanan. He speaks of the bard of Ireland :—

"They fled from the Saxon's dark bondage and slaughter,
And waked their last song by the rush of thy water."

Then he says—

"With the wrongs which, like thee, to our country have bound me,
Did your mantle of song fling its radiance around me,
Still, still, in those wilds, might young Liberty rally
And send her strong shout over mountain and valley;
The star of the west might yet rise in its glory,
And the land that was darkest be brightest in story.
I, too, shall be gone; but my name shall be spoken
When Erin awakes, and her fetters are broken."

9485. May I ask, what are the fetters which remain to be broken after the Act of 1829?—We have a great deal to remedy yet; the proof of which may be seen in the fact of our Irish Liberal members being at this moment engaged in a struggle in Parliament to have some of these fetters removed.

9486. Have you still got fetters?—I feel the weight of one of them myself personally.

9487. And that is what you teach the young men?—They read it, but I teach them nothing of my personal grievances.

9488. And get it by heart?—Yes; if they choose. However, the lines in question must have been written previous to 1829, for, if I mistake not, Callanan died that year, and consequently his muse must have preceded the Emancipation Act.

9489. They get it by heart. There are, of course, some very beautiful passages. Here is an "invocation of the muse," by Mr. Griffin :—

"That oft hast thrilled, with creeping fear,
My shuddering nerves at ghostly story;
Or sweetly drew the pitying tear
At thoughts of Erin's ruined glory."

9490. This poet was writing in our own time, and he talks here of "Erin's ruined glory;" just as Mr Callanan speaks of when Erin awakes, and breaks her fetters. That is got by heart also, I suppose?—The pupils are at perfect liberty to commit to memory any lesson in their class-books, either in prose or poetry.

9491. In the poem, in page 355, also by Mr. Griffin, upon a subject one would think might have inspired a charitable feeling—the excellent character and works of Miss Nano Nagle—he says, after speaking of the ancient glory of St. Columba, which is rather an old story—

"There's a mist on the eyes—there's a wail on the ear;
Fly, doves of the temple, the falcon is near!
There's a change in the heavens, there's a rushing of gloom,
And the mountains are black with the hue of the tomb;
There's a ringing of steel—there's voice in the bower."

And, lower down, he says :—

"When the faith of our sires dared the dungeon and steel."

Do you consider the faith of St. Columba was overturned by "dungeon and steel," or that there was any persecution?—I think any person who reads Irish history will find abundance of it.

9492. Abundance of persecution on religious grounds?—Certainly; without a parallel, perhaps, in any Christian country.

9493. From the time of St. Columba?—It is patent to the world what the faith of St. Columba has had to endure.

9494. "The falcon is near," refers to the English landing under Henry II., or Strongbow. That is the time at which the change is said to have taken place. I also observe that there are constant praises of insurrection against power. You have praise of Poland's struggle against her enemies, in page 330; a very animated praise of Greece, for taking the sword and driving out the Turkish rulers; you have praise of the mother of the Maccabees for taking the sword and putting out the tyrant there. And, perhaps, they are all true; but what I wish to know is, whether with all these continually occurring—for in every ten or twelve pages we find something of this sort in the book—you do not consider there could be a better training of these boys than constant preparation in a book like this?—That is a matter of opinion in which people may differ. The lessons in question, combined with the instruction given to the pupils, are not likely to have the effect you apprehend; but any person who has a spark of liberty remaining in his bosom cannot but sympathize with the heroic struggles of Greece and Poland under a relentless and cruel despotism, and I would recommend that sympathy to both young and old. As to the mother of the Maccabees, the sacred penman will stand our apologist, for having inserted in our class-book a lesson in her praise.

9495. And of course you press that upon them, and the duty before God, of resistance to power?—Certainly not; you altogether mistake our doctrine.

9496. Well the book teaches it, and there is a higher authority quoted than Mr. Sheridan, for you have got a passage from Bishop DOYLE, in which he says—"The Roman Catholic Church in Ireland having entirely accepted the doctrine of revolution, that the Crown is held in trust for the benefit of the people, and that should the monarch violate his contract the subject is freed from his bond of allegiance?"—I think that is sound doctrine.

9497. Well, is not the subject free from the bond of allegiance when he is exposed to the "infuriating provocations of the law," such as Mr. Shiel speaks of?—I am sure there have been many epochs in our history when he would be perfectly free from any such bond, but those times are past.

9498. This was in 1825. It has been mentioned that Protestants used this book. What Protestants were they who used the book?—I cannot say. I simply stated what I had heard, that the books were selected by Protestants for the use of their children.

9499. I think you said yourself, as to the history, that it was not likely it would be a wise thing for Protestants to use it for history. Now, would this, do you think, be a good passage to teach a Protestant school? The subject is in page 319, and the heading of it is—"What goes to the saving of the soul?" It says :—"All sorts of things—water, oil, candles, ashes, beads, medals, scapulars—have to be filled with a strange, undefinable power by ecclesiastical benedictions in its behalf. The body, soul, divinity of the Incarnate Word have to be communicated to it over and over again, till it becomes quite a common occurrence, though each time it is, in reality, a more stupendous action than the creation of the world. It can speak up to heaven, and be heard and obeyed there. It can spend the satisfactions of Jesus as if they were its own, and can undo bolts and bars in purgatory, and choose, by its determinate will, whom it will liberate and whom it will pass over." You would not advise that book to be in a Protestant school?—I do not advise anything of the sort, and, as I said before, if I were a Protestant myself, I would not select it. That passage, with the remainder of the lesson, is taken from the writings of the late Rev. Dr. Faber, one of the purest and best that has ever come forth from the University of Oxford. The lesson is a brief description of the various means of grace in the Church, authorized by the example of our divine Lord himself, in his use of clay and spittle, as recorded in the Gospel.

9500. Rev. Dr. *Wilson*.—You have said that some of the brothers attend to domestic duties exclusively?—Yes.

9501. Do you require such members to possess the qualifications that are specified here from pages 2 to 4?—No; their qualifications lie more in their knowledge of domestic economy and housekeeping.

9502. Master *Brooke*.—May I ask was it from your school that a portion of the boys went in procession at

the time of the funeral that went to the cemetery a few months ago?—Where?

9503. The procession in honour of the three men who were executed in Manchester?—We had nothing whatever to do with that procession.

9504. It was stated in the newspapers that the Christian Brothers' boys did go in procession?—That was a fabrication, a newspaper squib.

9505. Well, I am very glad to hear it?—It was stated in a report from the country, and we wrote to ascertain if such were the fact, and the answer was that no such thing had occurred. We have no control over the children when with their parents, nor should we be held responsible for their acts while under their immediate control, but directly or indirectly we had nothing to do with that business.

9506. I assure you I saw it stated in the papers that the children of the Christian Brothers' schools walked in procession to the Glasnevin cemetery?—It is the first I heard of it in connexion with Glasnevin.

9507. Mr. *Sullivan.*—Was it not also reported that the students of the Queen's College, Cork, walked in the procession there with cap and gown?—It was so reported at the time.

9508.—Rev. Dr. *Wilson.*—You receive school fees in these schools?—We do.

9509. Have you any scale of fees?—One penny a week from each pupil.

9510. Do you charge any higher sum?—No higher sum; and even that we don't charge if the child is not able to pay it.

9511. Do you expect payment where you have reason to believe the parent can afford it?—We cannot receive payment for the instruction we give the children; but any parent may contribute, like other citizens, at the church collections that are annually made for the support of the community.

9512. You don't, through the children, ask any payment from the parents?—Certainly not. Such applications for pecuniary aid would be altogether opposed to our principles and practice.

9513. Have you counted up the average payments received in the shape of fees from all the schools?—Yes.

9514. Per head?—Yes.

9515. Can you state what it is?—Two shillings and five pence three farthings.

9516. Is that the average from all?—The average from all.

9517. That is, you divide the number of scholars into the sum of £2,395?—We divide by the average number of pupils.

9518. The number of pupils on your rolls is 25,120. Is that correct?—Yes, in the Irish schools.

9519. Mr. *Stokes.*—Is that the number you divide by, or is it the less number of 18,000?—No; I divide by neither. The 25,120 is the number in the Irish schools; but, including the English schools, the number on the roll is 26,871, and the average attendance is 19·301.

9520. What divisor do you take?—19,301.

9521. Rev. Dr. *Wilson.*—The natural order is, I should say, to divide by the 25,120—the number on roll?—I did not do that, but took the average.

9522. Well, taking the number of pupils on the roll, do you know what the average payment per head would be?—I find it is 1*s.* 9½*d.* per head.

9523. I perceive the average payment per head of those attending the schools in Limerick is 14*d.* Can you account for so small an average in such a city as Limerick?—I think many of the children there are very poor.

9524. I am aware of that. You have here, I see, a reference to the personal expense of the brothers, including the executive and training departments, and for Limerick I perceive the sum is £805 4*s.* 6*d.* What is the number of brothers in Limerick?—Twenty-five.

9525. Have you looked into the average amount expended upon each brother in Limerick?—No, I have not; I have looked into my own.

9526. Would you say it was about £32 for each?—I could not think it was so low as that. Ours in Richmond-street is £40 each. There is some land attached to the Limerick house, and probably the produce of that land is not included in the cash expenditure, and hence the smallness of the amount returned.

9527. Well, it strikes me as being very low; but that is what I see is the result from the paper. May I ask have you any of the young candidates for training for the order in the Limerick schools?—No, I think not. There are some assistants there, but no candidates.

9528. Do they live in the house?—They do.

9529. Is the expense of their training and support included in that average of £32 for each?—No, the expense of training is entirely distinct.

9530. What do you mean by the executive and training departments?—I mean the departments of the governing body, and of the *novitiate.*

9531. Where is the executive department?—In Richmond-street.

9532. There is just the one department of that description?—Only one department.

9533. You said you also receive church collections in support of the order?—Yes.

9534. And subscriptions from the parties who are willing to contribute?—Just so.

9535. I presume from both Protestants and Roman Catholics?—Yes, from both Protestants and Catholics.

9536. Both aid in the city of Limerick, I understand. Are there any other facilities afforded in connexion with mercantile establishments for receiving the subscriptions of different parties?—Not in this city, but there are, I believe, in Limerick.

9537. And these facilities are afforded, I believe, by Protestants and Roman Catholics?—By both.

9538. What is the object of these facilities?—To get funds for the support of the establishment.

9539. From whom?—I would say from those who are employed in the large mercantile houses.

9540. The parties who are in the employment of the heads of these houses?—Yes.

9541. Have you any idea how much that sum would amount to yearly in Limerick?—I have not.

9542. Now in Limerick I see by this return there are eighteen schools. Does the same order and classification apply to them as in the case of your own in Richmond-street?—I think so.

9543. Could you say how many classes or schools of the eighteen are conducted in the one establishment or building on the Roxborough-road?—I think there are ten, but I am not sure. The building has been lately enlarged.

9544. It is a capital institution, I know, and furnishes excellent young men, and the principal of it is highly esteemed by all parties in the city of Limerick of all denominations, and myself amongst the number?—He is devoted to his duties, and delights in the promotion of good of every kind.

9545. How many classes or schools are connected with the one establishment near the crescent?—None. The building the Brothers had there has been given to the nuns—as an infant school—the enlargement of the establishment at Roxborough-road having enabled them to do so.

9546. Can you say how many separate establishments there are in Limerick?—There are four.

9547. Have the Christian Brothers at any time set up schools in opposition to the model or ordinary schools under the National Board?—I never heard of any. There may have been schools erected for them, and they called in to take charge of them.

9548. One of the Inspectors of the National Board has stated that even in a small town where there were National schools, male and female, under the management of a priest, the Christian Brothers' school was opened in opposition to the school. Are you aware of that case?—In all probability such a case may have occurred by a school being erected by the clergyman or local parties, and the Christian Brothers called upon to superintend it.

9549. I think you have a Christian Brothers' school at Omagh?—We have.

June 10, 1868.

Brother John Augustin Grace.

9550. I perceive by the report of the Commissioners for 1866 that the Inspector for the Newry district says—"The school opened in the neighbourhood by the Christian Brothers has reduced the attendance in the boys' department of the National school." You opened an establishment there in 1866?—Yes; a new branch school was opened there that year.

9551. And you have lately opened one or two establishments in Belfast?—Yes, two, with an attendance of about 1,000 children.

9552. Supposing the obstacles which have been already referred to taken out of the way, would you object to any inspection or control being exercised over your schools by a general Board administering the fund of the State?—If we received State aid I don't think we could reasonably object to inspection, provided it was limited and properly conducted.

9553. In what way limited?—Well, the Inspector should have nothing to do with the instruction given in religion or in history.

9554. But as to ordinary civil history?—I should not like to allow his interference even in civil history, especially if he were not a Catholic.

9555. Should you object in any other department, except what would interfere with religious instruction and history?—These are the two departments in our present programme of studies in which I would object to the Inspector to interfere.

9556. The main object of your schools is the education of the poor according to the principles of the Catholic religion—religion is your main consideration?—Yes, the main object.

9557. Do you give more attention to this department than to secular education?—We would consider ourselves wanting in our duty if we did not make that the primary object. The other is only secondary with us. Our society would never have been formed if that were not laid down as the main consideration.

9558. Then it is a Church Education Society?—I do not know that it is a Church Education Society. But it is a Christian Brothers' society.

9559. There is a society called the Church Education Society in this country?—I am aware there is.

9560. Do you think that society and yourselves have the same object in view, but from different standpoints—teaching the youth of the country in the respective Church principles?—There are some points of similarity, each according to its own view.

9561. Should you not regard this as the object of each Church and not of the State?—I would say so.

9562. Should you regard it as the duty of the State to give a helping hand to both, though opposing societies and competing in the same field?—The State should act with perfect impartiality towards all its subjects, and grant aid to such as are in want, without distinction of creed or class.

9563. Would you have the State declare for the one and stand by it, or would you have the State help both indiscriminately?—I don't see how the State could in justice help one and refuse aid to the other.

9564. Do you regard your schools as rivals of the National schools, either model or ordinary?—Certainly not. We are simply doing our proper duty, without the slightest wish to interfere with other parties in the discharge of theirs.

9565. Are you aware that a witness testified before the Lords' Committee, in 1854, that the two great rivals to the National schools in his locality were the Church Education Society's schools and the Christian Brothers' schools?—I was not aware that we were considered as rivals to the National schools; but in effect it may be so, for shops on opposite sides of the street are sometimes said to be rivals.

9566. You knew the late Sir Thomas Reddington?—Yes, I knew him very well.

9567. A Roman Catholic gentleman, before the same committee, testified of your schools that they are decidedly Catholic schools?—I should be exceedingly sorry if they were viewed in any other light. As such they were established, and as such, I hope, they will continue to the end.

9568. Could you, in reference to the use of emblems, and keeping in view the objects of your society, make such change or modification in the system by which, according to rules similar to those of the National Board aid might be extended to you out of the Government grant?—I don't think we could. The use of religious emblems is an essential characteristic of our school system, for which we have contended from the beginning; and no pecuniary advantage of State aid would, in my opinion, justify any change which would involve a departure from a practice so long established. Besides, I am fully persuaded that compromises in matters of religion are wrong in principle, and must sooner or later exercise an injurious effect on the people, but especially on the young.

9569. No Protestant children attend your schools?—None at present.

9570. I see at page 8 of your return you give a specimen time-table for the second school—morning prayers from nine o'clock till 9·30—are those silent prayers?—No. There is a morning oblation—also the Lord's Prayer, the "Hail Mary," the Creed, and the "Glory be to the Father." These prayers are said at 9.30, and do not occupy five minutes.

9571. I noted your arrangement with regard to the Angelus at twelve o'clock, and religious instruction and provision made for Protestant children to retire if any attend. Having regard to your own principles, could you so eliminate the morning prayers that Protestant children could escape these as well as the others?—By their not coming in till after the prayers are said, that difficulty might be obviated, but we could not omit saying the school morning prayer at the prescribed time.

9572. The *Chairman.*—Do your morning prayers involve much controversial doctrine?—I think not, my lord, with the exception of the "Hail Mary."

9573. Rev. Dr. *Wilson.*—You have just now given us the order of the morning prayer?—Yes, and the time they usually occupy.

9574. Rev. Mr. *Cowie.*—Do you think your brotherhood has any objection, in principle, to connexion with the Government?—Not in principle, but mainly for want of confidence. There is an impression in this country, amounting almost to a tradition, the result of long experience, that any proposition having for its object a connexion with Government, if religion is concerned, should be viewed with distrust. All educational schemes emanating from Government fully justify this distrust. Even the present National system, so much flaunted for its liberal principles, contain penal enactments against Catholics, inasmuch as aid will be granted to Catholic schools only on condition that all religious emblems be removed or locked up, and the practice of making the sign of the cross be abandoned.

9575. Would it be advantageous to your objects to receive a subsidy on the same plan as the nuns receive it, at so much per hundred children, subject to examination and inspection?—The nuns receive the grant, as I understand it, subject to the rules of the Board; by which all religious teaching is prohibited during what is properly known as school-hours. Now, we could not submit to that.

9576. You would require it as a condition, if you made an agreement with the Board, that you should be allowed to retain this custom?—Decidedly.

9577. Has the course adopted by the nuns been sanctioned by ecclesiastical authority?—I presume it has obtained at least the *acquiescence* of the ecclesiastical authorities, otherwise I don't think they would be in connexion with the Board.

9578. I see in page 5 of your return the names of several towns in Ireland from which you had applications for branch establishments?—Yes.

9579. Have you been able to comply with these applications?—The buildings are not quite finished yet.

9580. What has prevented you?—The places have not been ready for our accommodation.

9581. Were you ready with the organization or the funds?—We were not quite prepared when the appli-

cations were made; but as soon as the places are ready, we hope to be able to supply them.

9582. Does want of means prevent you extending your system?—Both means and members. These are the two great springs of action with us. With these we could cover the island with our organization.

9583. With reference to something that has gone before, may I ask you one question—Do you systematically inculcate on your pupils that they should live in peace and good-will with those of other denominations?—Most unquestionably; that is our doctrine and our practice. They are taught that in their catechism which is explained to them every day.

9584. Mr. *Stokes.*—I think you said all your school buildings are raised by money collected by voluntary offerings from charitable persons?—Yes.

9585. And I think you said your buildings are held in the names of members of your own community?—Some are, some conjointly with others, and some in the names of others exclusively.

9586. Have you any trust deeds for holding your property?—We must have trust deeds.

9587. Do the deeds declare any trusts?—Certainly.

9588. The *Chairman.*—Does the law require these trust deeds to be registered in Dublin?—All our trust deeds are registered.

9589. Mr. *Stokes.*—Did you ever experience any inconvenience from the state of the law as affecting the Christian Brothers in general?—Is it with regard to bequests?

9590. No. Suppose a case. Supposing a school held in the name of four or five trustees, these trustees being Christian Brothers—Christian Brothers are under the ban of the law, and liable to be transported. Did you ever experience, or do you anticipate any inconvenience in such a case?—I knew a case which Master Brooke had something to do with, and it was decided that such of the brothers who still survive from 1829, being registered, would be eligible to act as trustees. That case was decided in the Court of Chancery.

9591 But you are aware that persons admitted into the institute of the Christian Brothers since 1829 are liable to severe penalties?—I am very well aware of that.

9592. Would you desire to see that provision of the law altered?—I think it ought to be. It is a great hardship, that such as profess certain religious views and opinions, and devote themselves to the charitable occupation of teaching the poor, should be under the ban of such a law, and that, too, under a constitution said to be "the freest constitution in the world."

9593. You said your schools were supported chiefly from church collections?—Yes, and annual subscriptions.

9594. Is it not the case, that in some places the brothers have permission to go out for some weeks and collect subscriptions and donations?—Such a case rarely ever occurs with us. We usually collect in our own locality once a year.

9595. But within the parish?—Yes; and outside of it, if necessary; we are perfectly free in every part of Ireland in that respect.

9596. Is there, external to your body, any management or superintendence over your schools?—No; the entire management is within our body.

9597. What rights, if any, has the parish priest with regard to your schools?—He can visit them, and we will be very happy to see him, but he can exercise no control within our schools.

9598. Do you recognise him in any other light than a visiter?—We always recognise him as the parish priest.

9599. Might he come in and examine the children in religion?—He is perfectly free and perfectly welcome to do so. Certainly, why not?

9600. Can you tell me how long a boy in your schools is supposed to remain in the first book?—It's very hard to tell that.

9601. Could you form an estimate?—We have been calculating it; the time is probably about a year.

9602. It has been stated in this room that two years are required for a boy to get through a book similar to yours?—Those boys may not have been regular. It depends mainly on the regularity of the child. If a child is regular and assiduous, and possessed of fair ability, he ought to get over it in twelve months.

9603. I believe that the average age of the boys for admission is seven?—Yes, that is the average age. In our schools in Richmond-street we were anxious to know the average age of admission. We took the ages and then struck an average, and it was exactly seven.

9604. You admit a considerable number of boys under seven?—Yes, but the average is seven.

9605. You have nothing like infants' schools?—When my Lord Powis and the Rev. Mr. Cowie were with us the other day at Richmond-street, there was one we called an infant school, but it will hardly bear to be so called, as the average age of admission is seven years.

9606. With regard to your training department or novitiate, can you tell what the average expense of keeping a young man in that department is per year?—In the return sent in to this office we name £25, because that is the sum which each candidate is required to pay annually during the term of his training; but his expenses exceed that figure.

9607. In that £25 do you include clothing and medical attendance?—Yes; all his expenses.

9608. I believe you give no vacation or holidays?—None, during the whole term.

9609. Does this list which you return, comprise the names of all your schools?—Yes; all the schools at present in operation.

9610. Have you not more than two schools in Liverpool?—Only two establishments: one at St. Patrick's, Toxteth-park, and the other at Copperas-hill. There is another school, St. Vincent's, but the Brothers who attend that go each morning from St. Patrick's.

9611. The attendance at St. Vincent's is included in the return of St. Patrick's?—Yes, just as my return from Richmond-street includes those of the branch schools, St. Mary's and St. Laurence O'Toole's.

9612. Your connexion with the Frères de la Salle is scarcely more than nominal?—Barely nominal; our rules are nearly the same as theirs, and there is a community of feeling as having a common object in view.

9613. You would not consider the community at all committed by the course adopted by the French Christian Brothers?—Certainly not.

9614. Are you aware that some of the French Christian Brothers are in England?—I have heard so.

9615. In fact connected with Government?—Yes.

9616. That they offer themselves for examination?—I was not aware of that. If they receive Government aid they cannot reasonably object to inspection.

9617. Has your attention been called to the report of the Endowed Schools Commissioners?—Yes.

9618. You are aware the Assistant Commissioners praised your schools very highly?—I am aware of that.

9619. There were a few points on which I wish to ask you some questions in respect of some schools where they did not praise you so highly. You remember in one school in Cork, Peacock-lane school, the report states there was no roll?—That was the case at that time, but there is one there now. In reference to there being no rolls in the Peacock-lane school at the time the Commissioners of Endowed Schools visited it in 1855, I beg to observe that our staff in each of our establishments is so small, compared with the amount of work we have to do, that we considered it more to the advantage of the children to devote all our time to their instruction, rather than divide it between them and the keeping of rolls. However, to meet a public occasion like the present, we have for some years introduced rolls in all our schools—though of very little use to us, and none whatever to the children.

9620. Can the Commissioners rely on this return comprising a great number of figures if no rolls are kept, and accurately kept in your schools?—They are kept regularly now. I sent here a copy of our register and daily attendance book.

June 10, 1868.

Brother John Augustin Grace.

9621. And these books are kept in your schools?—Certainly.

9622. With regard to the class of children admitted, I find in the report of the Commissioners that in Limerick many of the middle classes, composed of the sons of neighbouring shopkeepers, receive their education in one of these institutes. I find the same at Tralee?—That is a common thing; at least with the lower classes of shopkeepers, it is usual for them to send their children to our schools.

9623. With regard to the report of Peacock-lane school it is stated that the brothers are supported out of the general funds of the order. Is that statement correct?—No, they have a fund of their own. Every locality has to provide the means of support for the brothers resident there.

9624. The members of the Christian Brothers' Institute are all laymen?—They are religious men, not clergymen.

9625. Are they not prohibited by their rules from becoming clergymen?—There is a rule to that effect.

9626. So that any regulation excluding ordained persons from taking charge of schools would not in the least touch the Christian Brothers?—I think not.

9627. Mr. *Sullivan.*—With respect to a question put by Master Brooke about books being authorized by the bishop of the diocese. Is it not the ordinary rule of canon law, that the books used in religious institutions should be recognised by bishops?—The bishop of each diocese is by a divinely delegated right the supreme diocesan arbiter in all that concerns the faith and morals of his flock. Hence his right to the supervision of all books and publications in which faith or morals may be treated.

9628. The examination is not always actually practised?—Not always.

9629. It is only a right?—A right which he is entitled to exercise whenever he deems it necessary. As regards our publications, perhaps any other than our own usually careful supervision has been considered unnecessary.

8630. I asked you whether it was not a fact that at the same time the report was made of the boys from the Christian Brothers' schools having attended the funeral in Cork referred to, whether a report was not also given out that the students of the Queen's College in Cork attended it?—I heard of both reports, but I am quite certain as regards our schools, the whole thing was a fabrication.

9631. Students from the one, and boys from the other, may have been there?—In all probability they were with their parents, like other youths of the city.

9632. But not as organized bodies?—Certainly not.

9633. Do you feel any difficulty in getting candidates?—At the present moment we have a fair supply, and many others offering.

9634. Does that sum of £50, £25 a year, operate much in preventing persons from becoming candidates?—I think not—inasmuch as an eligible candidate not having that sum would still be admitted if the resources of the house permitted it.

9635. If you were not obliged to require that sum, what would be the result?—Probably a greater number of candidates would present themselves, and, of course, a greater number could be trained.

9636. You stated it was your opinion that teaching classics in your schools would be likely to injure the general education?—I fear it will have that effect. Classics must always form a special class in our schools, and must therefore command more attention on the part of the teacher than the ordinary classes; the result, I think, is clear, namely, the rest of the school must necessarily have less of his attention.

9637. Do you think a school for primary education should be confined strictly to the proper business of the school?—I think so. I like gradations even in primary schools, and a still more marked distinction between primary and middle-class schools, to which latter, classics, in my opinion, properly belong.

9638. With regard to the examination of Master Brooke, is it not the fact, that in the schools in Scotland, the history of Scotland is taught?—I have no doubt of it. From their national character I don't believe they would tolerate any other history to the exclusion of their own.

9639. Do you think the teaching of the facts of history necessarily leads people to object to the present condition of things, though the past may have differed materially from the present?—I think not; but in any case they should not be kept in ignorance of the past.

9640. Is it your opinion that a person knowing the history of the past, however disagreeable it may be, would not necessarily have his actions influenced in the present against the State, there being a different state of things existing?—Certainly not, and he would, in my opinion, consider himself much better off than his ancestors as living in less troublesome times.

9641. Do you think, on the other hand, that he is likely to judge the present state of things in a better spirit?—Yes, comparing one with the other.

9642. Master Brooke referred to the Christian Brothers as teaching on points of history that are not in accordance with certain views. Do you think that this mode of teaching history is likely to produce as a result harmony of feeling. I read from page 164 of an English history, new series, published by the Society for Promoting Christian Knowledge—"In October, 1641, a dreadful insurrection broke out in Ireland. The native chieftains with the popish priests and bishops, had formed a plot for clearing the island of the English and Protestant settlers, and recovering the lands which had been granted to them. But while Strafford governed they dared not resist his iron rule. Now he was dead, and England was in confusion, owing to the quarrel between the Parliament and the King; and they thought it a good time to revolt. In a few weeks the North of Ireland was filled with bloodshed; 154,000 men, women, and children were put to death by every variety of torment which the cruelty of their murderers could invent." In another place—"In those days the native Irish peasantry were as savage as the tribes of South Africa are now; they began to wander about the country, slaying the sheep and cattle by thousands; insulting, robbing, and murdering the Protestant inhabitants, who found themselves, unarmed and defenceless, at the mercy of a horde of barbarians. Very many of them abandoned their houses and lands, and took refuge in England; others repaired to Londonderry and Enniskillen, where the Protestants of the North of Ireland were preparing to fight to the last in defence of their families and their religion." Again—"The war in Ireland was not quite at an end yet. Some towns defended by French and Irish troops held out till the autumn of the following year; Limerick was the last; it surrendered in October, 1691. From that time the Protestants in Ireland had the government in their own hands, and made very severe laws to keep down the Papists. So year after year the ill-will between Protestant and Papist continued, though it no more broke out in open war." In another part I read—"The most remarkable event of George the Fourth's reign, was the repeal in 1828 and 1829 of all the statutes which had been enacted in the reign of Charles the Second for the purpose of keeping Papists and Protestant Dissenters out of parliament and government offices. Stirred up by Daniel O'Connell and his followers, the Irish Roman Catholics had almost proceeded to open insurrection. It was hoped that when there was no longer any law preventing them from sending their own friends to parliament, they would cease to disturb the kingdom; but this hope was disappointed, and Ireland continued during several years in a very unquiet state."

9643. Now do you consider that the passages which I have read from that book used in the Church Education Society's schools in Ireland, and in a large number of schools in England receiving aid from the State, are calculated to produce a good feeling amongst the people of this country towards each other, and to increase the harmony which Master Brooke seems to aim at?—I

think quite the contrary; and the passages which you have just read only convince me the more of the importance, and even of the necessity, of teaching the facts of history to our young charge, before they learn them elsewhere through such a false and offensive medium as that which you hold in your hand.

9644. Mr. *Gibson.*—Do you consider it the duty of the State to encourage schools in which in reference to history such very opposite views could be taken, and the young persons of the country taught to entertain feelings which the recollection of these mutual wrongs on each side would naturally excite, the object of the Government being that all subjects of the State should live together in as much harmony and good feeling as possible?—Of course it is the duty of the State to reconcile parties as much as they can; but you might as well attempt to shut out the rays of the noonday sun as to endeavour to prevent the light of history falling upon the dark deeds of the past.

9645. Well, you know there is a maxim "Forgive and forget?"—Certainly; but there is another also, "*Truth* is powerful and will prevail."

9646. Well, you have spoken of the necessity of inculcating the duty of forgiving, but I think you rather said you did not think it right they should forget?—I said the facts of history should not be forgotten. If so, how could history be known? Is it not better that these young children sent to school at that early age should then become acquainted with these facts which impress the mind so strongly, and that at a time when they would have the advantage of the exercise of the wise influence of the teacher to soften the effects of such reading. And probably, too, it would be better for the State they should learn them then accompanied with this instruction than that they should read them in another quarter, and have no such instructions to guide them.

9647. Do you not think it desirable that they should become acquainted with the facts of history at a later period of life rather than at a time when the character and mind are about to be formed for life?—There are many of them who probably will have no other opportunity of learning history. I think the facts of history ought to be taught to the pupils, otherwise how can they distinguish truth from falsehood? It is important also that these irritating historical facts should be made known while the youthful mind is incapable of comprehending the full force of their wickedness; and while, too, any irritation this knowledge may create can be calmed and softened down by appropriate explanation and instruction from the teacher, rather than have them postponed until, perhaps, they are learned in a school of disaffection without a word said in mitigation of their malice.

9648. Is it the duty of each school in the country, in the discharge of its duty in teaching history, to teach these very opposite views which different parties entertain of the relations in which they have stood to each other from time immemorial?—In the present state of this country it would not be easy to reconcile them. Certainly the instruction I speak of is well calculated to do so. You should not, however, conceal from them patent historical facts, otherwise they would go and learn them elsewhere, without the instruction and controlling power they would have in reading these passages at school. I am speaking altogether of the State or Government of the country what it should do to endeavour to bring peace and good-will into the family amongst the different members of the household? I think that is the duty of the State, but never at the expense of suppressing the truth. If historical truth is to be admitted you must be prepared to hear many things that are disagreeable. You may as well propose to lock up the youth of the country in gaol, and shut out from them all knowledge of the past, as to attempt to conceal from them facts with which all Europe is conversant.

9649. Mr. *Sullivan.*—Do you think it the duty of the State to suppress historical knowledge? Do you think the children of an entire nation should be brought up in ignorance of its past history?—It would be a monstrous thing to attempt it. Such suppression would be a gross injustice, not only to the children and their parents, who repose confidence in our teaching, but to the people of the country at large, who have a right to expect, in return for the generous support they afford us, that the national history should be truthfully taught in our schools.

9650. Would the suppression of the past, such as it is, good or bad, be calculated to improve the moral condition of the people?—I think not. I view such suppressions altogether in a very different light; they have an immoral tendency, and must ultimately lead to a system of dissimulation and untruth.

9651. With regard to the classification of the children, have you any means of determining the numbers in the Fourth Book and above it, as distinguished from those in the third and fourth taken together?—Yes; I have it here.

9652. Would you give me the per-centage?—I find I have no means of separating the number learning the third from those in the fourth book.

9653. Have you ever turned your attention to a comparison between your books and the books of the National Board, as to their corresponding standard?—I think our books are somewhat more difficult—more advanced.

9654. One portion of your Third Book corresponds with the fourth under the National Board?—Probably that would be a fair comparison.

9655. What per-centage of the boys attending the Christian Brothers' schools are in the third and fourth, and higher up?—37·8

9656. The number that I find given for history is 9·7. Is that included in the 37·8?—Yes.

9657. More than one-third of the boys are able to read and write?—Certainly—I would say one-half.

9658. Are you aware what the per-centage of those able to read and write in the ordinary National school, is?—I haven't the figures here. There are 46 per cent. under nine years of age, and 45·4 per cent. learning First Book.

9659. Could you compare the numbers reading Fourth Book and upwards?—No; I haven't the report here.

9660. Would you be surprised to find that the number reading in Fourth Book and upwards is only 7·1 per cent?—That is very small; I thought the number was much larger.

9661. Have you ever endeavoured to compare the ages of the children with the books they read?—Well, I was struck at the coincidence between the ages of the children and what they were learning. For instance, we have 26 per cent. under nine years, that is, eight years and under, as it is headed in the return; and we have 25·1 learning the First Book. We have 48 per cent. between eight and twelve years, and we have 37·1 learning the Sequel and Second Book.

9662. I think practically, in the case of your schools, as in those of the National Board, the age corresponds to the book?—To a certain extent it does. The National Board have the advantage of us in their having more infants. We have no infant schools.

9663. Can you account for why it is that so much larger a proportion of persons attend the schools of the Christian Brothers at twelve and above it, than the other schools of the country?—It may be attributed, I think, to two causes. First, to the care and attention paid them, and, second, to the progress they make in the higher branches of study. There is also another element of attraction which should be noted, namely, kind treatment, and the interest taken in their welfare by the Brothers. Nowhere have I seen between master and scholar so much ease and confidence—I might say paternal and filial affection reciprocated—as between the Christian Brothers and their pupils.

9664. Do you think that the parents of the children are able to estimate that the time given at school is producing a good result, and that it is worth making the sacrifice to continue the children for a longer period?—I am confident many make sacrifices with that object, and several, to my certain knowledge, have done so.

9665. It was stated here by a witness that one of the reasons why children attended the convent schools

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Brother John Augustin Grace.

and similar schools, was that very small fees were charged; in fact that the fees were remitted, the argument being that they would not attend the National schools because of the fees. Have you attempted to calculate a proportion between the fees according to the last returns of the National Board and your own?—I can account for our own establishment in Richmond-street. With the exception of about one hundred, all the pupils paid the week before last, and that is usually the proportion of those who pay.

9666. On making a calculation I find that the average paid by the pupils of the Christian Brothers' schools is much greater than that paid by pupils of the National schools?—I think ours pay at least as well as theirs.

9667. That is to say you are of opinion that that statement then is not quite correct?—Not quite correct.

9668. Can you account for why there are so many included in the class for natural philosophy in the school at Newcastle West, county Limerick?—I think the brother there has a taste for such studies.

9669. Were any classes formed in your schools under the Department of Science and Art?—Not in Richmond-street.

9670. I mean in the whole country?—Oh, I think in some of our houses there were.

9671. Mr. *Gibson.*—Don't you think the fact of the parents knowing that the teacher of a National school is paid by the State might make the parents less anxious to pay?—Probably, there may be an inducement to withhold payment on that account, but we cannot appropriate a single penny of the fees we receive to our personal use.

9672. Your school has a religious aspect?—It has.

9673. Mr. *Sullivan.*—With regard to the amount of space for the pupils in the schools, what is the amount allowed for each?—We usually allow nine square feet to each pupil.

9674. You don't measure by the cubic content, then?—We do; that will depend on the height of the room.

9675. What is the general character of your school-rooms, as compared with the other schools of the country?—The average height is $14\frac{1}{2}$ feet for each of our school-rooms throughout the country. Some more, some less.

9676. Do you know the amount of cubic space allowed and considered necessary in the English schools?—Yes, eighty feet, I understand. Our minimum is 81 feet, something more than is allowed in the English schools.

9677. Then your minimum is in fact the ordinary standard elsewhere?—Well, so it happens. The only one we have of 81 is that in Derry, and that building was not erected by ourselves. It had been built before our brothers got charge of it.

9678. You built the schools at Dingle and Maryborough?—They had been already erected, and were only reconstructed by us. They were not capable of much improvement.

9679. So that all the schools built by yourselves give you very much larger space?—Yes. There is one now in course of erection in North Brunswick-street, in this city, which will afford 150 cubic feet of space to each pupil.

9680. In every one of your schools at present the quantity of air for each pupil is very large?—Yes. It depends on the height of the rooms, as we allow a uniform space of nine square feet to each pupil.

9681. Would you consider your schools full at present?—In Richmond-street they are.

9682. Would you take any more if they offered, or do you limit yourselves to a maximum?—I should not like to take more, but when a pressing case occurs we must sometimes yield.

9683. So that the average number on the roll as compared with the amount of space is at present in the normal proportion you intend to adhere to?—About that.

9684. With regard to grammar, you have 40·3 per cent. learning it at present. To what extent do you teach grammar?—There are various grades. The first of course will be the simplest—the parts of speech—explanations.

9685. Do you introduce it into the first class?—Not into the first.

9686. Into the Sequel?—Those learning Sequel form a division of first class.

9687. It begins with the Sequel?—Yes, merely begins. There is a lesson on grammar in the Second Book at which grammar may be said to begin.

9688. What class is obliged to get the special text-books?—All that are in the Third Book and upwards.

9689. Do you count in grammar all those from the Second Book and Sequel up?—From the Second Book upwards.

9690. Would you have any objection to organize generally classes in natural philosophy in the large town schools in connexion with the Department of Science and Art?—I have not given that subject much consideration.

9691. Or would the same objection you make to classics apply there?—In all probability.

9692. Rev. Mr. *Cowie.*—Would you object to the examination of your pupils by any independent authority in such subjects as mechanics and mathematics?—Oh, not at all.

9693. So that it would be quite within the range of your work to send up pupils to the examinations of the Department of Science and Art for examination?—I see no objection to it.

9694. Mr. *Sullivan.*—You have had such classes in connexion with you in Carlow and other places?—Yes; but as regards pupils who have only a limited time to remain at school, it is very doubtful whether their time may not be more usefully employed in learning those subjects which more immediately fit them for business.

9695. Have you taken advantage of the arrangement with the Department of Science and Art with regard to drawing?—Yes; we have got some of their models and apparatus from London.

9696. Have any of your pupils competed by sending in their drawings?—No, we never sent in any.

9697. Would there be any objection to the pupils' drawings being sent in?—I think not.

9698. With respect to the general question, would there be any objection to the examination and classification of your body by any external authority?—I would never submit to such a process. It would not become us as a religious body; our training is such as we consider quite equal to any we could get outside. We have the training and classification in our own hand, and I don't see why external parties should seek to come and decide upon that which we have already settled.

9699. Suppose a plan were adopted of payment not only by results and capitation, but also by personal classification of the teachers merely to ascertain the amount to be paid to that particular person and not in reference to capacity, but as regulating a standard of payment according to class, would the objection you state then hold?—It would. I think the best test of competency would be the results produced in the schools.

9700. Then if afterwards it was found possible to connect your schools with the Government so as to receive Government aid, would you forego the advantages of payment by classification, and rest satisfied with payment for results alone?—I would sooner submit to an injustice than allow the members of our body, who are religious men trained and brought up for years to our method of teaching, to be submitted for examination and classification to an external body.

9701. Then suppose such a plan as I mentioned, payment founded on three conditions, by capitation, by classification, and actual results, were adopted and that your institution received aid from the Government, you would be satisfied, you would not consider it a grievance if you were deprived of the third source of payment, that for classification?—I consider the test would not be a fair one, inasmuch as it is not the amount of knowledge a person has will make him an efficient teacher. In many instances I have known a person with very limited ability but efficient in communicating know-

ledge to produce better results in a school than a man possessed of profound and varied information. A gold mine is of no advantage to the State unless opened and worked, and its produce circulated throughout the country.

9702. The capacity for teaching is shown by the result produced, and the number attending the school. But is it not also desirable in the case of teachers in the ordinary schools throughout the country to keep up the standard of personal qualification as well?—In a religious body, such as ours, who are altogether devoted to the instruction of youth, who have gone through a long course of training, who have gone through the various exercises necessary to fit them for their business, I think that is a better guarantee for producing a good teacher, than obliging him to go up and submit to an examination by an external officer, who, perhaps, never received half the amount of such careful training himself.

9703. I speak of teachers outside; would it not be desirable, while paying them for results and the number attending, to oblige them to keep up the standard of their own personal qualification?—I think so. It is because of our character as members of a religious body, and our means of qualification, that I object. But outside it may be desirable to ascertain the qualification in that way; though classification, as a test, is of little moment compared with results.

9704. In the event of the introduction of any general system of this test of personal qualification, you would not consider it a grievance to religious bodies who received aid from the State if they received only the money upon two standards and not on the third?—I consider if they produce the same results without the test of examination as persons who are examined do, they are fully entitled to equal pay.

9705. That is equal pay according to the two standards?—According to all the tests. If they produce the same results in school in communicating information to the pupils as the teachers who have been fully tested by examination, why not be entitled to equal remuneration with them, as they produce equal results?

9706. As you said, it might be desirable to promote this personal qualification in other persons, not included in religious bodies, while the latter do not wish to submit to this test, because they feel it is unnecessary, why should they claim upon that point if they forego it?—If they produce the same results without examination—and that is the best test—I think they are fully entitled to the same remuneration as if they stood the examination and qualified themselves upon that point. It is not for the amount of knowledge a teacher possesses that he is paid, but for the amount of knowledge he communicates to his pupils. It is for this he is employed, and not because he happens to have a large fund of information, which, perhaps, is destined to remain buried in his own bosom.

9707. Suppose the State were to establish standards on which they would determine to pay, they must apply that rule generally, and can make no exceptions?—If the State pass a law, the State is responsible for the wisdom and justice of that law. You might as well enact a law to deprive an experienced land-steward of one-third of his salary, simply because he declines to be examined with some beardless youths in the theory of agricultural chemistry; while he has to show, in proof of his practical skill in the management of land, abundant crops, and a barren waste converted into a teeming garden.

9708. Do you think, were that actually carried out stringently, and were there to be no exception to the general rule without producing great inconvenience, whether it would be looked upon as a grievance by the religious bodies, that one set of teachers were paid upon a third standard—that of classification—when the religious bodies, who declined the examination for classification, would not be paid upon that standard?—If the religious bodies simply discharge the same duties, and produce the same results which secular teachers do, they stand on a perfect level with them in point of utility; but if in addition to the secular knowledge they communicate, they give also religious instruction to their pupils, and train them to habits of virtue, their claim on the State is immensely increased. To offer them, therefore, less remuneration than that given to the others would, in my opinion, be treating them very unfairly.

9709. Would they be satisfied to be paid on the two standards and forego the third?—If they produce the same results as the others they are fully entitled to be paid as much. The result is the best test to the State.

9710. Would they be entitled to be paid according to classification founded upon examination?—Certainly, if they produce equal results.

9711. If they don't submit to examination why should they be paid?—But why make it the law of the country that they should not be paid. In Canada it is different. I find in the Rev. Mr. Frazer's report, page 299, the case thus stated—"No teacher," says the law, "unless provided with such certificate of qualification, shall be employed by any persons entrusted with the management of schools, on pain of losing their share of the grants made for the encouragement of education. Nevertheless"—and here we meet with a large and important exception—"every priest, minister, ecclesiastic, and person forming a part of a religious community, instituted for educational purposes, and every person of the female sex, being a member of any religious community, shall be in every case exempt from undergoing an examination."

9712. Your idea is then that they should be paid also on the classification test, if it were introduced?—Certainly, as well as on the other two.

9713. Now, suppose in the classification there are several grades for payment, how would you arrange the payment of religious bodies in reference to these grades?—According to the results produced in the schools. That is, if a scale of studies be laid down, whatever that scale points out as to results, they are entitled to be paid accordingly.

9714. You would judge of the degree of qualification of the teacher, by the range of the subjects taught, and the results?—Yes, the range of subjects taught, coupled with the results produced.

9715. The *Chairman*.—May I ask you to repeat the points on which you state the Christian Brothers labour under disabilities at present?—We labour under this disability, that it is criminal in the present state of the law to take vows; and that we are liable to be transported for life if convicted of the fact. The Act of 1829 contains that penal provision.

9716. Do you find any impediment in the present state of the law in acquiring and holding property for the purposes of your establishments?—In the present state of the law we cannot hold property as a religious body.

9717. Do you find any difficulty in holding property, or any insecurity in regard to it, when vested in trustees?—No, there is no difficulty provided it is vested in trustees; it is then perfectly secure.

9718. Are you aware of any instance in which any proceedings have been taken against individuals under this clause of the Relief Act that you refer to?—There have been cases in which the provisions of a will leaving property to the society were declared void and the property given to the next of kin, on the ground that we are not, as a body, recognised in law.

9719. Were these cases decided under special enactments against Roman Catholics, or on general provisions of *mortmain* applicable to all religious bodies?—They were decided under the penal clause of the Act of 1829.

9720. Mr. *Gibson*—In the case in which the clause was held void, the difficulty would not have arisen if it had been to an individual the property had been left, and not to the fraternity?—Just so. If left to an individual the bequest would stand; but, even in that case, the individual should not be described as a member of the proscribed body.

6721. The *Chairman*—Do you consider the historical books, from which extracts have been read to-day, would be adapted to a system of mixed education?—I understand the Board of Education would not sanction them.

[Adjourned.]

TWENTY-FOURTH DAY.—DUBLIN, THURSDAY, JUNE 11, 1868.

PRESENT:

The Right Hon. The Earl of POWIS, *Chairman.*

The Right Hon. The Earl of DUNRAVEN, K.P.
The Right Hon. and Most Rev. The Lord Bishop of MEATH.
The Right Hon. Lord CLONBROCK.
Sir ROBERT KANE, F.R.S.
WILLIAM BROOKE, Esq., M.C.
Rev. DAVID WILSON, D.D.
Rev. BENJAMIN MORGAN COWIE, B.D.
JAMES ARTHUR DEASE, Esq.
JAMES GIBSON, Esq.
SCOTT NASMYTH STOKES, Esq.
WILLIAM K. SULLIVAN, PH.D.

GEORGE A. C. MAY, Esq., Q.C.
D. B. DUNNE, Esq. } *Secretaries.*

June 11, 1868.

Rev. ALEXANDER IRWIN, sworn and examined.

Rev. Alexander Irwin.

9722. The *Chairman.*—What ecclesiastical appointment do you hold?—I am rector of Killeavy parish, and precentor of the Cathedral of Armagh.

9723. What office do you hold in connexion with the Church Education Society?—I am one of the honorary secretaries of the Diocesan Society of Armagh.

9724. Have you the management of the local society and the local contributions?—I have, in conjunction with the committee.

9725. Will you describe the functions and duties of the committee?—The committee have the apportionment of the collections made in the churches in which collections are made for the society, and they award the gratuities given to the schoolmasters out of their funds.

9726. Are those gratuities given in respect of merit on the part of the schoolmasters, or in consideration of the poverty of the different schools?—Merit altogether. There are no salaries given by the society—merely gratuities, as the reward for merit on the inspection of the schools.

9727. Do the friends of each school pay the schoolmaster?—Yes, there are local contributions to each school.

9728. Do the schoolmasters in your diocese receive much from the children's pence?—Not very much.

9729. Are there any children that pay more than one penny per week?—There may be a few in the advanced classes in the schools, but very few.

9730. Have you anything to do with the inspection of the schools?—Merely the selection of the Inspectors. The schools are inspected by clergymen belonging to the diocese. There are 10 Inspectors in the diocese of Armagh.

9731. Are you satisfied with the efficiency of the masters in connexion with your Society?—With some. With the smaller proportion. The greater proportion are not thoroughly well qualified.

9732. Are the payments made to them sufficient?—In the greater number of instances they are not sufficient.

9733. How are the schools in your district provided with school requisites?—The local patron, or the clergyman, supplies them.

9734. Has there been much fluctuation in the number of schools, or in the number of children attending the schools in your district within the last two or three years?—There has not been a very great fluctuation within the last three years either in the numbers attending the schools, or in the number of schools connected with us.

9735. Has the tendency been to increase or decrease?—To decrease.

9736. From what causes does that arise?—Some of our schools have been transferred to the Board of Erasmus Smith, and some of them have ceased from want of funds.

9737. Have any been transferred to the National Board?—Within the last three years there have been very few.

9738. Have many of your schools fallen away from the gradual increase in National schools rendering some of those schools more convenient to the children?—Yes, I think so.

9739. Do you consider that those schools have been so placed as to meet the wants of the country, or are they in rivalry to your schools?—Of late years I don't know many instances of National schools being set up in rivalry. At the early stage of the establishment of National schools it was the case, but the country has been pretty well supplied for several years with schools.

9740. Are there many Roman Catholic children attending Church Education schools in your district?—Yes. In the whole diocese there are upwards of 900.

9741. Have any cases come to your knowledge of religious difficulties arising with them?—No; I have not known of them.

9742. What do you consider the most essential point in the National Board rules which prevents your society from joining it?—The rule with reference to the use of the Holy Scriptures as a part of religious instruction.

9743. Do you consider it essential that every child attending your schools, whatever his religion be, should read the Bible?—Yes.

9744. Do you consider that the rules of the National schools afford sufficient time for religious instruction?—There is no fixed rule as to the length of time, but I believe that ample time may be set apart for religious instruction.

9745. What is it that renders your society unable to adopt a similar course, and provide religious instruction at fixed times?—We conceive that the Divine rule about education requires that the children should be taught the Scriptures directly, and also taught them incidentally. We believe that the Almighty laid down this rule for the education of children—"Thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up." We regard that as the Divine rule of education—that instruction in the inspired writings is not only to be direct as a lesson, but occasionally, whenever a suitable opportunity offers. We believe that that was the rule laid down by the Almighty himself.

9746. Practically, do many of your schoolmasters intermix religious instruction indirectly when they are teaching purely secular subjects?—I believe they do so, when they are teaching lessons in reading which naturally lead to it.

9747. Do you think that such indirect instruction is given with advantage by many schoolmasters?—I do.

9748. Do you think your schoolmasters, as a class, are qualified to do much in that way?—The instruction that is given in that way is very simple, but very valuable.

9749. Does that instruction extend to matters of controversy?—Not in our schools.

9750. Do any persons come up from your schools to the central training institution in Kildare-street?—Several female teachers have gone from our schools to the training schools in Dublin.

9751. Have they succeeded in getting appointments as teachers afterwards?—They have.

9752. Are the schoolmasters in your diocese principally persons who have been trained or not?—The greater number now remaining, not all of them, have, I think, been trained in Kildare-street. The last teachers that I appointed to a school of mine were trained in Marlborough-street, under the National Board.

9753. What is your experience of teachers who have been trained in Marlborough-street?—The last one is a very competent man, and a clever teacher. I think all the teachers we got from that place were very competent and very clever.

9754. Did you consider they had been well trained and were good teachers?—Those that I have seen were.

9755. Mr. *Gibson*.—You have referred to a text, or a passage of Scripture in which there is an injunction given as to the teaching of the Scriptures?—Yes.

9756. Will you kindly give me the text exactly as it is in the Scriptures?—It is from the 6th chapter of the Book of Deuteronomy—"And these words which I command thee this day shall be in thine heart: And thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up."

9757. Don't you think that that is specially directed to the parents of a child?—Yes.

9758. And, therefore, the application which that involves is to the parent in his discharge of his duty to the child?—Yes.

9759. You apply that to the pastor or teacher?—The teacher of a school is the deputy, or substitute for the parent.

9760. How do you enforce the application of that text upon a teacher in the same sense in which you would do it upon a parent?—Because the teacher is the substitute—the employed substitute for the parent.

9761. Do you mean that the teacher in a Church Education Society school is a substitute for a Roman Catholic parent who sends his child to that school?—Certainly.

9762. Will you allow a parent sending his child to that school to exercise any parental authority over the child at all in respect of his non-reception of Scriptural education. If a parent is anxious not to have his child taught the Scriptures in your school, would you allow him to have the secular education?—I would decline to be the substitute of that parent.

9763. Then you won't allow a child to be taught in your school those branches of education which the parent is anxious he should learn?—No. I don't receive a child of that kind.

9764. You refuse to teach the child secular instruction alone?—Yes.

9765. And the consequence is that so far as you are concerned the child is to remain in total ignorance?—Not in the least.

9766. Supposing your school was the only school in the parish to which a Roman Catholic child could have access, and a parent brings a child to you, with a request that you would teach him reading and writing, and that you will not interfere with his religious teaching, or let him read the Scriptures, because the parent says—"I don't believe I am right to let him do so," will you refuse to receive the child?—Yes, I would refuse.

9767. So far as you are concerned, is not that an absolute denial to the child of any education whatever?—Not in this country.

9768. I mean so far as you are concerned it is?—I know that in this country there are ever so many ready, and able, and willing, to teach them.

9769. I am, however, discussing the matter on a principle. You have put it on a principle, and a very high one too, and I wish to discuss the matter on the same principle. We will suppose a district in which there are few Roman Catholic children. I know myself there have been parishes at one time in the north of Ireland, where there were not more than half a dozen Roman Catholics, all the rest being Protestants. I am supposing the patron of the Church Education school is there, and that his school is the only one where the children of the Catholic parents can be taught, and I come to him with a child and say—"I am anxious, Mr. Irwin, to have my child taught to read and write and count, but I don't wish you to teach him religion. I will teach him religion myself, or I will discharge my duty to him, and I will be responsible for the duty God has given me to discharge to my Creator. I will take charge of the religion of the child myself, but I wish you to teach him to read and write and count." What would your answer be then?—I should decline to take the child.

9770. Of course the effect of that would be, so far as you are concerned, to shut out the child altogether from learning reading, or writing, or arithmetic?—The fact of my receiving the children on those terms would be this—that I could not fulfil the Divine precept in my school to the other children while that child was present.

9771. The Divine precept is addressed to the parent?—But the teacher of the school is the deputy and substitute of the parent.

9772. But a Catholic parent might refuse to make you his deputy?—I cannot help him at all.

9773. Therefore the consequence is, that you refuse to teach that child to read or to write, or count, unless the parent delegates to you that trust which has been reposed in him by God Almighty as the father of the child?—Yes, I do.

9774. Now, supposing that principle were common throughout all Ireland, and supposing the Church Education schools were the only schools in Ireland, and I suppose the Church Education Society would like that were the case?—No, not at all.

9775. Well, perhaps not so far as that; but if they were the only schools in Ireland—and I don't see why they should not wish they should be so, if the principle be the one that they consider correct?—Ever since the penal laws were repealed, Roman Catholics have the right to educate their children as they choose; but it is a different thing to ask me to educate a Roman Catholic in his principles, which are not mine.

9776. But if your system of education was the only one in the country that they could get, they would get none at all?—That is not the case at all.

9777. I am merely putting the supposition?—The teachers of schools would, if we suppose your case, come to be professors of arithmetic, and professors of writing, and professors of reading, but that is not the character in which schools are set up and teachers placed at the head of them. They are not to be mere professors of reading and professors of arithmetic and writing.

9778. Is it not better that a Roman Catholic child should be taught to read, even if he refuses to read the Bible, than that he should not be taught to read at all?—Certainly.

9779. So far as you are concerned, and so far as the father wishes you to teach his children, you consider yourself bound to refuse to teach unless he receives religious instruction?—Yes; I refuse to be the medium for giving an instruction which I conceive is contrary to the Divine rule of education.

9780. You are acquainted with the system of Trinity College, I suppose?—Yes.

9781. That being the place where the clergy of the Church of Ireland receive education, I presume that teaching religion there is a part of the educational course?—Yes, the candidates for the ministry get a religious education there.

9782. Is it not the general rule that religious education is given to all; in other words, are not lectures given that all students are expected to attend?—Not all.

9783. Are there not catechetical lectures which all are expected to attend?—No.

9784. Are there not catechetical lectures given?—Yes; but some are excused from attending.

9785. Exactly so; on what grounds are the excuses taken?—It never was my province to ascertain.

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9786. If you don't know, of course, you cannot give an answer. Is a Roman Catholic asked to attend catechetical lectures in Trinity College?—No.

9787. Then the heads of Trinity College are not of the same opinion as you are with respect to the importance of special religious instruction?—I don't know whether they are or not.

9788. The *Chairman.*—With reference to Roman Catholic children receiving religious instruction might you not assume that there were ministers and parents outside the school who would attend to their religious instruction?—I cannot assume that; I think if the Commissioners were to inquire whether the Holy Scriptures are to be found in Roman Catholic National schools they would see they are not be found there; I have never met with them there.

9789. I am not speaking of Roman Catholic National schools. I am asking whether you may not presume that a Roman Catholic parent who sends his children to you for secular instruction might provide for their religious instruction at home?—I think that practically it is not the case that they are taught the Scriptures at home.

9790. Mr. *Gibson.*—Do you not consider that the refusal of a Roman Catholic parent to allow you to become the religious instructor of his child, discharges your responsibility as to your own particular duty with reference to that child?—Yes; I think it is quite voluntary on my part to undertake to be the substitute of any parent.

9791. Do you think that you would be doing a good to the child by teaching him to read, even if you were not allowed to teach him the Bible?—If the Almighty has laid down a rule about the instruction of children I have nothing further to inquire about on the subject; and if I am to be the parents' substitute I can only act as his substitute in accordance with what I believe to be the Divine rule upon the subject.

9792. Then I understand that in all schools where you, or persons holding your opinions would act as teachers, the Scriptures must be read?—Yes.

9793. And you do not recognise the right of conscience on the part of any parent to refuse that instruction?—I don't recognise their right to make me their substitute.

9794. The *Chairman.*—Do you consider it impossible that a schoolmaster might be the substitute for a parent in secular instruction, and not in religious instruction?—If no religious instruction is to be given to a child, I think a wrong kind of instruction would be imparted; and I cannot consent to be employed to give a kind of instruction to a child that is utterly defective on a point respecting which the Divine Being has laid down a rule.

9795. Master *Brooke.*—Is it any part of the duty of a clergyman to teach the children of his parish to write or to read—I mean bare reading and writing, or the mechanical parts of education?—I think it is a charitable thing to do if he can do it.

9796. It is no part of his duty?—Only in the way in which charity is really his duty.

9797. Then the connexion of the clergyman with the school, is, I presume, to lead to the spiritual instruction of his own flock?—Yes.

9798. If you divorce the spiritual instruction from the mechanical arts of reading, writing, and arithmetic, then does it lie within a clergyman's duty that he should maintain the school, and give his own time and attention to it, supposing he is disqualified from giving any religious instruction in it? Is it any part of his duty to maintain such a school, separated altogether from religious instruction?—I don't think it is.

9799. I presume the clergyman's interference in the school arises from this, that he looks upon it as an instrument of religious instruction?—Yes.

9800. And that for the benefit of the young of his own flock?—Yes.

9801. In answer to Mr. Gibson, you stated that if a Roman Catholic is admitted upon the terms of the National Board, it might suspend all spiritual instruction to the poor of your own flock?—It would do so.

9802. The presence, then, of one Roman Catholic child, whose parent forbids religious instruction, would suspend the whole spiritual or religious instruction of your own children?—Yes, during the time that that child remains.

9803. And if the child were to remain during the hours of secular instruction, your lips must be sealed on the subject of spiritual instruction to your own flock?—Yes.

9804. The question I suppose then comes to be practically this—is it fair, in a school instituted for the express purpose of religiously instructing the children of the Established Church of the parish, to send in a child whose presence would suspend the whole operation of the school?—Just so.

9805. Mr. *Gibson.*—At the time of teaching writing do you give religious instruction?—No, it is in the reading-lessons. Any of the National Board books afford proper instances.

9806. Would you not let a child sit down to learn to write without receiving religious instruction?—He could not learn to write until he learns to read, and in so doing he uses these books, and it is in using the reading lessons that the incidental opportunities are offered of pointing out how the inspired Scriptures deal with such and such things.

9807. Master *Brooke.*—You stated that the majority of your schoolmasters were not as efficient as you would wish them to be?—Yes.

9808. And subsequently you stated that the majority of your teachers were trained?—Yes. A great number of our teachers are now elderly men who are not up to the mark at the present time.

9809. Have they not been recently trained?—No.

9810. How many schools are there in connexion with your Diocesan Society?—In the returns of last year 130 was the number.

9811. Does that take in the diocese of Clogher?—No, only Armagh.

9812. The whole of Armagh?—Yes.

9813. That is an extensive diocese?—Yes, it includes the counties of Louth and Armagh, a part of Tyrone, and a small portion of Derry.

9814. You said that the inspection of the schools was conducted by clergymen. How many Inspectors have you?—Last year we had ten. In the preceding year there were twelve.

9815. They are voluntaries, I suppose?—Yes, voluntaries.

9816. But their travelling expenses are defrayed, I suppose?—Yes, they are paid, but they amount to very little. Last year the expenses of the ten Inspectors only amounted to £9 3*s.* 2*d.* for inspecting all the schools.

9817. Then there was but one inspection in the year?—Only one in the year.

9818. Would you not consider it more desirable to have two or three inspections in the year?—I think it would be more desirable. But the great defect we find is the variety of standards arising from the number of Inspectors. Ten men have not all the same standard, nor anything like the same standard of efficiency.

9819. Do you think it would be better to have a permanent Inspector who would go on from year to year?—Much better. The late Primate paid the entire expense of an Inspector for his diocese for many years.

9820. That ceased, I suppose, at his death?—Yes, it ceased at his death.

9821. Then I need hardly ask you do you think it would be desirable that a more uniform and systematic inspection should be given to the schools?—Certainly. It would be one of the great advantages of our obtaining aid from the Government, or being in any way connected with the staff that the Government employ, that our schools should be inspected. It is of the greatest advantage to a school.

9822. Would you, or the clergy, as far as you know their minds, have any objection to Government Inspectors?—Far from it. I think it would be very desirable.

9823. Even though some of the Inspectors might be of a different religious denomination?—Yes.

9824. Now, what advantages do the schools derive from being in connexion with the Diocesan Society?—They receive inspection; they obtain school books and requisites at half-price; and there is a gratuity given to the deserving schoolmasters.

9825. That desert being measured by the result of the inspection?—Yes.

9826. What is the amount of local funds available for the support of the schools?—In the last year it was £3,293.

9827. In the whole diocese?—Yes, in the whole diocese. There are two large endowments in the city of Armagh. The other schools have voluntary support.

9828. How many schools are there in connexion with the society?—One hundred and thirty.

9829. Do the incomes of the teachers vary very much?—Very much. They vary from £60 a year down to £8.

9830. Down to £8? Is that owing to the poverty of the district?—Yes, the poverty of the district.

9831. What kind of master is supplied by a contribution of £8?—They are usually female teachers that are in these impoverished schools.

9832. Do you find the female teachers efficient?—Very efficient.

9833. Are they generally trained in Kildare-place?—A good number of them have been trained there.

9834. What is your opinion of the character of the young women who have been trained in the training school in Dublin?—They are quite equal to the work that is put on them to do.

9835. I mean as to their moral conduct?—It is excellent.

9836. At what ages do the children generally quit school?—That varies very much according as the school is placed in a rural part, or in the neighbourhood of any of the great factories. Wherever there are large factories, the children at the school go away at a very early age.

9837. At what age?—About eleven and twelve.

9838. Then in the rural districts they remain longer?—They remain somewhat longer.

9839. But in all cases where the children go away at eleven or twelve, a female teacher could manage to control them?—Yes, and at ages much beyond that. In some of the schools the female teachers have children in the fifth class.

9840. And they are efficient teachers?—Very efficient.

9841. Then you would probably think it might be a useful thing to encourage the multiplication of female teachers in many cases where they are not employed?—Yes; where the funds are not equal to the remuneration of a master, I think it would be better to have a well qualified female teacher, than an indifferently qualified master.

9842. Do you think it would be more practicable than to have boys and girls in the same school?—Yes.

9843. In a district where the number of children is not very great, you think it is more advantageous, I presume, to have the two sexes together, so as to have a good number in the school?—I think there is as good order kept in a mixed school as in a separate school.

9844. Is that your experience?—Yes.

9845. Are any of the schools possessed of endowments?—In the city of Armagh there are two endowments—very ample endowments.

9846. Will you mention the nature of them. Are they endowments professedly connected with the Church Education Society?—One of them is the Drelincourt school endowment, by the widow of the late Dean Drelincourt, for the education of Church children only; and the other is the Mall school, in Armagh, endowed by the late Primate Stuart for giving Church instruction.

9847. Are they now connected with the Church Education?—They are. The Drelincourt school is filled exclusively by Church children. In the Mall school there are Presbyterians attending.

9848. What are the amounts of the endowments?—The Drelincourt school has £220 a year, and Primate Stuart's endowment is £85.

9849. Are any of your schools, or are many of your schools in the immediate neighbourhood of the National Board schools?—Yes; several of them. In my own parish there are several National schools under the patronage of the landlords.

9850. Are they near the Church Education schools?—Yes; very near.

9851. In that case have not the parents the free choice of what schools they would have their children educated in?—The freest possible choice. The National schools are under the patronage of the landlord, and the Scriptural Church schools are supported by the clergymen.

9852. In that state of things do you find there is mixed education?—There is.

9853. And that there are Roman Catholic children attending Church schools under those circumstances?—Yes. In a school in Camlough parish, which is a perpetual cure in my parish, there are 22 Church children; 29 Presbyterians, and 19 Roman Catholics; and close at hand there is a very large National school under the patronage of the owners of great spinning mills, the Messrs. Richardson, and there are very clever teachers in this National school.

9854. Then, taking the whole of the Armagh diocesan district, is there much of united education in the schools?—There is a great deal. The Inspector's reports sent in every year distinguish the religion of the children; and it appears that there is a great deal of united instruction, and that not merely in the junior classes, but in the more advanced classes in the schools.

9855. Have you noticed that the Roman Catholics or Dissenters who began with you in the lower classes are likely to continue with you?—In many of the schools they do.

9856. Can you tell what per-centage of children remain for the mere intellectual instruction, of say the Third, Fourth, and Fifth books?—I have not the average for last year, but in the year 1866, in four of the schools, the classification reached the 6th class; 23 reached to the 5th class; 34 of the schools reached to the 4th class, and 49 schools reached to the 3rd class.

9857. Professor *Sullivan.*—In those schools which you state only reached the 3rd or the 4th classes, are we to assume that they did not reach beyond that?—Yes. They did not reach beyond that.

9858. In other words, that in some cases the 3rd was the highest class in some of the schools?—Yes, in 49 schools.

9859. Master *Brooke.*—How many in the 4th class?—There were 34 schools; in the 5th class there were 23, and in the 6th class there were 4 schools.

9860. There was no school in the diocese which had not a 3rd?—Nine-tenths of the schools had a 3rd class.

9861. It appears there are only 110 schools?—In the year before last the inspection extended to 127 schools. The inspection varies frequently. Sometimes a school is closed, or there is no teacher, so that sometimes the number of schools inspected is short of the total number on our list.

9862. Well, then, 10 of the schools have no third class?—Yes.

9863. Do you find the difficulty on the increase in getting qualified teachers?—The remuneration for well qualified male teachers is so small as compared with what they could earn in any other employment, that it is very difficult to get them.

9864. Where have you procured the books for your schools?—At the depository which adjoins the training school in Kildare-street.

9865. That was connected with the old Kildare-place Society?—Yes.

9866. It is the only vital part of the Kildare-place Society that remains?—Yes.

9867. What books are chiefly found there? Are the Christian Knowledge Society books chiefly used, or what are they principally?—They are the books on the list of the Church Education Society.

9868. Would your Diocesan Society object to use

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the books of the National Board?—Some of the books we would not object to; and they are used.

9869. You have some of them in your schools?—We have. There are other books we would feel doubtful as to what may be in them, because they are frequently changed, and one is not quite sure of what may be in them.

9870. You find objectionable passages occasionally I suppose?—Yes. Even in some of the older reading books there are passages that require explanation to make them desirable.

9871. Is there no stimulus to induce a teacher to exert himself except the small gratuity you give him?—In the county Armagh and county Louth there is this additional stimulus. There is a very excellent school in Dundalk, under the Incorporated Society, called the Dundalk Institution, where an education of a very superior kind is given to youths, who after a competitive examination are admitted into it, and they are there qualified for clerkships and other remunerative occupations. The county of Louth and the county of Armagh have the right of sending pupils from the Church Education schools, to compete for admission into that institution. That in itself is a great stimulus to the teachers, for a boy's fortune is made if he is admitted into that institution: but that applies only to the counties of Louth and Armagh, in the Armagh diocese.

9872. Does that give any direct advantage to the teacher?—It raises his credit in the country, as having trained a boy who successfully competed for admission into that institution.

9873. How do you take the averages of the attendance of pupils in the Church Education schools?—The attendance of each pupil is marked for each day in the year, and when totted up it is sub-divided by the number of days in which the school was open. It is taken twice in the year.

9874. In that case are any days left out except Sundays and Saturdays?—Only Sundays and Saturdays. A few of the schools are closed in the harvest-time for about a fortnight, on account of the pressure of field work.

9875. You never omit anything on account of wet days?—No.

9876. Or a fair day?—No.

9877. Or a market day?— No.

9878. Rev. Dr. *Wilson.*—Do you expect the parents of the children to pay school-fees?—Yes; but at the same time no child is to be excluded on account of the inability of the parent to pay. One of the questions asked by the Inspectors at every inspection is whether any children have been excluded.

9879. Are many admitted whose parents are in a position to pay, but who do not pay?—No, I think not.

9880. Then, in every case where you think the parents can afford to pay you charge them?—Yes.

9881. Is there a scale of fees or charges?—Yes, one penny per week.

9882. Is there no higher rate of payment?—In a few of the schools, where the children are taught Euclid, and advanced arithmetic, there may be a higher charge. I don't know myself of any instance of the kind.

9883. Have you in all the diocese of Armagh many who have advanced far in Euclid?—Yes.

9884. How far? Have any passed through the sixth book?—Some have gone into the sixth book.

9885. Could you say how many in all the district?—I could not say.

9886. Do you consider it a desirable thing that the parents of the children should pay school-fees when they could afford it?—Most desirable. They value the education much more.

9887. What is your opinion of the schools of your society as compared with the National schools of the district?—I think that our well-endowed and well-supported Church Education schools are fully equal to the best National schools, and our very poor schools are at least equal to the very poor National schools.

9888. May I ask what means you have of coming to that conclusion?—Only from the conversations I have had with the clergy who have been in the way of visiting National schools, and know them.

9889. You cannot state it as a fact of your own knowledge?—Of my own knowledge I cannot.

9890. Are you in the habit of visiting National schools in your district?—My position in the diocese is separate from parochial employment. I am precentor of the Armagh Cathedral.

9891. I mean have you visited them as a citizen of the State?—While I was rector of Armagh, before I was connected with the cathedral, I used to visit the Roman Catholic National schools.

9892. Is there a Roman Catholic National school there?—There is a Roman Catholic National school and there are two Presbyterian schools.

9893. Do you think that is a correct description of any National school?—Perhaps it is not. It is a National school under the patronage of the Roman Catholic clergy of Armagh.

9894. Do you consider that that is a Roman Catholic school?—If the patron be a Roman Catholic clergyman, and there are none but Roman Catholics in the school, it is called in common conversation a Roman Catholic school, and the same with regard to the Methodist National school.

9895. How do you discover that there is a Methodist National school or Roman Catholic National school in the district of Armagh?—The Roman Catholic school is in the chapel-yard and the Methodist National school is adjoining or connected with the Methodist place of worship.

9896. Does it follow that each person going into a chapel-yard must necessarily be a Roman Catholic?—No, certainly not.

9897. What is the term descriptive of schools under the Board of National Education in this country?—National schools.

9898. Are these schools under Roman Catholic management open to the children of all denominations?—Yes.

9899. During the hours of secular instruction is there any Roman Catholic doctrine taught in such schools?—Not that I know of.

9900. Have you ever heard?—No, I don't remember to have heard.

9901. Suppose that such a thing was stated, to whom would you attribute the fault?—I ought to correct myself in this way, by saying that some of the reading books that have been recently issued convey what I would call Roman Catholic instruction.

9902. We have not approached the books yet. I want to know if in any school during secular instruction the manager or teacher in your opinion taught peculiarly Roman Catholic dogma?—Nothing more than what was in the reading books.

9903. To what do you refer in the reading books?—They are the recently published books.

9904. What book do you refer to?—I think it is the Fourth Reading Book.

9905. Have you heard of the withdrawal of any books to which objection was taken?—I have recently.

9906. Are you aware that they are now withdrawn?—I don't know.

9907. Should you be surprised that the Roman Catholic bishop of Belfast objects to some of the reading-books on account of some of the passages in them?—Not at all surprised.

9908. Then, as a matter of fact, you cannot of your own knowledge state that Church Education schools are in any case equal to National schools, or superior? I stated that our well paid schools were fully equal.

9909. That is your opinion?—Yes.

9910. Have you examined both, so as to know?—No, I have not.

9911. It appears there has been a diminution in the number of your schools?—Yes.

9912. You attribute that, I think, to the fact of some of them joining the Erasmus Smith Board?—Yes.

9913. Is there any other cause?—Some from having joined the National Board, and some from poverty are extinct altogether.

9914. Would you to any extent attribute it to the number of the clergy and laity of the Established Church, who have lately become adherents of the Board?—In a few instances, but they are very few in the diocese of Armagh.

9915. How many have become so in the diocese of Armagh?—I could not say exactly how many.

9916. How many clergy and laity have given in their adhesion to the system of National education in this country as the most desirable sytem?—I could not say.

9917. Are there many Wesleyan Methodists in your district, or between your district and Belfast?—There are a good many.

9918. Have not the Wesleyan body, as a body, become the adherents of the Board?—They have.

9919. Are they not said to be the friends of an open Bible, and anxious for religious education for all?—Yes.

9920. Would not their union with the Board considerably affect the attendance at your schools?—The only Methodist National school, if I may call it by that name,—

9921. I am referring to the fact of Methodists scattered through your district, whose children may have attended your schools and I ask, would not their union with the Board of National Education considerably affect the attendance at your schools?—I can only speak of the place that I know—that is Armagh, where there is a Methodist National school.

9922. I thought you were familiar with the schools referred to in the report in the diocese?—I don't know the localities so as to say whether or not there are Methodist National schools in them.

9923. Where there are no National schools under Methodist management, but National schools under any management, do you think the Methodists have not withdrawn, and attend those schools now in preference to the Church Education Society schools?—I cannot answer that general question, for I don't know.

9924. Do you know the number of members of the Established Church and of the Wesleyans who have become managers of National schools since the year 1861?—No, I do not.

9925. Should you be surprised to hear that we have had it in evidence before this Commission, that since 1861, 183 members of the Established Church, and forty-one Wesleyans have become managers of National schools?—Not at all surprised.

9926. I perceive the average attendance at some of your schools is very small?—Very small.

9927. I see in page 61 of your report, that you have for an average attendance, nine, seven, six, and four, and so on?—Yes.

9928. That is a very small attendance?—Yes.

9929. May I ask with regard to the three schools at Balleek, are they conducted in three distinct rooms or buildings?—Balleek village is a mixed school.

9930. Is it different from Balleek church?—Yes. Balleek church is a male and female school.

9931. Is it mixed or conducted in separate houses?—In separate rooms in the one house, I believe.

9932. On reference to this report I see the average attendance is very small—such as nine and seven, and then in the case of Baronstown it is six?—What are you reading from?

9933. From the published report of the Church Education Society for the year 1866, page 61. In one case I see the average attendance is down to four?—Yes.

9934. Are there any National schools within a mile of these places, do you know? Is there any National school within a mile of Balleek?—I should think there are, but that is a long distance from where I live. I have never inspected the schools.

9935. Do you imagine do any Established Church children attend any of those National schools?—Yes.

9936. Under whose management are they?—I cannot tell. I don't know what places you are referring to.

9937. I refer to Balleek and the other place with the average attendance of four?—I don't know the patrons of National schools in those neighbourhoods.

9938. You have acknowledged that the Established Church children attend the National schools. Doesn't that necessarily account for the diminution in the number of children attending your own schools?—Yes.

9939. Are there National schools in your own parish?—There are.

9940. Do Established Church children go to those schools?—Yes.

9941. Who are the landlords?—Mr. Close, of Dunbanagher, and Mr. Richardson, of Bessbrook.

9942. Is Mr. Close a member of the Established Church?—He is.

9943. Your society is strictly denominational, I suppose?—That depends on what is understood as denominational.

9944. Is it not "The Church Education Society?"—It is.

9945. What Church?—The Established Church.

9946. Is not the Lord Primate one of the presidents?—Yes.

9947. And are not all the presidents, vice-presidents, and members of committee members of the Established Church?—Yes.

9948. And all the inspectors and teachers, male and female, are the same?—Yes.

9949. In its rules and administration is not your society denominational?—That depends on what you understand by the word. It does not exclude others.

9950. Are not its rules framed in the interest of one section of the Church?—Certainly.

9951. Well, is not a school strictly denominational, or sectarian, when anything is required to be learned or done by the pupils to which it is known the adherents of other Churches would object as interfering with their consciences, and when Presbyterians, but for these observances, might be expected to attend?—There is nothing required of Presbyterians that they do not fully concur with us in.

9952. There are Roman Catholics returned as attending your schools throughout the diocese of Armagh?—Yes.

9953. Do you think they have no conscientious objection to the teaching?—They have.

9954. Is not the result of such a system to limit its usefulness to the adherents of one denomination, and prevent the general community from availing themselves of its benefits?—A very large portion of the community avail themselves of its benefits.

9955. Considering the smallness of the schools and the diminished average attendance, don't you think the tendency is in that direction?—I think that is too large an expression of the tendency.

9956. Small schools are the necessary results, are they not, of such a society as yours?—Yes, they are.

9957. Is there not in that case, a waste of teaching power and inspection power?—Yes.

9958. And if the State contributed any of its funds, should you not also acknowledge that there would be a waste in the payment of teachers and inspectors, and other officers?—I don't call it waste.

9959. Is it the desire of your society to be connected with the State?—It is, to get assistance from the State certainly.

9960. On what terms can you say? Can you speak for your own diocesan society?—No. I am not authorized officially to make any statement.

9961. Could you give us your own view of the terms which would satisfy you?—If we were allowed to go on with our schools on the present system.

9962. You are not disposed to accept State aid without adhering to your present denominational views?—No.

9963. Or at least, I suppose, a similar set of rules?—Yes.

9964. Would you sanction any school system under which a child should be exempt from the reading of

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the Scriptures in the Authorized version, if the parent so wished?—Not if I was to be the superintendent and manager of the school.

9965. Then in every school under you such reading and instruction would be obligatory?—Yes.

9966. Would you insist upon a child receiving your religious instruction as a condition of his receiving instruction in any branch of education?—Yes.

9967. Would you insist on the child receiving religious instruction as a condition of its receiving instruction in any branch?—Yes.

9968. Would you extend the same privilege to Roman Catholic bishops, clergy, and people supposing a system to be approved in which the reading of the Douay version of the Scriptures and the teaching of their dogmas would be the condition on which each child of the district—Established Church and Presbyterian—should receive any secular instruction? Would you reciprocate in fact your own principle to the Roman Catholics?—I think the Roman Catholics are quite right upon their view.

9969. Would you, as a clergyman of the Established Church and a representative of the Church Education Society, reciprocate that principle in their case?—I could not approve of their principle of educating children.

9970. Would you be disposed to relegate the reading of the Scriptures to a fixed hour?—Certainly, the reading of the Scriptures.

9971. And the giving of religious instruction to a fixed hour?—No.

9972. You designate your schools I think as Scriptural schools?—Well, that is one of the names they go by.

9973. The *Chairman.*—It is not the official name?—It is not.

9974. Rev. Dr. *Wilson.*—Do you think there are any Scriptural schools connected with the National Board—any schools to which the term Scriptural could apply?—Well, if there are no Roman Catholic children in a school the children in the school read the Scriptures, and it is in that sense a Scriptural school.

9975. Without the "if," is it your opinion that there are no schools in connexion with the National Board of Education that could be called Scriptural schools?—I know that there are National schools in which there are no Roman Catholics, and all the children read the Scriptures, and therefore in that sense they are Scriptural.

9976. In order to be in every sense a Scriptural school, must all the children read the Bible in the Authorized version, according to your notion?—Or the Douay.

9977. Then you would be disposed to regard schools as Scriptural in which some of the children read the Scriptures in the Authorized version and some in the Douay?—Yes.

9978. Could you conduct such Scriptural schools?—No, I could not.

9979. I presume there are several National schools under managers of the Established Church entitled to be designated Scriptural schools?—Yes; schools of the same kind to which I alluded before in which there were no Roman Catholic children attending, and all the children read the Scriptures.

9980. In general, do you think there are any schools under the National Board entitled to be called Scriptural?—If there are any Roman Catholic children attending the school who do not read the Scriptures, I do not call it a Scriptural school.

9981. Have you ever heard of such managers, Episcopalian or Presbyterian, sending a challenge to members of a rival Church to have a competitive examination of their children upon Scripture?—I do not know of it from my own knowledge.

9982. You are aware it was not accepted?—I do not know of it.

9983. Do you regard the Douay version as the word of God in any sense?—Yes.

9984. Is it read in National schools, and are Roman Catholic children instructed in it?—Not that I know of.

9985. But, as a matter of fact, can you testify?—I cannot.

9986. Have you ever heard—I don't know whether it applies to your district—have you ever heard Protestants acknowledge that Roman Catholic children and Roman Catholic servants in their families can conduct the Roman Catholic controversy so as to defeat Protestant children and Protestant servants of the same standing?—No; I have not heard of it.

9987. Should you be surprised that that exists to any extent?—Yes, I should.

9988. Should you be willing to commit yourself to this as a theory for the Church Education Society? "Being a clergyman of the National Church I cannot imagine any proper system of National education which is not in accordance with the National religion; I should say that the milk for babes should be of the kind that would most easily assimilate with the strong meal which the State provides for them." Is such a theory as that yours?—National education is an education for the whole body of the people, and since the repeal of the penal laws Roman Catholics have a perfect right—and they are a great part of the nation—to educate their children.

9989. Then you would not commit yourself to this theory that I have just now read?—No.

9990. Do you regard it as a duty to interfere, if possible, with the faith of Roman Catholic children attending your schools?—No; that is, understanding by the word "faith," belief in the common articles of Christianity.

9991. Are they not instructed out of the same books, and by the same teachers, in the Church Education schools?—Yes.

9992. And I believe the teachers indulge in comments and remarks?—Such as are suitable, but only such.

9993. We have had it in evidence here that the teachers do dwell upon controverted topics?—I never met with a teacher that did so.

9994. Then that does not apply to your part of the country, in your opinion?—No.

9995. Do you think have Roman Catholic parents generally a distrust of the Protestant clergy, and a dread lest the religious principles of their children should be tampered with?—No, I don't think they have.

9996. Have the Protestants a similar feeling in relation to the Roman Catholic clerical managers of National schools?—No, they have not a similar feeling.

9997. Do you suppose that the Roman Catholic manager of a National school would violate the rules of the Board and attempt proselytism?—No; I do not think that he would.

9998. Rev. Mr. *Cowie.*—Do you think small separate schools, of which so many are returned in the list of the Church Education Society, should fairly receive aid from the State?—I think a great proportion of them ought to receive aid, but some are too small, I think, to be recognised by the State as schools.

9999. Speaking generally of your Church Education schools, since you confine your instruction to one section only of the community, have you a claim to a share of the public funds contributed by all denominations?—We do not confine the instruction to one class of the community, they are open to every class, and a considerable number of children of other persuasions attend the schools.

10000. But you insist on teaching Scripture to every child that comes into the school?—Yes.

10001. Do you consider that your school is "the clergyman's school," or a school for the instruction and education of the poor?—It is the clergyman's school for the education of the poor.

10002. Do you consider it wrong for any person to attend a drawing class unless he has also religious instruction there?—I do not see anything wrong in a person being a professor of drawing, or mathematics, or algebra, or any department of instruction.

10003. Do you think that a person might attend to

arithmetic without receiving religious instruction?—No harm at all.

10004. Is it not quite compatible with such views that a school should be established in which any child might gain instruction in arithmetic, writing, and geography only?—I do not know how you can teach them without teaching the child to read. The child must come ready taught to read in some way, and it would be a very imperfect education that left out reading.

10005. Suppose the child wants to learn reading only, is it necessary then that he should have religious instruction also?—I think the reading lessons open the opportunities which the Divine Being intended to be made use of for the purpose of giving instruction in His word.

10006. Suppose a poor parent comes to a school and asks that his child be taught reading, arithmetic, and geography, do you think that that poor child should be refused unless he be also taught something to which his parent objects?—Yes. I think he upsets the whole character of the school by turning it into what makes it no longer a school, but a place in which the professors deliver their lectures.

10007. Is the giving of secular instruction consistent with your principles?—Quite so.

10008. Do you refuse to give alms to a person of a religious denomination different from your own?—No. I should not, certainly.

10009. The Lord Bishop of *Meath.*—I think you said you had no opinion to offer as to any modification of the Church Education system which would enable the supporters of it to receive State aid?—Not officially, as representing others, but I also stated that, as regards myself, if aid could be given in conducting our schools as they are, I should be very thankful to get aid.

10010. But on no other condition; that is to say, you would not assent to any modification of your present rules, so far as regards the religious instruction?—No, I think not.

10011. May I ask you has the question of a possible modification of your rules been discussed amongst the supporters of the Church Education Society of late?—Not officially, but there have been always private discussions going on; but not involving the regulations of the Church Education Society.

10012. Do all the members of the Church Education Society hold the same strict views as you do?—No.

10013. Do any large proportion of them hold less rigid views as to details?—I cannot say as to the proportion.

10014. But there are a good many?—There are a good many; not, however, of the persons that I am in the way of coming into communication with. It is only by rumour that I know it.

10015. Do the patrons of Church Education schools in all cases hold these strict views as a matter of conscience?—I think a great proportion do, of those that I am acquainted with in the diocese of Armagh.

10016. Public schools are as important for the class of persons who go there, as the primary schools for the education of the poor?—Yes.

10017. But the principle that the Church Education Society contends for is not generally adopted in the large public schools in which the middle classes are educated throughout the country?—Very likely that is the case. I do not know of my own knowledge.

10018. I think you said that religious instruction is communicated in the reading lesson, as distinguished from arithmetic, or writing, or geography?—Yes.

10019. Now, would you consent to allow a child of a different religious persuasion to withdraw himself from the general reading lesson of the whole class, and would you give him a reading lesson by himself, without introducing religious references?—No; and I do not think that could be done.

10020. Supposing this alternative proposed to you—either to have no school at all in your parish, or to accept State aid on the condition on which the State furnishes it—how would you decide?—I could not establish the school; but I think there is a ground of complaint against the State for enforcing that condition.

10021. But would you feel yourself precluded from accepting aid from the State on conditions of that kind?—Yes. If the State enforced the attendance of children, and built the school-house, and paid all the salaries, the State would be in a position then to prescribe, without taking into account what the individual sentiments of the parish clergyman or the patron might be. But when attendance at the school is voluntary on the part of the children, when a private patron has to build a school-house, and provide a great part of the salary, when it rests upon the private patron to induce the children to go to school (and every parish minister knows that it is one of the most laborious parts of his ministerial work to collect the children and keep them there—the children of dissolute or drunken parents),—I think the sentiments of the patron, to whom the State is indebted for the education of the children, ought to be taken into account;—and that the State ought not merely to consider what the views of parents are, but the views also of the persons to whom they are indebted for getting the children into the school.

10022. It would, I suppose, be admitted to be the duty of the clergyman of the parish to take care that the children belonging to his persuasion are educated?—Yes.

10023. Well, if the clergyman be unable, from his own poverty and the poverty of the parish, to support a school which would give the children of the parish education, would you in such a case consider that you were precluded from accepting State aid?—Yes.

10024. Then you would leave the children without education?—Certainly not, I would teach them in my Sunday-school—teach them to spell and teach them to read, gratuitously, by means of the teachers in the Sunday-school. They would not be left without a knowledge of reading.

10025. Rev. Dr. *Wilson.*—And would you be disposed to spend Sundays in teaching them reading and writing and mathematics, and so on?—I said nothing about mathematics or writing; but a knowledge of reading could be communicated, and over and over again has been communicated, in Sunday-schools by gratuitous teachers, so that the children would learn to read.

10026. The Lord Bishop of *Meath.*—That would leave them uncared for during the whole of the week?—As far as schooling goes they would be uncared for.

10027. Has the number of Roman Catholic pupils fallen off of late?—It has.

10028. I think you said that many of your teachers were very insufficiently paid?—They are.

10029. I suppose their salaries are eked out in various ways, by their salaries as parish clerks, &c.?—And there are many of them without that assistance, or any assistance but from the local patron.

10030. Do you think it would be desirable to engraft, if possible, other studies upon the course of education given in primary schools—Latin and French, we will say?—Well, that is very doubtful. I think the present stock of masters would be spoiled if they attempted to give such instruction. If there were a supernumerary staff of teachers I think it would do very well, and be of great advantage.

10031. But do you think that in schools directly intended for the education of the poor, the ingrafting of that higher education as part of the school instruction would not be desirable?—No. I think the masters would give the best of their strength to the advanced pupils, and it would be liable to the same drawback that paying for results has been liable to in England—the teachers confining themselves to the clever pupils, and not teaching uniformly.

10032. Is that principle of superior education adopted to any extent in the Church Education Society training schools?—No, it is not.

10033. And on the principle that you have just stated, that you do not think it useful?—The materials that we have to work with, the masters, are not men that could be used for that purpose.

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10034. Mr. *Sullivan.*—I think you say, Mr. Irwin, that teaching secular or other knowledge is not necessarily part of the duty of the parish clergyman. Am I right?—Not of the clergyman himself, but of the teacher.

10035. And then why do the clergy claim an interference in schools?—Because they provide the master.

10036. That applies to the case of your society, of course?—Yes.

10037. I speak in reference to the schools supported by the State?—If the State looks to the clergyman to provide the teacher, to superintend the teacher, and get the children to attend, I think he has a very fair claim to have his sentiments taken into account

10038. But does the State generally expect the clergyman to provide the teacher, and provide the school, and provide the pupils?—The pupils are not compelled to attend, and the only way of getting them to attend is the persuasion of the clergyman teaching the parents that it is their duty to send their children.

10039. Do you think that that duty entitles them to claim the right of governing the school altogether?—No; I do not say of governing the school altogether, but that their sentiments ought to be taken into account by the State in regulating the system.

10040. Would you extend the same right to the Roman Catholic clergyman which you claim for yourselves?—Yes.

10041. I think you stated a little while ago, in answer to another Commissioner, that you would not sanction his views?—I could not approve of his teaching.

10042. Well, would you admit that the State has a perfect right to consult him?—Of course. When the penal laws were repealed I think the Roman Catholics came to have a just right to teach their children.

10043. You mentioned that there were nineteen Roman Catholics in the school of Camlough, while in the neighbourhood there was a large National school under the patronage of a mill owner. Are there any particular circumstances in that locality which would have led the Roman Catholics to attend the Church Education Society's schools?—No; I do not know what led them to attend. That mill owner, who has a large property in the neighbourhood, requires all the hands employed in his mill to pay for the instruction of their children in his National school; and yet there are parents who pay for the teaching of their children in his National school, and send their children to my Church Education school. It is very difficult to account for preferences of that kind.

10044. What is the religion of the mill owner?—A Quaker.

10045. And of the teachers of the National school?—I think they are Presbyterians.

10046. Do those Roman Catholics who attend that Camlough school read the authorized version of the Bible and receive religious instruction?—Yes.

10047. From your experience of the diocese of Armagh, are you aware of any cases of direct proselytism in connexion with the schools of the Church Education Society there?—No, I never heard of a child becoming a Protestant.

10048. Or of any compulsion on the part of landowners?—No; the great body of the landlords support the National system in the diocese of Armagh.

10049. But in the cases where Roman Catholics attend those schools, do you know of any instances in which they are compelled to do so by the circumstances in which they stand with regard to landowners or manufacturers?—No, I do not know of such a case.

10050. Are not the Dublin Spelling Books used extensively in the Church Education Society's schools?—Yes, I think they are.

10051. In the diocese of Armagh, are they as much used as the new series of the Christian Knowledge Society?—I think that the new series is supplanting them.

10052. Now do you think that there is really more religious instruction in either of these two series than there is in the books of the National Board?—That is, more opportunities for introducing religious instruction?

10053. Precisely?—No. I think that there are excellent opportunities in the school books of the National Board. They seem to be very suitable for introducing religious instruction.

10054. Are there not, in point of fact, just as many opportunities and more perhaps, than in the Dublin Spelling Book?—Yes.

10055. The Dublin Spelling Book was produced to meet circumstances somewhat analogous to the National Board?—Yes.

10056. And they excluded, did they not, the entire of the religious element from it?—Yes.

10057. They were the books of the Kildare-street schools?—Yes.

10058. The object at that time was to educate suitably all classes and all denominations?—I don't know what the history of the construction of the book was. I do not know who revised it or prepared it.

10059. You are, however, aware that the opportunities are much fewer in it than in the National school books for religious comment?—Yes, certainly; the reading lessons of the National school books abound with opportunities.

10060. Now, with regard to the relation of the State to schools generally, do you think that it is the duty of the State to enforce the reading of the Scriptures in the school?—I am not competent to say what the duty of the State is towards all the subjects of the State.

10061. Would you, from your point of view, call upon the State to give aid only to such schools as carry out that principle?—I think that when the State pays Roman Catholic chaplains to attend gaols, and Roman Catholic chaplains to attend poorhouses, it would not be in harmony with what is done if it said "we will insist upon the Scriptures being read in every school." I do not think it would harmonize with what has been the system of the State.

10062. You think they should not be called upon to enforce or carry out any system in which the reading of the Scriptures would be obligatory?—I think that would be hard upon a large body of the people.

10063. The Lord Bishop of *Meath.*— What relaxation of the rules of the Church Education Society did the late Primate suggest?—Not a relaxation of the rules of the society; but he gave an advice to his clergy. In the year 1859 or 1860 the late Primate addressed a letter to his clergy, recommending them to use greater efforts than they had ever done to improve the Church Education schools, as many of them were in a very inefficient state; and he also advised them, if they were not able to render their schools efficient by increased contributions, to connect them with the National Board, rather than that they should perish altogether.

10064. Was that advice repudiated by the society as a body?—It was not addressed to the society. The late Primate never recommended an alteration of any rule of the society.

10065. Did the society, as such, or through their recognised representatives, express any opinion upon that advice of the Primate?—The great body of the clergy who had schools under the society declined to follow his advice, and, in his own diocese, much the greater portion of the clergy who had Church Education schools.

10066. Do you think that that objection to the adoption of the Primate's advice remains still in as strong force as it was then?—I do.

10067. The *Chairman.*—Do you make Church children who attend your schools attend Divine service?—It is no rule of the society. They are all taught the Church Catechism; but there is no rule as to the attendance on Divine service.

10068. Do they attend the church in a body?—No; they accompany their parents.

10069. Lord *Clonbrock.*—Do you teach Roman Catholics the Church Catechism?—No.

10070. The *Chairman.*—Is the school opened on Sunday for religious instruction?—No.

[Adjourned.]

TWENTY-FIFTH DAY.—DUBLIN, FRIDAY, JUNE 12, 1868.

PRESENT:

The Right Hon. The Earl of POWIS, *Chairman.*

The Right Hon. and Most Rev. the Lord Bishop of MEATH,
The Right Hon. Lord CLONBROCK.
WILLIAM BROOKE, Esq., M.C.
Rev. DAVID WILSON, D.D.
Rev. BENJAMIN MORGAN COWIE, B.D.
JAMES ARTHUR DEASE, Esq.
JAMES GIBSON, Esq.
SCOTT NASMYTH STOKES, Esq.
WILLIAM K. SULLIVAN, Esq., PH.D.

GEORGE A. C. MAY, Esq., Q.C., } *Secretaries.*
D. B. DUNNE, Esq., }

JAMES WILLIAM KAVANAGH, Esq., sworn and examined.

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James Wm. Kavanagh, esq.

10071. The *Chairman.*—I believe some years ago you held the offices of District Inspector and Head Inspector under the Board of National Education?—Yes.

10072. Are you now a Professor of the Roman Catholic University?—Yes.

10073. What is your chair?—One of the chairs of mathematics.

10074. What is your opinion as to the goodness of the elementary secular instruction given in the National schools; that is to say, in reading, writing, and arithmetic?—Well, it is good in many schools, and very inferior and low in other schools, as you may expect in a scheme that applies to so large an extent of country.

10075. In so large a number of teachers probably the personal qualifications of the teachers vary very considerably?—Very much.

10076. Do you consider that those teachers who are fairly efficient, as a rule, ground the children well in those subjects?—Where the instruction is worst, least efficient, and least skilful, is in the teaching of the lower books and the more elementary subjects.

10077. Do you think there is a tendency in the masters to devote too much attention to the higher subjects?—There is a tendency, but it is greatly checked by the inspection. I think one of the chief causes of this tendency is unsuitable and inefficient training.

10078. It appears that a large number of the children remain in the First and Second Books for very considerable periods without advancing to a higher standard. Does that arise principally from irregular attendance, or should the masters be expected to push them through the First and Second Books more rapidly?—It arises from two causes, chiefly; one, the want of special qualifications in the teachers for the lower departments of primary instruction, and the other irregularity of attendance; there are other causes too; but these are the chief.

10079. Are you patron or manager of any National school?—No; but I inspected schools in every county and almost in every part of Ireland, for many years.

10080. Have you attended any National schools for the purpose of watching the progress of the children or taking part in the management since you have been a professor at the Roman Catholic University?—I may say that since the year 1834 I have never ceased to be actively connected with National schools. My official connexion with the Board closed early in 1858. There was only about a year between the time I withdrew from connexion with the Board and my appointment to the Catholic University. In that interval, I published a work reviewing the principles, the working, and the results of the National system, a circumstance to which I should not now advert but for your lordship's question. From that to this I have never ceased visiting schools, being closely mixed up with the Catholic clergy and other persons engaged in promoting or seeking a change in the State scheme of education, owing to which I have inspected schools with nearly the same care and the same interest as when I was a paid officer—this voluntary inspection extending to National and other schools scattered through more than half the counties in Ireland. I may say that since this Commission was proposed I have visited more schools than, perhaps, any man in Ireland, whether connected with the Board or otherwise. Within the last month I visited schools in Cork and the neighbourhood. I should not have made these remarks, which appear to be personal to myself, but for the drift of your lordship's question.

10081. Do you think that the secular instruction which is given in the model schools—I don't speak of Marlborough-street, but of the district model schools—is well given?—Extremely well. Admirably given, on the whole.

10082. Are the pupil-teachers who come from these model schools superior to the monitors of the ordinary National schools?—Very much superior, generally.

10083. Are the class of children who attend the model schools children for whose education the State ought to pay, or are they to a large extent the children of a higher class?—They are, to a great extent, children that, looking at the several standards adopted in England, the State, if aware of the fact, would not allow a sixpence for their education, as they belong to a social class for whom the National system never could have been intended.

10084. Do you think that the children of the poor derive advantage from being educated in the model schools?—Very great secular advantages to the extent that they are educated there, which is very small.

10085. Then do you consider the model schools to be good for training teachers and good as model schools, as far as secular instruction is concerned?—Excellent, if you ask me, irrespective of the head of expense and of their receiving State grants, and also of the religious difficulties involved. The teachers are, on the whole, some of the best of the elementary teachers in Ireland. They are of a respectable class; and are respectably paid. There is an unusually large teaching power or teaching staff in the schools, and there is everything connected with them, looking at them merely as literary schools to give a superior, practical and excellent course of secular instruction to the class of children that go there, leaving out of consideration the objections to them on other grounds, economical, religious and social.

10086. What are the objections to which you refer under the head "economical"?—The annual expense varies from about £15 a child, infants included, to £4 or £5 a child; and I think that this is too much to pay, especially by the State.

10087. In making that calculation do you take in any other elements besides the cost of boarding the children, and the salaries and allowances to the teachers?—Boarding the *pupil-teachers*, your lordship means. The children are not boarded, and there are only a few, eight or ten, pupil-teachers in the school. The children are only day scholars.

10088. In making that calculation do you take in any other charges than the money paid for the boarders, and the salaries and allowances given to the teachers?—I do not take into account the cost of their erection, which is equal to that of superior grammar schools

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in England. They are collegiate, pretentious, elegantly appointed buildings, some of them costing £5,000 to £15,000 and £20,000. And when you consider that nearly 25 per cent. of the pupils in them are weanlings, little infants, three to seven years of age, that is a very unnecessary expense. I have a right, however, to take into account the heavy annual cost of repair, salaries, and expenses of the teaching staff, books, requisites, apparatus, and all the material aids for instruction in the school. I take in everything except the principal and interest of the money expended on the buildings. I take in all the items of annual support and wear and tear. I look at it as a man of the world, calculating what it would cost for the education of a child going through the school.

10089. Do you consider the secular teaching in the central training establishment, Marlborough-street, and the model schools there, successful?—Extremely so. I visited those schools several times within the last few months, and witnessed the examination and what was going on in the course of instruction, and though I was head master of the schools myself for four years, and began my public life, I may say, as such, I consider the teaching in each department—boys', girls', and infants'—excellent.

10090. Were you ever yourself officially connected with the training school in Marlborough-street?—Largely.

10091. As Inspector or as professor?—I was appointed, without solicitation on my part, directly or indirectly, head master of the model schools, in February, 1841, when I was a very young man. I was for four years head master, in which capacity I was closely connected with the training of the teachers, and with their instruction. I was, as it were, master of Method.

10092. Do you think that at the present day the general standard of acquirements among the teachers upon their coming for training is higher than it was at the time you are speaking of?—Of the younger candidates that had been pupil-teachers, decidedly higher. But the striking difference that I see is, that there are fewer respectable men of solid attainments amongst them—fewer men of years going into it as a profession than at that time. This would strike you very much if you were familiar with the appearance of the students in training then, as I was, and to see their appearance now—that of mere boys. The general ability of the teachers in Ireland has rather gone down than advanced.

10093. Is that from the rise in the rate of wages?—From different causes, chiefly social and economic.

10094. In the early years of the National Board, when there were no persons existing who had been trained in their boyhood as monitors, would it not be natural that under a new system there would be for a time many middle-aged persons who would seek training and classification under it?—Yes, there were many of them. The monitorial scheme did not commence till the year 1845, and then very sparingly—only about 100 paid monitors in Ireland. But, lately, it is becoming largely developed. The number of paid monitors estimated for this year is 3,600, but the qualifications of a large number of them are extremely low, and a supply of suitable raw material cannot be attracted. In connexion with the object of this Commission, I visited several schools, the monitors in which, when their time was up, enlisted, preferring soldiering to schooling; others went as common porters. If your lordship thinks fit I will name several such schools. Some of the teachers offered the position of monitor to the children of the very humblest trades, and even to orphans in charity schools, and they refused to take the place.

10095. Was that because they had better prospects elsewhere or from a dislike of the laborious and sedentary life of a teacher?—Some of them would take the money when they wanted it, and then "*cut*" what is called in England a profession, but which is very far from being a profession in Ireland. I believe that teachers are "born, not made," and whenever *driven* to school-keeping, it is one of the most irksome and laborious offices on earth, and the worst requited.

10096. Are there any other reasons that you specify under the head social and economic?—I think that, owing to the bitter and protracted controversy that has been going on for the last ten years, some of the schools being unpopular and others barely tolerated by a large number of the clergy, especially the Roman Catholic clergy, there is not that popular identity with the school that there used to be, owing to which the local support in the way of fees has fallen away, and the teachers lean rather to the Inspector than to the patron, so that the school ceases to be what it ought to be—a connecting link between the Church and the home.

10097. Do you consider that sufficient provision is made in the central training establishment for the religious instruction of the teachers?—Not now; there is no provision of a proper kind that is recognised, as for several years past the clergy of four-fifths of the people stay away. They are forbidden, under pain of suspension, *ipso facto*, to visit any training or model school belonging to the National Board. I merely state a fact which must have come before the Commission.

10098. Do you think it would be advisable that chaplains of the various denominations should be attached to the central schools as receiving salaries?—I think it highly objectionable, in relation to a provision for Catholics, under the circumstances just stated.

10099. For what reasons?—It is no proper function of the State to train teachers, or to make or mould the schoolmaster. The training should belong to the different religious and educational bodies. As a citizen and in every capacity, I emphatically deny that the State has a right to do so. It would be the lowest political degradation. The State has no more right to make the schoolmasters of the country than it has to make the clergy. You have only to read the report of Mr. Pattison on Prussia, a country to which we are constantly referred as a model, and you will see that whilst there is a great deal there for our admiration, the promotion of the schoolmasters is subject to political influences, and if there is such a grave abuse in a country which has a good deal of homogenity of race and creed, it is a thing intolerable and not to be borne in a country like this. It has never been attempted in England. I do not see why it should be here. The State directs no training college, and has no model school of its own in England. The several religious and educational bodies there train their own teachers, and the State assists them.

10100. Assuming the continuance of a central training establishment where boarders are kept, should you prefer the existing system, where the attendance of ministers of religion is altogether voluntary, or do you think it desirable that there should be salaried chaplains?—Well, if it is to continue, and that the number of teachers is large, and that the duty would occupy a considerable amount of the clergymen's time, I do not see why they should not be paid as in the case of workhouse or military chaplains. I think if it takes up the clergyman's time he has a right to be paid. But in saying this I give no opinion outside the common precept, that the labourer is worthy of his hire.

10101. I suppose your answer would apply equally to these district model schools in the country where there was any large collection of boys?—Oh, yes; if there were such.

10102. Do I understand your view to be, that it would be better for the State to confine itself to a system of using such institutions as either religious bodies or voluntary associations might create for training schools?—As a citizen and as an educationist, I am so much in favour of it that I long since advocated it, and I beg to offer myself to your lordship and the Commission for the fullest inquiry respecting both schemes of training schools. I was closely connected for a long time with training schools, and felt, as I still feel, a great interest in them. I beg to re-

mind your lordship and the Commission that one of the special recommendations ever advanced in favor of the Queen's Colleges was, that they had no mixed collegiate system in the sense of residence, that the college authorities were not *in loco parentis* to the students, who are obliged to live with their parents and relations, or in licensed boarding-houses. The Endowed Schools' Commission, your predecessors on a higher grade of the subject, divided amongst themselves on other portions of the question, but on this one they were all agreed, and went out of their way to accord that agreement. They state that there is a most marked difference between the elementary school, the pupils of which left their parents in the morning, spent the day there, got instruction, and went back to their parents in the evening; and the boarding-school in which the children lived *as a home*, for they could not conceive such being worked without unity of religious faith. Those collisions and jarrings of religious sentiment incidental to the domestic life of a number of young persons of various creeds would have an injurious effect, so that they could not conceive such an experiment being attempted. Finally, the late Government, in a remarkable paper by the Right Hon. Mr. Forstescue, recognised the same view. The Commissioners, upon the state of Popular Education in England, vol. 1, page 21, reviewing the early labours of the Committee of Privy Council on Education, state—"The earliest deliberations of the Committee resulted in the adoption of a resolution that the most efficient means of promoting popular education would be the establishment of a normal school under the direction of the State, and not placed under the management of a voluntary body; but so much difficulty was experienced in providing for the religious constitution of the school that this design was laid aside and never resumed." The sequel of that wise abandonment is, that there are now 39 colleges in England, under the different religious denominations, attended by nearly three thousand students, and supported by the State at an expense of £74,000 a year.

10103. Supposing that system to be adopted in Ireland, what proportion of the cost do you consider the State should pay?—I should say that the State ought to pay the entire cost, if a guarantee could be devised that the trained and accomplished teacher should be saved to the public service for which he was designed. I am not favourable to abuses of the public money by having persons affect to go to the business of teaching, by which they get a very superior education, and then go away to some other walk of life. I am quite aware that it is very difficult to provide, in a free country, any means of compelling them to remain, but it might be that the religious body to which the student belongs might give a guarantee that he should remain till he had put in a sufficient time to reimburse the State fairly for the amount invested in his training.

10104. Is it not the case that in England the State only pays a portion of the expense of those training colleges?—A very large proportion. I may add that I have visited several of these colleges, most of them in London, and one in Liverpool—and I am very well acquainted with their working.

10105. Mr. *Stokes*.—What do you mean by a very large proportion? You are aware it is limited?—Yes.

10106. What is the limit?—I will find it for you in a moment in the revised code.

10107. Three-fourths is the greatest?—Well, I think that is a very large amount.

10108. That is the maximum?—The State in Ireland now pays all in the present unfavourable circumstances.

10109. The *Chairman*.—Supposing the management to be vested in private bodies or associations, do you think that the State could be expected to assume the whole of the expense?—I would prefer, my lord, that a portion of the expense should be borne locally. I like independence. I do not think that the State should be called upon to pay unnecessarily; and if it could be done, or that the religious bodies could bear the expense, I should be in favour of their being called upon to pay a small portion of it. I am not at all in favour of the State being unduly taxed; quite the contrary.

10110. Supposing the English system of management to be adopted, do you think that the English practice of the State paying only a portion of the cost would properly follow?—I think so. Though I am not here to speak for anyone, that a large number of persons in Ireland, from what I know of them, would be satisfied to bear portion of the expense, and I think they ought to be made to bear it.

10111. You consider that mixed management would involve mixed payment?—Yes; I think so.

10112. Master *Brooke*.—Would you explain a little more your idea of the training system that you would propose. Of course, I presume you require schools for training. You began by condemning in the strongest manner the existing system of training. I want to know what system you would propose to substitute for it?—My attention was early called, when Head Master of the model schools, to the unskilfulness of the teachers in dealing with the lower classes, especially what you would call the Primers, the First and Second Books. When I went out as District Inspector, in 1844, this marked defect forced itself still more strongly on my attention. From 1846 to 1855 I had seen, as Head Inspector, the same unskilfulness over the whole island; and in 1857, my last year in the service as senior Head Inspector, I delivered a course of lectures in Marlborough-street, an unusual thing, I not being connected with the training department, to the teachers of Dublin and for miles round about, the resident Commissioners, some of the heads of the training department, and several of the Inspectors, and Head Inspectors being of the audience, the subject of the lectures being chiefly the Primer and the lowest grades of elementary education. I mention these broad facts to show that my opinion on that important defect in the training of the teachers has undergone no change.

10113. I mean to say what sort of establishment would you propose to have for the purpose of training?—I thought you were referring to what were the defects that I observed in the training of the teachers, and asking how I would propose to remedy them.

10114. You protested that the State ought to have no interference whatever with the training of teachers?—Oh, pardon me. There is a great difference between *no* interference whatever and that the State should *train* the teachers. I never said the former. Wherever the State sends its money the State can interfere, and ought interfere, to see that it is properly spent.

10115. I want to know how you would constitute those training bodies?—I would have provincial and other training schools, according to the geographical distribution of the religious bodies, which would greatly simplify it. If we began northward, the Presbyterians are in one compact body, and are nowhere else in Ireland, so that I would give them a training school in Belfast, as they have no following in the rest of Ireland except waifs and strays. The Established Church population is largely there too—56·4 per cent. of their following being in Ulster—and they might take their choice of Derry, or Belfast, whilst I would give them another in Dublin. I would give the Roman Catholics a large training school in each of the four provinces. I would exercise the same care and caution as in England with regard to inspection, to see that none but suitable students went in, that they were regularly subjected to examination, and that grants should not be given for them until they were fairly launched in the practice of their profession.

10116. Whom would appoint to these training schools?—The different religious bodies, just as in England. I would accept that portion of the English system bodily, with very slight modifications.

10117. Would you leave the whole patronage and the arrangement of the teaching staff of these colleges to those religious bodies?—Entirely.

10118. And the Government I suppose would exercise a veto or at least a discretion as to the number and position of these colleges?—Certainly; that the supply of trained teachers should not exceed the demand.

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10119. But not to interfere in the appointment of the officers?—No; no more than the usual control that they have in ordinary schools. For example, in the *practising* school, or what is called here the *model* school, the Government would have the same control that it has over an ordinary school—power to see that the officers are properly qualified, that the sanitary arrangements are right, that the school is properly conducted, and that the results are equivalent to the grants awarded.

10120. Did you ever devise a plan for securing to the State the services of the masters and mistresses trained?—I think that is beyond my power, unless by the offer of liberal salaries. If persons were bound to remain always at one business and never go into any other it would be an adoption of the Indian *castes*.

10121. Have you thought of binding them for any number of years?—Yes; an apprenticeship while they are learning their business.

10122. But when they are at their business?—I am not aware that there is any law that could bind them to remain at it, in a free State.

10123. Mr. *Stokes*.—Do you consider Belgium a free State?—I do.

10124. And are you aware that teachers, after having been trained, are bound to serve five years there?—I am aware of it. If they enter into an agreement to do so it is quite another thing. Then it is a matter of contract. But we have no power to compel them.

10125. Master *Brooke*.—That must be a contract before the pupil receives his training?—Yes.

10126. Such a contract as that might be enforced, I suppose?—I dare say it might like any other private contract.

10127. You said something about a guarantee on the part of the religious bodies?—I think, as far as the religious body can it is bound to see that no persons but those who are suitable in every respect, and determined to go to the business, should be admitted as students in the training colleges. It is a very difficult question, and when you do your best, it is all you can do.

10128. You said there was a very great change since your first acquaintance with the system in the status and condition of the teachers; explain that a little more?—If you look back to the different public inquiries, more especially those upon which the Poor Law was founded and those regarding the land question, you will see that very great advances have taken place in wages, owing chiefly to the vast emigration, whilst the introduction of competitive examinations enables persons with moderate attainments to get into some of the humbler positions of the public offices. Apart from these attractions, there are many disadvantageous circumstances connected with the teachers, among which may be cited the absence of residences for them in rural localities, and the long distances that many of them have to walk in sparely peopled districts to their lodgings. All these concurrently, but chiefly the changes in the labour market, the great tendency and temptation to emigrate, and the reports that persons with less intelligence than schoolmasters do well in America and Australia, coupled with the small salaries, are quite sufficient to account for it.

10129. But you have not stated the nature of the change itself?—The men are rather of a lower class socially, and decidedly younger. They go to it younger than formerly you will see throughout all the reports of the Inspectors, extracts from some of which, if you desire, I will read for you.

10130. I would rather you would tell me your own experience?—The general complaint running through the reports of the Inspectors for the past few years is that, except in the case of married persons, who are tied down by social or local ties, to the country, there is a general unsettledness, if I may so speak, on the part of a large number of teachers, owing to different causes, which they enumerate. You will find this complaint prominent in the extracts from the District Inspectors' reports given in the Board's proceedings for 1866.

10131. They are found to be inferior as teachers to the former standard?—Yes; lower in years and less attached to the business, except where tied down by marriage, having a wife a teacher, or children connected with the system, or fixed in some local industry, as land, or business.

10132. Is the difficulty of obtaining candidates increased?—Immensely increased, as the whole of the reports show. It is a matter that fortunately there is no difference of opinion about; fortunately in one sense—unfortunately in another, it is not a matter of controversy between any persons.

10133. According to your experience, Mr. Kavanagh, were the returns of the schoolmasters of the attendance of the pupils generally made with fidelity?—I think that on the whole, if you take the chief returns, they are made with wonderful fidelity, to a degree that, in fact, is an honour to the teachers and the country. But with regard to other portions of the returns, for which the Board and not the teachers are responsible, I may say, at once, that there are no public and statistical documents that I know, more fallacious or deceptive.

10134. The *Chairman*.—Do you say that you consider the amount of daily attendance, as compared with the number on the rolls, an honour to the country?—I have said that the account of the daily attendance is fairly entitled to reliability as to its integrity.

10135. You mean that you are satisfied with the numbers in daily attendance?—If you ask me do I think there is a sufficient number of children attending the school, I say I am not—I am quite dissatisfied with the attendance. It is the integrity of the accounts that I think is the subject, and what portion of them is not entitled to reliance. There are two chief returns; one of the average number in daily attendance; which, on the whole, I think, is entitled to as fair reliance as that obtained in any other country. Other parties are responsible for the strong temptation to falsify and exaggerate the numbers present, as held out in recent changes that have been made in the regulations of the Board.

10136. Master *Brooke*.—Now, after that charge, Mr. Kavanagh, I think it is important to specify the heads of the indictment. Give me some instances of those fallacious returns?—Will you allow me, as it is a very serious question you have asked, to refer to a published report of mine on the subject of school statistics. But I shall first say that in the year 1847, the first year that I was Head Inspector, I was sent on duty to the counties of Fermanagh, Cavan, and Leitrim, where I found many schools, the daily attendance in which was absolutely falsified. I do not refer to mere informality, arrear, slovenliness, or irregularity, but falsified and fraudulent entries, in the common acceptation of the words, that is, putting down, deliberately, numbers present that were not present, and doing it, intentionally, in small schools to sustain the number required by the rules. In answering any question that you may put to me on the subject I will always mean falsification in that sense alone. Seeing the great extent of the abuse, I suggested to the Board a simple precaution to save teachers from the punishment and ruin that this course would involve; and it was at my instance that the rule was then introduced requiring the teacher to call his roll daily, *before twelve o'clock*, which rule still exists. By this means we had documentary evidence. The Inspector visiting after twelve could thus take up the roll and compare the entries therein with the individual pupils in actual attendance. This had a beneficial effect, at least it gave a certain and reliable means of checking the entries. A gentlemanly Inspector who would not willingly degrade his own office or that of the teacher, or lower the latter in the confidence and respect of the children, will find out, quietly, how many are present, and if he observes a substantial difference between the actual attendance and the number returned on the roll, I mean if he finds in an attendance of forty, a difference of five, or in fifty, a difference of six or seven, or in twenty, two or three—he speaks to the teacher, privately, about it, and if not satisfied with the explanation, he then institutes an inquiry in the most delicate manner. One

way is to send out the children to the play-ground, and call up the pupils one by one, for it is a very serious thing to try a teacher for a matter of the sort, except on the fullest evidence. At that time, if the attendance was not thirty the school would be closed, and I fear that the teachers acted so because the schools were small. In my general report, published by the National Board, 1850, vol. 1, page 132, writing as Head Inspector of the province of Munster, I state:—"In October next the National system will have completed its twentieth year, and had we correct statistical returns on several important points connected with the schools and pupils for that period, they would be invaluable for our present and future guidance. For many years the Commissioners used the form of accounts of the Kildare-place Society's schools—forms which were quite sufficient as rude records of the actual attendance, but wholly unsuited to supply detailed information on special matters in the history of the schools and of the pupils. From time to time the rolls, register and report book, have been successfully improved, and it is now in contemplation to still further extend their utility. Unfortunately few of the teachers bestow sufficient care on the keeping of those accounts, a small portion only of the books being in strict conformity with the instructions. The returns of the numbers in actual daily attendance are entitled to great reliance. Of those of all the schools visited last year, there were only two whose designed inaccuracy I had reason to believe. It is difficult to obtain the age at which each child begins to attend school—the age at which he finally leaves, and the average regularity of his attendance during the intermediate period. Not that such cannot at all be obtained, but that where they can, more time must be bestowed upon it than we can spare, and when obtained the results are no better than approximations to accuracy. The class-books, the training of the teachers, the extent to which elementary instructions should be attempted—these and other most important questions mainly hinge upon the single one—*what is the amount of effective time spent, at an average, by each child in a National school?*"

10137. What are the returns on statistics of the Board which you have stated to be very fallacious, and give me particulars to show how they are fallacious?—The two chief annual returns, with regard to attendance, are what are called "*average daily attendance*," and "*total number of distinct pupils on the rolls*." As to the former and more important return, it is, in the main, entitled to fair reliance, as I have already stated. The "number on the roll" is also entitled to fair reliance so far as the teachers are concerned; but as to the mode of publication by the Board in their reports and proceedings, nothing could be more inaccurate or fallacious. And, as an example of its deceptive and mischievous character, permit me to mention an incident that arose last summer, when I was present in the House of Commons at a debate on popular education. In the discussion on the vote for the Privy Council grant the subject mainly turned on the alleged educational destitution in England. Right Honorable Mr. Bruce, who, as everyone knows, is an accomplished and thoroughly well-versed gentleman in the statistics of popular education, quoted, in an able speech, the number on the roll in the National schools of Ireland:—nearly 1,000,000 scholars in a population of five millions and a half—to the horror and chagrin of honest Englishmen, who heard that, notwithstanding the poverty and depressed condition of Ireland, nearly her whole population of from five to fifteen years of age were at school, thereby exhibiting the relatively deplorable condition of England, where Ireland was so much better off. On leaving the House of Commons, I wrote a note to Mr. Bruce, informing him of his grave mistake, and with regard to England, that she could not be so ill-off, for that he had seen the bright side of Ireland through an unfounded report. I received a most kind note from Mr. Bruce, thanking me for the information I had given: and you may suppose what must be the ignorance on the subjects in other quarters when the Vice-President of the Committee of the Privy Council on Education, a man of such acuteness of mind, and of such excellent information on this question, could last year have been so deceived. In the recent debate which occurred on the Duke of Marlborough's bill, the same error has been repeated, but fortunately, somehow, the information spread abroad that these are not so reliable, and one or two members stated in the debate that they did not attach so much importance to the numbers on the roll in Ireland. You ask me for particulars and proofs of these fallacious returns, and I will give you an indirect demonstration, and show that these statements are absurd and impossible, by showing that more children are represented to be attending school in certain localities than there are living in those districts; and I don't think you will ask any further proof of the truth of my assertion.

10138. Will you proceed to do so?—I will take two large localities—first, the most populous parish in Ireland, Shankill, which is nearly conterminous with the town of Belfast; next, the county of Antrim, the third most populous county in Ireland; and next the whole Presbyterian body, the third largest religious community in Ireland, irrespective of where they reside. The parish of Shankill, by the census of 1861, has a population of 119,777 persons. The same census informs us that there are 20·836 per cent. of the whole population, children, 5 to 15 years, that is, of school age. This, recollect, is the theoretical age for education, as adopted in most countries. The number, then, of children, from 5 to 15 years of age in that parish should be, according to this per centage, 24,023. Before I compare the number of children with the number of pupils returned by the National Board, as on the roll for 1866, I pray your permission to call attention to one or two circumstances peculiar to that important and rising town. The children in the primary schools in Belfast and vicinity, are the youngest in Ireland, the average age being the lowest, owing, mainly, to the working of the mills. In proof of this statement, as to the low average age of the pupils, permit me to cite the reports of two Inspectors of the National Board, writing in 1866. Inspector Nesbitt, residing in Belfast, says—"Were more schools conducted as infant schools, under female management, education would not thereby be deteriorated, as the majority of the pupils attending the National schools are below the age of nine years," *vide* Report of National Board, 1866, page 251. The other Inspector, living at the other side of the same town, Mr. Molloy, says:—"The very early age at which the children are sent to work in the mills is the principal cause of the low proficiency." The tabular statement, at the end of the Report for 1865, further shows that the average ages there, from the causes stated, are the lowest in Ireland, very nearly as low in fact as in any of the manufacturing centres of England. This being so, it is clear that nowhere in Ireland can the whole school age of from 5 to 15 years be less fully represented in the schools than in Belfast. The next matter, if you please, to which I will call your attention, is the report of the Church Education Society for the same year, 1866, which I hold in my hand, showing the number of children on the rolls that year in their schools in Belfast. I may mention that nowhere in Ireland, not even in Dublin, are there fewer schools belonging to the Established Church in connexion with the National Board, and the children on the rolls of their schools for that year were 4,000 and odd. The Inspectors of the National Board themselves give an account of a number of independent schools outlying the National schools in that locality. Mr. Irwin, who is in charge of a neighbouring district, says:—"There are fifteen Church Education and Erasmus Smith's schools." Mr. J. Browne, of Ballymena, another neighbouring district, admits that there are twenty-three independent schools in that district. Mr. Wilson, of the Antrim district, immediately adjoining Belfast, says:—"There are a few private, some Erasmus Smith's, and some Church Education schools, several of which are maintained and conducted efficiently." I have said enough as to the low age of the children and as to the number of independent schools in the

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town of Belfast. Now for the return of the National Board itself. At pages 371 to 374 of the report for 1866 will be found the details of 106 National schools—apart from 29 evening schools—within the one parish of Shankill. The number of pupils on the roll, including those in the 29 evening schools, is returned as 34,250; and as you cannot have 34,250 in 24,023 children, you have an excess returned on the rolls of the National Board of 10,227 children, or 42·5 per cent. beyond the number of living children, even though all of from five to fifteen years of age were in the National schools. I think I need not add the logical formula with which we close a demonstration in Euclid. If my premises be right, and they are indisputable, I have given an *ex absurdo* proof of the fallacy I allege. Now, I will take the larger field, if you please, of the county of Antrim. I gave you statistics of the parish of Shankill from the census of 1861, because I hadn't a later; but, it so happens, that I have the population of Antrim on the 31st of December, 1866, estimated by the Registrar-General of Births, Deaths, and Marriages, a gentleman that no one will accuse of having prepared it for the purpose of helping me in these inquiries. He returns the population of Antrim on the 31st of December, 1866, as 359,523 persons. Now, supposing—which is the only thing I have assumed—the fixity of the per-centage of school-age, which, being a natural fact, is scarcely affected by locality or creed, to be the same as it was in 1861, the number of those persons who are children of school-age would be 74,910. And, without going over what I said before in reference to the number of independent outlying schools, early age of pupils, I proceed to state that the National Board returns the number of children on the roll in the National schools in the county Antrim in 1867 as 84,509, as may be seen, page 8 of their report for 1867, dated 12th May, 1868, just published. As there cannot be 84,509 children among 74,910, we have an excess of 9,599 children above the absolute population, and that in a county where the number of independent schools is almost greater than in any other in Ireland, and where the average age of the children shows clearly that they spread less expansively over the school-age than anywhere else.

10139. Rev. Mr. *Cowie.*—May I ask you a question which may enlighten your statistics. You take children from five to fifteen, do you not?—Yes.

10140. Are there no children under five in the babies' school?—Very few.

10141. Are there any?—The proportions returned by the census of 1861, as found under instruction in all the schools, primary and superior, in Belfast, were—under five years of age, 8·4 per cent.; five to fifteen years of age, 87·6 per cent.; and above fifteen years of age, 4 per cent.; so that this small per centage, under five years, could in no material degree modify or mitigate an error so gross as that the National schools alone, in Belfast in 1866, contained 34,250 "*distinct, individual pupils,*" 10,227, or 42½ per cent. more children of from five to fifteen years than there were that year in the whole population of Belfast. Having now dealt with Belfast and with Antrim, I will take the Presbyterian body irrespective of locality; and I trust that it will be seen that I have selected these illustrative cases, not in any way as meaning to reflect on the Presbyterian body, but because they happen to be in the locality where the source of this abuse most abounds—in the region of dense population, of mixed creeds and redundant and mixed schools—and that it does not apply to them in any way as a religious body, but to the locality where they are placed, and largely to the undue multiplicity of schools. In 1861, the Presbyterians in Ireland numbered 523,291. Now, the only thing I assume is, that no change has taken place in the relative *status* of the several religious bodies since 1861. As it is the last evidence we have, I will assume it, as remaining unaltered, until the next decennial period. The Presbyterians were then nine per cent. of the people: I assume that they are still nine per cent. If they are nine per cent. of the people on the diminished population of Ireland, 5,551,571, 31st December, 1866, their number at that date was 499,641, I say how many Presbyterian children are in Ireland of from five to fifteen years? The grounds of procedure for ascertaining this are the same as in the former case; and there are, therefore, 104,387 children of from five to fifteen years of age.

10142. Give me the whole population, as you estimate it now, of the Presbyterians?—499,641, the only thing I have assumed in that being that the *status* of the creed remains the same, and that they are nine per cent. now as they were then. Of course I would have no other means of proceeding. But in the report of the National Board that has just been issued for 1867, at page 8, it is said that they had 102,768 children on the roll in 1867, which would leave for all other schools, and for private tuition, amongst a people remarkable for independence and self-respect, apart from parish schools, only 1,619 other Presbyterian children in all Ireland, which no one will believe of that body. I think I have proved my case. This did not arise from the north as such, or from the Presbyterians as such, or from any wrong on their part. The schools have been unduly multiplied; the children are passing and repassing from one to another; and the names of thousands of them may be on the rolls of a dozen schools at the same time. So that I ask you, my lord, and this Commission, to eliminate from your proceedings "number on the roll" in connexion with these inquiries.

10143. Rev. Dr. *Wilson.*—As a matter of fact do you know of any one case in which a child is on the roll for three schools in the year? I am speaking of the Presbyterians; do you know of it? You speak of the name of a child being on the rolls of sixteen schools; can you put your finger on the case of a child being on the rolls of only three schools?—It would be utterly absurd for me to so engage myself obtaining the names of a few pupils, in the face of the fact that I was applying myself to the whole body of the Presbyterian people. I would not so occupy myself. But in connexion with this, and in order to leave the gentleman's mind easy with regard to the object for which I made this survey, I may say that in Dublin, where the schools are Catholic, the same applies, but not to the same extent. Dr. Wilson is quite mistaken if he thinks I am bringing a special charge against any religious body.

10144. The *Chairman.*—Don't make any observations with regard to the Commissioners.

10145. Mr. *Kavanagh.*—The same thing applies to schools in Dublin. This very week, two days ago, in fact, I observed the very same thing—the same children are to be found on the rolls of three, four, or more schools together.

10146. Master *Brooke.*—Have you formed any opinion as to the mode in which these mistakes are made, supposing that you have made out a case of mistake?—That I have made out mistakes, if they can be so called, is beyond yea or nay.

10147. I am very far from denying that, but how do you account for it; of course there must be some delusion or some mode of making the calculation?—It is not a question of error or mistake in calculation; it is a question of openly inaccurate return publicly and repeatedly made by the Commissioners of National Education for the last eleven years, to the Government and to Parliament. There is no wrong, or complicity in error, on the part of the teachers, or on the part of the managers. I beg to state that, in the main, these teachers give *bonâ fide* true returns. I know nothing to the contrary.

10148. The *Chairman.*—Then do you mean to say that the fluctuations of children from school to school in Ireland are so great that it would in the ordinary course multiply the number of children on the rolls during the thirteen weeks that, according to the rules of the Board, they are left on the rolls after ceasing attendance?—Oh, not at all, my lord; if you will allow me to explain the technical misapprehension; it was I who drew up the school accounts.

10149. Just answer the question shortly?—My lord,

I could not answer the question without some technical explanation, which would render the matter of it at once intelligible.

10150. (Question 10148 read again to witness.)—It is the number of children on the roll *within a year.* These children need not have put in one attendance within the year, and yet the accounts of the teachers be perfectly accurate and *bonâ fide.* They need not even set their foot within the schools one day within the year. Numbers of such children are here represented by the thousand—nearly 100,000—that never set foot in the schools in the year in question.

10151. Rev. Dr. *Wilson.*—Have you not just now referred to the element of fluctuation from school to school?—It is very large, and sufficient to account for a great deal of the multiplication to which his lordship refers.

10152. You were a length of time District Inspector?—No, a very short time. I was Head Inspector for a very long time—eleven years—and only two years District Inspector.

10153. Have the District Inspectors a good opportunity of becoming familiar with the schools of their respective districts?—Excellent; no Inspectors have better.

10154. How often do they visit the schools?—They are required to visit three times in the year. Some visit not so often, and nearly all pay incidental visits, one to six or seven; but they are obliged, as a general rule, to visit and report three times a year.

10155. You have a very quick observation and eye, and I presume most of these Inspectors have—do they not become familiar with the faces of the children attendant at the schools they visit, and visiting these schools so frequently would they not soon detect the fact of any one child being in two or three schools?—In all the answers that I have given upon——

10156. Answer that?—I am answering it, if you will allow me. I see you are altogether under a mistake with regard to the authors of this error. In all these cases the teachers give what I am bound to suppose are correct returns, and the Inspectors are in no way responsible. The gross error arises from the form in which the returns are published, by adding together the returns from 6,520 schools, and heading the total with a gross misdescription—"Number of distinct pupils on roll," and emphatically describing the total as that number of "individual children."

10157. That is not a reply to my question?—I beg your pardon.

10158. Question No. 10155 read again—Yes; but no rule of the Board is violated, nor no wrong return is prepared, on the part of either patron or teacher, by so returning the names. They are bound to return the names, and if they did not so return them, the Inspector, patron or teacher would be wrong. The responsibility all outlies the local inspection; and it is to the Board that published the returns that we should look for explanation.

10159. All these Inspectors, as far as you know, are respectable parties?—As a body, they are most respectable men.

10160. What should you say if these Inspectors reported that these cases do not occur in any great number?—There is not a qualified Inspector connected with the Board that would not have given identically the same answers, if examined on the subject here as a witness that I have given. They could not give any other.

10161. Repeat your answer again?—There is not an intelligent officer under the Board that knows his business well, be he Presbyterian, Protestant, or Catholic, that could give any other answer as to the extent of the migration from school to school, the duplication and other repetition of names on roll.

10162. I beg your pardon; what is your statement with regard to the Inspectors examined before us?—I will name only one person, Mr. Hunter, a Presbyterian, and a Chief of Inspection. But there is no difference between the Inspectors and me on the point at all.

10163. Would you be surprised if some parties gave an answer directly the opposite of what you state?—It would not merely suprise, but it would astound me if such answer were given by any respectable and qualified man in the service; but it would not shake my position in any way. I beg, my lord, to say that there is still, I fear, a misapprehension by Rev. Dr. Wilson of the point objected to respecting the statistics. The only point to which I have taken exception is the addition of the numbers on the rolls for the respective schools, each of which is supposed to be true and right as representing as many *distinct individual* pupils as there are names returned; and I am incapable of making the matter plainer or clearer. The Board italicizing the words "*distinct individual children*" represents the addition of *names* as the addition of *distinct individual children.* The Inspectors are not responsible for that; the patrons are not responsible for it; the clergymen are not responsible for it; the teachers are not responsible. No aspersion can fairly fall on any of these parties because of the error I have stated. It applies to the Board's reports only.

10164. Mr. *Sullivan.*—What proportion would you strike off against duplicates of that kind?—Before I enter on the question of duplicates, about the extent of which we differ very much, there is another assertion immediately connected with Master Brooke's question. His lordship, the Chairman, rightly stated as a rule of the Board that no child should be permitted to remain on the roll who has been absent for longer than thirteen solid, unbroken, consecutive weeks. Now, there are from 300,000 to 400,000 children struck off in the year from the cause to which his lordship adverts. There is no reason why these should be struck off in one quarter more than another. But if we assume in round numbers 300,000 as the number struck off in the year; and that during the first quarter, comprising January, February, and March, one-fourth of these are struck off, that makes 75,000, wholly irrespective of the question of duplicates—that 75,000 struck off, representing children that never put in even one day's attendance within the first quarter; and this is apart entirely from the question of duplicates, which is a more serious question.

10165. Master *Brooke.*—Can you specify any other fallacies?—The purgation of the roll to prevent absentees from remaining too long on the books is three months in Ireland, and one month in England. But the return given by the National Board extends to a period, not of three months as supposed, but of a year, which really embraces *fifteen months.* For you are to recollect that in the last quarter of the year—say 1867—any child that puts in one day's attendance, because that child has not been absent for thirteen consecutive weeks, must be transferred to the first quarter of 1868. Clearly, then, that child that may never put in even one attendance in that quarter, that may even be dead, is on the roll for this year; and hence the return of the National Board headed "individual children on the roll" extends over a period not of three months, as is supposed, nor of twelve months, but of fifteen months—that is, taking in the names of *all* the pupils not struck off at the close of the last quarter of the previous year. This, with the large error arising from changes from school to school, are the two sources of fallacy in the returns.

10166. Mr. *Sulivan.*—The number returned for 1865 is 922,084. What proportion would you strike off for duplicates and more frequent repetitions of names; what is the difference between the number of pupils nominally and actually on the roll—between the actual number of distinct individual persons on the roll that had made any attendance within the year, and the number of names?—At least one-third, which would be a difference of upwards of 300,000 purely imaginary children.

10167. Do you mean that that would be the correction for the case of duplication alone?—No, that also includes the official fiction of not three months' absence; from both causes.

10168. How many?—Seventy-five to one hundred thousand for one; and the difference would be dupli-

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cates,—duplicates, and triplicates; in fact some of them go the rounds of several schools, where the schools are close. It is specially applicable in that way to the North, and not in any other way—where the schools are close and the population dense.

10169. Rev. Dr. *Wilson.*—Do you mean that 225,000 must be struck off for duplicates?—Nearly that number. You take off one-fourth first of 300,000 or 400,000, struck off in the year, for those struck off in the first quarter of the year.

10170. One-fourth of 300,000?—Yes, about one-fourth.

10171. You strike off 75,000 in the first instance?—Yes, and the remainder is a rough estimate of the duplicates.

10172. That is, 225,000 for duplicates?—Yes.

10173. Bishop of *Meath.*—What is the reason of this circulating process of children among all these schools?—The schools have been unduly multiplied owing to many causes; amongst others, what is called the religious question.

10174. I mean, what induces the children to go round, as you say, fifteen schools in the course of a quarter of a year?—I say they might.

10175. But why should they—it is natural for us to inquire why should they do such a thing?—The difference of teachers is one cause; often a better master goes away and is succeeded by a worse one; sometimes a master goes away owing to a bad local spirit, or to any other cause, and he is succeeded by an inferior one—several instances of which you will find in the reports of the Inspectors. It is like a Dutch auction. A first-class man's salary is reduced—owing to a decreased attendance; he goes away, and is succeeded by a second-class man. The school loses reputation by the degradation of class. He leaves and the school goes down. Second and third class teachers of lower grades succeed each other; and the school ultimately falls into the hands of women, or is closed through want of sufficient attendance. I am telling you of actual cases stated by Inspectors in the reports of the Board.

10176. I dare say that would account for some particular cases?—It is not large enough certainly to account for what you ask me.

10177. Will it account for 225,000 children?—Oh, not at all. Another circumstance that I mentioned is that the schools have been unduly multiplied in deference to the religious struggle which unfortunately exists. The Inspectors complain that the schools are not distributed according to the wants of the locality, but by the diffusion and localization of the different religious parties. There is a patch of Presbyterians here; a patch of Methodists there; a patch of Roman Catholics here; a patch of Church of England people there; each, while professing abstract attachment to the mixed system, determined that they shall have the command of their own school, so that the schools went down until they fell to fifteen children or starving point. I must correct my answer by saying that while the Board refuses salary to a school with less than fifteen children—but there is no limit to how low they may go—to even three or five. It has injured secular education altogether.

10178. Still I feel a difficulty in accounting for such a number as 225,000 children circulating from school to school as you say?—If within a week some of the Commissioners, or their officers, or any authorized person, will go over the city of Dublin, in which there are nearly 300 schools, Protestant, Catholic, and Presbyterian, your doubt, as to the extent of this evil, will soon vanish. Every one of these schools that could in any sense whatever be called a public school—Protestant schools, Roman Catholic schools unconnected, or Roman Catholic schools connected with the Board—I visited. In fact, you have only to turn round in any direction within five minutes' drive of you, and you will soon give up all doubt with regard to the accuracy of the discouraging and painful statement that I have made to you.

10179. That is a very startling fact, assuming it to be a fact; but the explanation of it that you have given is, I think, scarcely a sufficient account of it, Mr. Kavanagh—namely, the incompetency of certain masters. That would apply in certain cases, but those are an enormous collection of cases?—Well, sir, you will very soon hear from me, in the reports of the Inspectors themselves, that they take just as gloomy a view of the position as I do. You say that I did not account for it in any of the ways. I did not attempt to account for it by any one of them, but by all, cumulatively. I have enumerated four or five different heads under which you might account for it. Allow me now to read a few pertinent extracts from the reports of the Inspectors of the National Board as to the improper multiplication of schools.

10180. I am not asking as to that?—I will read from the report of Mr. Porter.

10181. The *Chairman.*—In what year?—In 1866. Mr. Porter, the Inspector of the Londonderry district, states that "in some places schools are, in my opinion, quite too numerous, and there the quality of the attendance is worst and the state of education. People seem to care less for what they can easily have."

10182. Bishop of *Meath.*—That is another matter?—Well, my lord, allow me to read one or two other extracts from the same locality. With reference to Downpatrick, Mr. Kennedy says that "in some places the schools are too numerous," and in Monaghan, Mr. Eardly reports that "the schools are numerous, not where the population is greatest, but where there is the greatest mixture of religious persuasions."

10183. I assume you are right that the schools are too numerous. I thought you said the reason of the children going from one school to another was the incompetency of certain masters, and the desire of the children to get the best education they could; but among the children is there a sort of wandering disposition, or a desire to migrate from one school to another, and try one and another?—Yes, because the schools in a large number of cases have not that hold upon the people that they had, and other schools are too near them. I find it the case in Dublin also. I will go from the north and come to Dublin. I have visited convent schools in Dublin, and noticed the fact that there were few pupils that were the exclusive product of the school, the great majority having migrated from other Roman Catholic schools. Numbers of similar cases exist at the present moment.

10184. What remedy would you propose? Would you diminish the number of schools?—Decidedly the schools are too numerous in some portions of Ireland, and though not so in Dublin it operates here, injuriously, also.

10185. Would that enable you to say that these migrating tendencies on the part of the children is confined to those districts of the country where the schools are too much multiplied?—It occurs entirely or mainly in the towns; in rural districts in Ulster, where the population is dense, and where the schools, owing to religious difficulties have been unduly multiplied; but in the country districts each school has its own natural feeding basin, so to speak, all the children of which go there, unless a superior school should tempt some of them to cross the boundary. You will find that natural law in Meath or any rural district with a moderate population. Each school has a defined, a natural *habitat* of pupils. In towns and populous localities the evil of migration is most felt. The children migrate, too, in England, as you will see from the reports of the Inspectors.

10186. Rev. Dr. *Wilson.*—You say you have been for a long time familiar with the National system of education—how long?—In 1833, as a pupil for one year in a National school.

10187. Where?—In Graignamana, in county Kilkenny.

10188. You became, you say, the master of method—was that in Marlborough-street?—I was appointed head master of the central model school, in February, 1841.

10189. You still take an interest in the education of the country and visit the National schools?—I take a very deep interest in it, and constantly visit them.

10190. You have been visiting many of the schools lately, I understand?—Yes, hundreds of them, especially in the neighbourhood of Dublin.

10191. Do you know were the Commissioners of Education aware of those visits?—I presume so. Every one has a right to visit any National school within proper hours.

10192. I am aware of that. Did your inspection interfere with the business of the schools? What was the nature of your inspections?—To the utmost extent that the rules of the Board allow visitors, but my position was altogether peculiar.

10193. I am asking what is the extent to which the rules of the Board allow visitors to inspect?—To examine all the statistical books, the rolls, report-book, and register—from which the name, age, creed, residence, parent's occupation, and classification, and attendance of each child can be learned—the time-table, or course of instruction, and whether carried out—to remain during the hours the school is open for secular instruction, and witness everything that takes place in, about, and concerning the instruction of the children, and the general life and conduct of the school.

10194. Was it an inspection which involved an examination of the children? Did you examine the classes?—I heard them examined, and examined in some cases.

10195. You did not personally interfere in the examination?—Sometimes I did, but I was permitted to do so, and it was no violation of the rules of the Board, for the masters allowed me, wherever I saw fit, to examine. I was not going in as a mere stranger.

10196. Did you enter a record in the visitors' book from time to time?—I enter my name, and the date of my visit, invariably. You will find it in every public school in Dublin, where a visitor is supposed to enter his name.

10197. Have you reason to believe that the District Inspectors brought the fact under the notice of the Board?—What fact?

10198. The fact of your visiting and inspecting the schools?—I don't know of my own knowledge, but the Inspectors are bound to notice when a visitor attends the schools. I don't know whether there may be any significance attached to my visits to bring them particularly under the notice of the Board.

10199. In reference to the model schools, you have said they are attended by the children of a better class?—Yes.

10200. Are they a large number?—Not a large number, but a very large proportion.

10201. Could you give the proportion?—Do you mean of all or of some of the model schools?

10202. Take them all?—I could only estimate it, because the Board have suppressed giving the tables of the social classes in the reports for some years back, in order to conceal the matter.

10203. Is your opinion on that subject as good as that of the Head or District Inspector?—Fully as good.

10204. Have you visited all the model schools lately? Not them all, nor has any Head Inspector or officer connected with the Board done so.

10205. Did you visit all the model schools lately?—No. I visited the Cork model school last month, the central model school, and Inchicore and West Dublin schools; and since I left the Board's service I have visited those of Clonmel, Limerick, Waterford, Enniscorthy, Galway, Trim, and Athy; and whilst in the service, I believe I was the only officer that had visited all the model schools then in operation. I had been officially connected, as Head Inspector, with those of Clonmel, Dunmanway, Waterford, Limerick, Enniscorthy, Kilkenny, Trim, and Bailieborough; and I visited those of Belfast, Newry, Ballymena, Coleraine, and Galway.

10206. Is not each District Inspector in charge of the model school in his district?—He is, if there is one.

10207. Is he bound to visit it every week?—He is not absolutely bound, but he visits very freqently.

10208. Does each Head Inspector visit all the model schools in his group of districts once a year?—He is supposed to do it once a year, but he generally visits them twice or three times or oftener.

10209. Is he supposed to do it once a year?—He absolutely must do it if he is on duty.

10210. Then should you adhere to your opinion if a Head Inspector and a District Inspector in charge of these schools said the children of the better classes formed but a small proportion of the children in the model school?—It would not alter my opinion in any way whatever, because any two men may fairly form a different opinion as to the meaning of "better classes."

10211. You have acknowledged that you have not visited all the model schools?—I have visited all those in Leinster, save Parsonstown, all those in Munster, all those in Connaught, save Sligo, and all those in Ulster, save those brought into operation since I left the service.

10212. And these gentlemen have?—None of them—I visited some and they visited some.

10213. Then are you opposed on principle to the children of the better classes attending the model schools?—I am opposed to such large State grants for schools exclusively directed by the Board, and mainly used by the middle classes, under the present circumstances of the country.

10214. Were you always of this opinion may I ask?—I always cited the evidence of a portion of the better classes attending the schools as a testimony to the excellence of the instruction in them, and I believe my present evidence is neither niggardly or stingy in praise of that instruction.

10215. Were you opposed on principle to the children attending the model schools?—Not on principle.

10216. Did you make any representation or remonstrance upon the subject to the Board?—On the contrary, in several of the reports I mentioned, the fact that children of different classes—poor and rich—were mixed, and I gave my reasons.

10217. Then, having acknowledged that, I need scarcely refer you to your own printed evidence on the subject?—There is no inconsistency in it whatever. I have the same opinion now that I expressed before about the excellence of the instruction.

10218. Not only as to the excellence of the instruction, but the attendance of the better classes?—Well, they are attending now as well as then, but in far higher proportion.

10219. You say, "Its attempts to secure a united secular education to children of all creeds and of different social grades has been crowned with complete success, even under disadvantageous circumstances," and then you say, "while the whole community attest the marked and favourable results which have in so short a period been produced by the model schools, every true friend to popular enlightenment, admires the wisdom which devised and the justice and impartiality which directed this new and important scheme in the National system"?—I have the same opinion now about it that I had then.

10220. And this wisdom, and justice, and impartiality, refer of course to the administration of the system applied to model schools?—In 1861, not now.

10221. But formerly?—I formerly believed it. The passage you read as to the united instruction of all creeds and all classes obtained under disadvantageous circumstances refers to the Clonmel model school.

10222. With regard to your opinion of the training in the schools you say, "The adequacy of the National system to the wants of the middle and burgher classes has been tested in giving the higher and more practical education to their children"?—You will find that that applies to an individual school. I never said that with regard to the whole question of National education.

10223. This is in the Board's eighteenth report, page 175, "The adequacy of the National system"?—I beg pardon, that refers to the school in the town of Clonmel, seventeen years ago. It might be understood as applying to the system generally.

10224. The passage commences, "During the year 1851, I visited the cities of Limerick, Waterford, and

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Kilkenny, with a view to assist in the selection of a site for a model school in each, and the most active and influential of the local parties in those cities assured me that it was the reports of the remarkable success of the Clonmel model schools which mainly led to their desire to secure similar advantages for their own localities. The adequacy of the National system to the wants of the middle and burgher classes has been tested in giving a higher and more practical education to their children, and if the Commissioners be pleased to add a classical branch to their present schools in Clonmel, it will prepare young men to enter schools and colleges of a higher character." You approved of that system?—I adhere to every word that is in that passage. In that year 1851 79 per cent. of the children in the school were Roman Catholics, and 87 per cent. of the population of the town were Roman Catholics, and the Catholic clergy and people most favourable to the institution, while now it is a mere Protestant parish school.

10225. Would that affect your opinion as to having the same sort of training continued?—Not at all, so far as regards the mere literary and secular aspect. I beg to say that I did not recommend the establishment of the model schools. The model schools were projected by the Board when I was a schoolboy. I got their charge and direction, and I am proud of the official part I took with regard to them.

10226. Did you advocate the establishment of such schools?—When asked for advice I gave my opinion.

10227. Who asked you? Did you write your reports to order?—Yes; certainly; the very same as the English inspectors. I am directed to write a report on certain subjects—model schools, examination of teachers, schools inspected, workhouse schools—and I write it; but I am incapable of writing a report "*to order.*"

10228. You never advocated such a system?—Never.

10229. Have you known any of the poor excluded from attendance in any of the model schools because of the richer classes attending?—No, not from the cause stated. I know the rule which insists on prepayment acts as an exclusion, while schools of another class in the town admit the children free.

10230. Have you known a case in which a poor child was excluded in consequence of the attendance of children of the richer class?—I do not know of a case where the mere fact of the admission of the children of the rich has, in itself, led to the exclusion of the poor, but I know that the rule as to payment excludes them.

10231. You do not know a case?—I know a whole class of cases.

10232. Do you know a single case?—It is not necessary.

10233. The *Chairman.*—Answer the particular question?—Well, I do not know of a particular case of A, B, or C, but there is a rule of the Board by which the children in the model schools must pay. The social *residuum*, if I might apply such a term to those that were poor, are obliged to go into the parish school, while the *elite* of the middle or upper classes go into the model school and fill it up.

10234. Do you know of a single case in which a poor child was excluded from a model school because of the admission of the children of the better classes?—No. In connexion with that, I might say that in Marlborough-street schools, and in Cork, I searched in vain for a child with bare feet, while I found children with bare feet by thousands in the ordinary National schools in the city.

10235. Have you known of poor children attending model schools whose parents were unable to pay the fees?—I never inquired, but they do pay and are obliged to pay by the rule.

10236. Have you known any cases of the children of the poor attending model schools whose parents or relatives could not, and did not pay the fees?—The fact of their attending the school is sufficient evidence that they did pay wherever they got the money.

10237. Answer the question. Do you know the fact of any cases of poor children whose parents or relatives could not pay attending model schools?—I do not know of one case in all my experience connected with model schools, and it is nearly co-extensive with the system, in which poor children were admitted free, except a small fraction of poor children in Trim model school.

10238. Would you be surprised if I knew of many cases?—I am glad—very glad—to hear it.

10239. You have referred to the difficulty you foresaw in the training. When did you first foresee that difficulty?—So long as ever I was connected with the Board.

10240. Did you ever make it known?—There were many things in which it was not my business to interfere, unless directed.

10241. Were you in the habit of coming in contact very frequently with the Resident Commissioner?—Yes. He has been hearing of the religious difficulty as long as he has been there.

10242. Have you ever officially represented the difficulties which you foresaw?—I might as well report difficulties with regard to the system.

10243. Be so kind as to answer the question, yes or no. Did you ever officially report on the difficulty which you foresaw?—I frequently made it a subject of conversation, as did every officer of every creed.

10244. Did you ever officially report upon the difficulty which you foresaw?—I am not aware it was ever an instruction to me or that it came within my business to write upon the matter in a general report, and if I did, it would be excluded.

10245. Did you ever do it or not?—I did not; but I say if I had done so it would have been excluded.

10246. Then it was not cut out of your report?—It would be a complaint against the system.

10247. Mr. *Sullivan.*—Was it a matter of duty on your part to do it?—Special reports on sectarian contention amongst the officers was a matter of every-day occurrence.

10248. Rev. Dr. *Wilson.*—Was it the design that the model schools should be preparatory training schools?—I do not know.

10249. Have you read the reports of the institutions?—Yes, all, and written many of them.

10250. Have you discovered that the design was to train young persons to the business of teachers?—Yes; I have stated that that was the design in reference to the central model schools.

10251. I am referring to the district model schools?—It was intended that they should be preparatory training schools; that was avowed, but their function as *model* primary schools was higher.

10252. Did you approve of this?—I did, but I was never consulted, or my opinion asked, in their projection.

10253. Then I shall not read your own testimony on the subject, as you approve of it now under the necessary conditions. You were in the Board's service, I believe, as an Inspector?—Yes, for seventeen years, thirteen as Inspector.

10254. How long as Head Inspector?—Eleven years.

10255. In what grade did you resign the service?—I resigned the service as Head Inspector. There is no concealment about that. I was prospectively depressed a grade in rank, of which it is now, through your allusion to the circumstance, open to me to state, before the Commission, the particulars of that case, and I at once resigned.

10256. Were you depressed when you resigned?—The order to depress me a grade to the rank of first-class District Inspector was made, to which I refused to submit.

10257. And as such you left the Board's service?—Yes, I withdrew from the Board's service. I may mention that the Lord Lieutenant of Ireland at the time, who happened to be a warm patron of mine—particular friend would be too familiar—the late Lord Carlisle, entreated me to remain in my position, and

people about the Board implored me to remain, but I felt that I could not remain with honour, and I withdrew from the service.

10258. Rev. Mr. *Cowie*.—There is one point on which I wish to be set right, and you can correct me if I misunderstood you. I understood you to speak of the promotion of officers of the National Board—teachers and others—as arising from political or religious motives?—Not at all. I spoke of Mr. Patterson's report on Prussia, and I said if the State got the direction of the education of the nation as a whole, the training of the teachers, the appointment of the school staff, the manipulation of the books, and so on—if the State got all these things, greater dangers were to be apprehended, politically and socially, than in some of those countries on the Continent where there was a greater homogeneity in creed and race.

10259. Then it is a mere matter of speculation on your part?—I speak with regard to other countries.

10260. I am speaking of this country. I have nothing to do with other countries?—No; it is not a matter of speculation to some extent, because tentatively the State is laying its hands on the education of this country.

10261. Is it at all the fact, within your knowledge, that the National Board has promoted teachers or others from political or religious motives?—I am certain one of the practices of the Board is to promote them because of their religious opinions. For instance, if there is a vacancy in the Inspection staff, in the central office, or in the Normal school, no matter what candidates, abilities may be, there is a practice of promoting certain proportions of Catholics and of Protestants, no matter what the merits of the men may be, the Board try to keep up what they call half and half, so that the best candidates are often not promoted.

10262. Then that does not arise from personal predilections. A person is not selected on account of his opinions. It is not the person who is selected. I thought you charged the Board of favouritism?—No; I never once referred to such a topic. If the question arose as to the administration, which I am little inclined to obtrude, at present, prefacing the broad question that concerns the different religious bodies, I do not mean to say that I would decline giving evidence on the point.

10263. Am I right or wrong in saying that you charge the Board with favouritism?—I have not so charged them, nor even once alluded to that topic.

10264. Very well, I shall withdraw the question?—I never charged them with that during my present examination. It was to Prussia and Mr. Patterson's report that I referred, and not at all to the Irish National Board.

10265. To go back to the question of statistics, did you confine your per-centage to the children between five and fifteen years of age?—Yes.

10266. Suppose you took the whole number of children under fifteen years, what proportion would you place there of the whole population?—The portion of the whole population under fifteen years of age is 32·8 per cent.

10267. About one-third of the population?—Somewhat under thirty-three per cent.

10268. As a matter of fact, are not many children under five years of age in the schools?—Not many. I am able to tell the number.

10269. Tell me where I can find it. Is it a return of your own, or is it a printed paper?—You will find it in the tables, at the end of the second volume of the report of the National Board for 1865, the fullest detailed information as to the numbers of the several ages, four to five, five to six, and so on up to and above fifteen, and I may tell you that of the pupils on the rolls of the National schools in 1865, there are only 5·97 per cent. under five years of age.

10270. Say six per cent.?—Yes, about six per cent. of the school-going children, so that if you take that fact in connexion with what, viewed from an English stand-point, you supposed would be the correction of what I said, you will see how small it counts. In Great Britain 16·26, and in Ireland only 5·9 per cent. of the children in the schools, aided by State grants, are under five years of age.

10271. I am quite aware of the fallacy of taking the number on the rolls, and I think we must have it put upon a clearer footing, or by-and-by we will not know what are our data. You come to the conclusion, I understand, that the number of Presbyterians in 1866 would be about 499,000 or say 500,000?—Yes, they are nine per cent. on an estimated population, at the end of 1866, of 5,551,571 persons.

10272. Have you any means of knowing what percentage of that number of the Presbyterian body would be found not receiving instruction in Government schools?—From ninety-eight to ninety-nine per cent. of the whole Presbyterian body, five to fifteen years of age, would appear to be on the rolls of National schools in 1867.

10273. What proportion of the 500,000 Presbyterians belong to a class who would not seek education for their children in schools aided by the State?—I should say, with regard to the Presbyterians, that not so much from their circumstances, as from the warmth with which they have taken up the National system, that fully ninety per cent. would send their children to the National schools, without thinking it in any way a social indignity. The Presbyterians are chiefly composed of farmers, traders, and manufacturers. There are next to none of them among the aristocracy, and not many in the upper middle classes. About ninety per cent. of them would, without considering it a social lowering, send their children to National schools.

10274. You have said the number of Presbyterian children in attendance at the schools, was put down at 102,168?—Yes, in table page 8, report of National Board, 1867.

10275. Do you think that is very far in excess of the real number attending the schools?—Immensely in excess, because it embraces the whole of the school population from five to fifteen years of age. It is a gross exaggeration. It represents every Presbyterian child in Ireland between these ages, with the exception of the small number of 1,619, as distinct individuals, on the rolls of National schools. The Presbyterian pupils returned for 1867, as on the rolls in Antrim, are 30·3 per cent. in excess of the number of Presbyterian children in the county, aged five to fifteen years. While, so far from the National Board having a monopoly of education in Antrim, the census of 1861 shows that of all the children aged five to fifteen years found at school, less than seventy per cent. of them were in National schools.

10276. Is it as great an exaggeration on the part of the Presbyterians as on the part of the others?—Greater, on account of the density of population and the redundancy of the schools, not on account of creed, but of locality.

10277. You say that ninety per cent. might seek admission in the National schools?—Yes, they are a little better off than the Roman Catholics. The Roman Catholics are the lowest poor, and they come next. First, the Roman Catholics, next, the Presbyterians, next, the Methodists and other Dissenters, and next the members of the Church of England, so many of them being connected with property in the country.

10278. According to you, the number of children who might be at school between five and fifteen would be about twenty per cent.?—Rather over twenty per cent. would be at school if they attended; but the number stated of those between five and fifteen, as attending, is not correct. The fluctuations of attendance in the different districts are given in the report for 1865, and you will see that from various reasons—industrial and social—the children connected with the Ulster schools were largely employed on the small farms, engaged in weeding, flax culture, weaving, or other light labour.

10279. The children who are engaged in these industrial occupations, according to the evidence, may not unreasonably be on the rolls of the school for having attended some weeks during the year. We are told that those who would be employed in agricul-

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tural operations for a certain period, for example, would be on the rolls for having got so much instruction. Do you agree with that?—Entirely, so far as it goes.

10280. When you take the numbers from five years of age to fifteen, you exclude all under five?—Yes.

10281. Whether or not we take those under five, who might be in the infant schools, and exclude those who are verging fifteen, it would not be fair, you think, to expect that there were 100,000 (which is about twenty per cent. of the Presbyterian population) in the schools?—No. Under no conceivable hypothesis could you expect all the children, or even ninety per cent. of the children five to fifteen years of age, of the mass of the population, at school, or as on the rolls, *bona fide*, within a year.

10282. I mean fairly on the rolls?—Yes, with regard to that, I have made out a table from the reports of the Inspectors, showing the fluctuation for twelve months for every district in Ireland, and I have copied the highest and lowest attendance for every month, indicating the variation as to attendance, and in the north of Ireland it is very remarkable indeed. The Inspectors report that for portions of the year the rural schools are almost deserted, and I will give you an example of the fluctuation. The Inspector of Maghera district, in county Londonderry, taking 100 as the maximum daily average attendance in the month of December, gives that for January, 98; February, 99; March, 89; April, 66; May, 66; June, 78; July, 78; August, 70; September, 69; October, 56; November, 62; which shows you in a whole district what an immense fluctuation there is. Several Inspectors describe the interval of range as even wider than from maximum to one-third, as minimum one-third.

10283. With respect to Shankill, you gave the population as 119,777?—Yes. That of the whole population of Belfast is 120,777.

10284. Five per cent. of that was 24,023, and you deducted 4,000 children supposed to be attending Church Education Schools?—No, I referred to them, but did not take them into the calculation at all; I took the number of children from five to fifteen years of age, and compared them with the number on the rolls in National schools, and showed that there was an exaggeration to the extent of about 10,000, or 42 per cent.—thus, on roll, 34,250; children five to fifteen years, 24,023.

10285. Did you not mention that as one exaggeration?—Yes.

10286. You then deducted 4,000, and that leaves 20,000, and on the rolls you said there were 34,250?—I beg to add that I omitted to state that the 24,023 on rolls includes the pupils in night-schools. It includes the pupils in more than twenty night-schools, the numbers attending which are set out in the table, in the report for 1866.

10287. Go back now to the Presbyterian numbers, with which you found fault as being in excess. Is it not probable that among such a thriving class as the Presbyterians there might be an immense number of night-schools returned?—There are certainly some, and chiefly in localities where Presbyterians are most numerous. More than 96 per cent. of the whole Presbyterian body are in Ulster, in which province there are only 118 evening schools connected with the National Board. Though the numbers in those schools are thrown in with the attendance in the day schools, they still leave the average to a school in the greater part of Ulster the least in Ireland, and the average ages of the pupils the lowest in the kingdom, notwithstanding the addition derived from the few evening schools. These broad facts remove, I trust, all doubt as to the grossly exaggerated returns of "number of individual pupils on roll" of National schools.

10288. Would there not probably be a large number?—You are to recollect, however, that the night-schools are included in the reports of the Board.

10289. If, then, it is understood that the night-schools are returned, the number ceases to be fallacious to that extent?—Certainly, but it is a comparatively small amount.

10290. Well, not so small. Are you aware of the numbers attending the No. 1 Model School in Marlborough-street?—343, I believe.

10291. No, 1,078?—That must be a mistake, as the whole number on the roll of No. 1 male model school, 31st December, 1867 (see Report, p. 22), was only 1,087, the pupils in the night-school included. I have visited the night-school also.

10292. How many are there attending it?—It is a small room down stairs, and it could not accommodate more than 120 comfortably.

10293. Does not the number here returned include the persons attending the night-school?—Clearly, but the number is comparatively small. I am strongly in favour of night-schools in towns. I don't suppose the average attendance in Marlborough-street during the winter could have been more than 200, if so much. I had a long conversation on the subject with the head master, who is indirectly connected with the night-school as Superintendent. I visited the school myself, and it would not, I am sure, accommodate 200 as an average attendance. However, the Ulster night-schools would not affect the question in a statistical point of view.

10294. Are not the places where Presbyterians are generally located manufacturing places, or where there is much skilled labour carried on?—Yes, more so than in any other part of Ireland.

10295. You would expect, therefore, to find the evening schools more numerously attended in those places than in any other part of Ireland?—They are the only localities in Ireland in which there are night-schools, or in which evening schools become a feature.

10296. Does not that become an important element in looking at the numbers?—It is not at all an important element. It does not abate my statement in any way, for I had before me the returns of the Board as to night-schools, when making the calculation. The 478 schools in Antrim in 1866 had 80,227 pupils on roll, and 25,937 in average daily attendance. These included 43 evening schools (not included in the 478 day-schools), whose attendance is embraced in the totals just stated. The number on the roll in the evening schools was 7,890, or 9·8 per cent. of the whole; and the average daily attendance, 2,043, or 7·8 per cent. of the whole. The average age of the pupils—those of the evening schools included—is the lowest in any district in Ireland.

10297. Bishop of *Meath*.—You were a District Inspector?—I was.

10298. Did you find, in your own experience, many cases of these children migrating?—Yes.

10299. Did you report it?—Yes, it was always well known; there is no officer who has been connected with the Board who would not give absolutely the same evidence. He might not bring it out statistically, as I have done, and it is likely he would not, but it is a publicly recognised and well known fact.

10300. Wouldn't he think it part of his duty to report to the Board if he found the same child in two, or three, or four, or possibly fifteen schools?—He would not report or notice it, save as a feature of the schools, which the Board has little power and never tried to prevent.

10301. Is it, as a matter of fact, reported to the Board?—Yes; and the Board are fully aware the children migrate and are duplicated; yet they put them down in the tot "distinct individual pupils on roll."

10302. What you find fault with is that each of the schools gives credit for the same child, so that the child is multiplied from two to fifteen times?—Yes; in one year, the year 1857, when this new feature was first introduced, there were added in a single year, without any sensible increase in the daily attendance, 216,339 children on the rolls. It is a new feature, dating only since 1857, and first introduced after I left the service.

10303. The introduction of what feature?—The introduction of what is called "number of *distinct* pupils on the roll for year." The numbers expanded at once from 560,000 to 776,000 in a single year, by the change of form of return ten years ago.

10304. On what principle were the former returns

made out that gave the number as 560,000?—That was a return for the *half-year* of the number of children on the roll, which, in 1857, was changed into return for *the year*, by which the basis is extended from a year to fifteen months, as I have pointed out. What his lordship, the Chairman, said of three months turns out to apply to fifteen months, so that the same child that was returned rightly on the roll on the last quarter of 1867, the teacher will transfer to the roll for 1868, and though he may never put in even one attendance in that year, as his name may be struck off in the first quarter, he will be included as on the roll for 1868. This is not an imputation on the teachers or on the patrons of the schools. It was their business to give a correct return of the children on the roll, and no fault lies with them or with the Inspectors. The source of the error is addition of the same names from different schools is represented as a total of so many distinct individuals. It is of that—of the Board's cooking of the accounts—that I complain.

10305. Lord *Clonbrock*.—In answer to a question, you made use of an expression I would wish you to explain. You said twice you had not reported your opinion as to the multiplicity of schools, but if you had that it would have been cut out of the report?—Such have been done; important official reports have been mutilated and the mutilated portions called for and printed by the House of Commons as Parliamentary Returns.

10306. Is it your opinion if the Inspectors made any reports that might be hostile to the opinion of the Board, that such parts would be suppressed, and not given for the information of the public?—Yes, and I can conceive cases in which such suppression would be justifiable. I hold that if a person is hostile to the system on principle, he ought to withdraw from the service; and it is no business of the Board to circulate reports, if hostile to themselves, so far as principle is concerned. It is quite another thing, however, if the report is merely on common topics, such as the general working of the system, the operation of the rules, the feelings of local parties, results, the state of houses, the inefficiency of teachers, and the success or failure of the whole scheme of instruction. I hold that it is a breach of all public faith to omit these. I distinguish between things which the public ought to know, and which the department ought to give, and the system itself, under which a man of honour ought not to remain if he thinks it wrong.

10307. Is it not your opinion that in the published reports the Commissioners let in what is pleasant, and keep out what is hostile to their opinions as a Board?—To a great extent it is so; a striking case of which I have cited.

10308. Is it the fact that the reports are habitually mutilated?—I did not say habitually; but I will mention a fact—an official fact—that came before Parliament. In the course of a remarkable speech delivered by Mr. Maguire, now member for Cork, but then member for Dungarvan, in 1858, he said the altered rules of the Board permit and promote interference with the religion of the children in the north of Ireland, and that when the officers of the Board so reported the fact of such interference, the Board struck out the passage from the report, and, in its mutilated form, laid it before Parliament, without any indication of such suppression. Baron Deasy, who was then Attorney-General, said that this was a most serious charge to make against a public body—an opinion that you, my lord, appear to concur in—and one, he said, that should be substantiated. Mr. Monsell then turned round, accepted the challenge, and put a notice before the House to produce the mutilated portion of Mr. Keenan's report, and it was produced.

10309. Mr. *Gibson*.—Mention all the cases that came to your knowledge, for I suppose you know them all. You have brought forward an instance, and stated that it is a practice?—I beg to appeal to the Commissioner who examined me if, when he said it was a habitual occurrence, I did not correct him. It was done in my own case several times.

10310. Mr. *Sullivan*.—You stated that the total number annually struck off the rolls would be 300,000, of which 75,000 would be those who had left the school, but whose names would continue to appear on rolls for thirteen weeks afterwards?—What I did say was that children who were absent part of the last quarter of the year, were transferred into the first quarter of the following year, say 1868, and all those children, unless they return, and are re-admitted as new pupils, never put in an attendance during 1868, and should be ignored from the return as wholly imaginary—as an official fiction.

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10311. The total number struck off in the year is about 300,000?—About that.

10312. Of which 75,000 are to be put down to the account you have just now stated?—Yes, at least.

10313. That would leave 225,000?—Yes, the duplicates and triplicates in the migratory element.

10314. In 1865 the number on the rolls was 922,084, and the nominal return made by the Board of Education itself was 756,570. That is, there were 756,570 individual names upon the rolls, the difference being, therefore, 165,514. You say it was 225,000. The Board's own return makes it 165,574. Do you think that the nominal return that I have quoted from might be perfectly accurate, and that your estimate should be reduced to that, or do you think the actual number of names should be diminished?—My return, if it errs at all, is an understatement of the excess. There is no error at all in the returns on the part of patrons and teachers. By the nominal return, I presume, you mean the return got by the Board for the year 1865, in which they were unable to account for the surplus 164,514 pupils who never put in a day's attendance.

10315. That is the actual number of persons?—I doubt it. They could not identify them. It is impossible.

10316. Well, so far as the identification went it makes that number?—No one knows better than you that it would be impossible. Take the names Sullivan, Murphy, Kavanagh, MacCarthy, Byrne, or any other ordinary Irish name, and in its own locality identify the distinct individuals from a mere school return of names, and distinguish them. The whole statistical resources of the Government could not identify the persons from the names except by the parading of the children. It is absurd to think it could be done.

10317. Do you think the 165,000 does not include the actual number of duplicates?—I am certain it does not. You have in the report of 1865 the total number of 675,156 names on the roll for the last quarter. Apart from duplicating, a large number of these children did not attend at all that quarter, but had left the school in the previous quarter, the names being only retained on the roll until the completion of the prescribed thirteen weeks' absence. These amounted to at least 75,000, thus reducing the number that had made one day's attendance in three months, to about 600,000, which I would reduce by duplicates to less than 550,000 individual children. The net number of individual pupils cannot exceed 600,000, yet the Board have italicized the heading, "Total number of district pupils on the rolls in the year ending."

10318. Allowing 75,000 for the number that would be struck off in consequence of being carried over from one year to another, and the number allowed by the Board itself for duplicates, 160,000, the two would make about 240,000, which the Board admit should be the reduction. You would make about 300,000, so that the difference in round numbers between the two would be 60,000?—That is very little in so large a number. I adhere to what I have stated. I would rather that I were wrong. I would vastly prefer that the number of children attending school were larger, than that there was any diminution.

10319. Now, connected with this question of the number of pupils on the roll, may I ask has your attention been drawn to their condition as to reading and writing, and as to the knowledge generally of the population at the last Census, as compared with those of 1841 and 1857?—It has. I read this paper,

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"On the Rise, Prospect, and Present Position of Popular Education in Ireland," in which the question that you put is broadly discussed, before the British Association in the year 1857, wholly irrespective of the merits of this, that, or any other system. I there pointed out that the prospects of elementary education never looked worse than they did then, with children attending one day in three, and half of them learning the alphabet, or trying to put together words of one syllable. I was then in the service of the Board, and the Lord Lieutenant, some of the Commissioners, many of their chief officers, and men of the highest rank in the three kingdoms, were amongst my auditors. I fearlessly stated then what I now state, that nothing could be worse than the condition and prospects of Popular Education.

10320. Mr. *Gibson.*—Would you give me the page of your address. Is it printed?—It is page 26, and it is published at Hodges and Smith's. You will also find it in a Parliamentary Return (No. 254, 1859). I won't take up the time of the Commissioners with more than a sentence:—"I wish I could truthfully stop at this the most favourable point from which to view the education picture; but now comes the question, what is the nature and extent of the instruction given, and with what degree of success. One-half of these 560,000 pupils are classed by their own teachers as learning to spell and read words of one syllable only, in fact in the First Book or Primer. Why is this?" Then I go into the circumstances. The Lord Lieutenant, the head of the Board, was present at the reading of this paper; in fact he did me the honour to come specially to hear it, and said some kind words at the close of it. I refer to this Paper to show that I have been long thinking over this grave matter. I will now address myself to the more immediate question of Professor Sullivan. The only reliable account we have of the state of instruction, you cannot say education of the population generally, is by the Census to which you refer; and although not a very reliable account, it is the best we have. It would appear by the last Census that 39 per cent. of the people in 1861 were unable to read or write; in 1851, 47 per cent. were unable to read or write; and in 1841 as many as 53 per cent. were unable to read or write. One would suppose that this decrease of 14 per cent., in twenty years, was an important decrease in illiteracy; but it is not real, I am sorry to say. It is a statistical fallacy. You have removed out of the population by death and emigration vast masses, almost millions of those that could neither read nor write, by which relatively, but not positively, the number that can read and write is increased.

10321. Mr. *Sullivan.*—Will you show how that occurs?—That they were the people of the humblest and most ignorant classes. To show that my view is not peculiar, I beg to cite a passage from the Census Commissioners, where they rightly refer this decrease of the population as a large and important cause of the seeming decrease in illiteracy. They say—"There can be little doubt of their (meaning statistical analyses, just cited) establishing, that the fact that the greatest decrease in the community was from among the absolutely ignorant, that the diminution next in extent was from the number of those who read only, and that the most educated contributed least, though not a little, to Irish emigration. This will become even more apparent by reference to individual counties, for instance, to the county Cork, in which the number of those who can read and write has been increased between 1851 and 1861 by 5,247, while the number of those who can read only has been reduced by 11,820, and the absolutely ignorant by 98,771; a number, the greatness of which it is not possible to account for but by ascribing a very large portion of it to emigration." I have another and a very important reason to add, in proof of the fallacious returns as to reading and writing; one to which I would specially call the attention of the Commissioners. Up to about thirty years ago, the practice in Ireland and England, too, was that the children began to spell. There was what is called a class of spelling, and confined thereto for a considerable time before attempting to read. And I have here, before me, the early returns of the Inspectors, which will be found in the Appendix to the Lords' report on National Education, 1837, setting forth, in tabular form, the children were kept spelling a considerable time before they attempted to read.

10322. When was the change from that mode of classification made?—About the year 1841 the whole island became readers. When the children went to school they became readers.

10323. And what led to that change being made?—Instructions from the Inspectors, and lately, the same in a printed programme posted and enforced in every National school. For a long time there was an understood or traditional programme; but lately, and for many years back, there has been one with the following direction to teachers. "So soon as children have learned the alphabet, or even some few of its letters, they are to commence at once to read as well as spell;" so that when Tom, Billy, or Jack, a pupil in a National school, when asked by his mother, or by the Police Enumerator of the Census, what are you learning at school?—"*Reading,*" classed in the Second Book. He adds, I am "*writing,*" too. Thus, by a new and lower classification, they changed the whole face of the returns, swelling vastly the muster roll of those able to read and write. I beg to say that in England—I speak now from official documents—with regard to the classification the same thing was done.

10324. That affects the returns of the Census, but it does not affect the modern mode of estimating it in the Board's own returns when they are classified according to books?—Which is an intelligible classification. You have the book, and you can see what it is; but I would have you to distinguish between the teachers' classification, or what book the pupils are in, and a test, by actual examination, which is not so general as in England, as to the proficiency of the children. Numbers of these may have only begun a book; for instance, 45 per cent. are classed in the reports as in the First Book; the test of the children being to read, "Pat is on a fat ram," or something of that sort, being what is called in England "*a Pass.*"

10325. How long, on an average, do the children remain in the First Book? What is the duration of time?—There is an extremely interesting return made out by a gentleman who, I understand, has been before you, Mr. Fitzgerald, one of the Head Inspectors, from which I gather it would take 12 or 13 years between entrance into the First Book and attaining the Fourth Book. As you have the official document before you please allow me to refer to it. According to Mr. Fitzgerald's report Parsonstown district is a very excellent one, and above the average in efficiency. He required the teacher to note the date of the first admission of the child to the book, or to the class; he also required him to note the time of promotion from the class, and he extended this over all the five classes, and also over all the schools in the district, until he obtained the following results—he found that the child should put in 202 actual days attendance in the school, as indicated by the roll, to get from First to Second Book; 182 days to pass from Second to Sequel; 185 days to pass from Sequel to Third Book, and 246 days to pass from Third to Fourth Book; or to pass from the First Book to the Fourth or second highest, 785 days actual attendance. Now 785 days actual attendance indicates 2,252 days on the roll.

10326. How many days from the First to the Fourth Book altogether?—785 days actual attendance to reach the second highest book, and this is taken from the statistical returns of a whole district, one above the average of Ireland according to Mr. Fitzgerald's own statement, and I have no reason to doubt it. These 2,252 days of attendance represent 2,252 days on the roll, in the ratio of 100 days' presence for 287 on the roll, which is the average ratio for all Ireland for that very year.

10327. That is, you say the average attendance is about 100 days?—Pardon me, 785 days is the third term of a proportion; 100 days present is to 287 days on the roll; so is 785 days present to 2,252 days on

the roll, from the first entrance of the pupil in Primer to his entrance into Fourth Reading Book.

10328. How do you get that proportion?—I have deduced from the Reports the proportion for each of the last ten years. For 300 days on the roll the child would, in round numbers, be present only one hundred days, or one day in three. The average daily attendance being assumed to be 100, the total number on roll has fluctuated round 300, the extremes being 282 in some years, to 305 in others.

10329. You take it that the average attendance is 100 days in the year?—No, I wish it was. That would be quite an exaggeration.

10330. You said one in three?—Take 900,000 children on roll and divide it by three, and you will get the average daily attendance, 300,000, so that there would be three on the roll for one in attendance.

10331. Why do you say divide by three?—That would be about the proportion of children, three children on the roll to one child present. The two terms are convertible, by this pretty constant ratio.

10332. Bishop of *Meath*—Do you think that proportion of one in daily attendance to three on the roll will stand equally amongst all the classes of pupils, or does it apply only to the junior children? Where the children are advanced is there not an increased amount of attendance at schools?—It is an average deduced from the whole body of the school statistics, and applies to children of the whole of the district of all classes and grades in Ireland.

10333. Mr. *Sullivan*.—Suppose it took two years to get from the First to the Second Book, on your calculation it would take a longer time?—They are not my calculations. I merely put the important facts into form.

10334. Suppose it took two years from the First to the Second Book would it take a proportionate length of time to get to the higher books?—No; it will be different. The main difficulty is in the attendance. They are not the same. The attendance of the young children is irregular, owing to their youth, want of clothing, or the severity of the weather. When they grow older they get irregular in their attendance from employment—employment in industrial or useful pursuits, and the increased value of their labour.

10335. Then the result extends over all ages?—Over all ages. The average daily attendance at school at this moment is 49, while the number on the roll is 140, and, as a general rule, go into any school at any time, and you will find that there will be three pupils on the roll in a year for one present. Mr. Conwell, Inspector of the Trim district, puts it in another form. He ascertained the per-centage of promotions in each class in a year amongst the 7,371 children in his district, and deduces therefrom the period that must elapse until all the pupils in each class are advanced to the next higher. Thus, as only 18·8 per cent. of the children in the Primer were promoted into Second Book in the year, it would take five to six years (100 divided by 18·8) before all the children in the Primer are moved into Second Book, and so on in each of the other classes.

10336. What is the time from First to Second of all the children on the roll in the First Book in one year?—Of all the children on the roll in First Book in one year 18 per cent. are promoted; therefore it takes nearly six years before they can get out of the First Book. In the Second Book 27·9 per cent. are promoted, so that it takes somewhat less than four years to put them out of that, while in the Third Book, with 31 per cent. promotions, it takes three years to get a child, while in the Fourth Book, with 8·3 per cent. promotions, it would take twelve years to get a child from the Fourth to the Fifth. Stated for clearness and brevity, in tabular form, the average time spent in learning each book, with its kindred subjects, by each pupil in the Trim (Meath) District, one of the richest in Ireland, is as follows:—

	Years.
I. to II. Book,	5·3
II. to Sequel,	3·6
Sequel to III. Book,	1·3
III. to IV. Book,	3·2
IV. to V. Book,	12·0
I. to V. Book,	25·4

These two returns are from two different parts of Ireland, from two officers of different creed, one a Roman Catholic, the other a Protestant. Picture more lamentable cannot be given—fully justifying the statements in the paper which, when in the service of the Board, I read publicly before the Lord Lieutenant and the British Association in Dublin in 1857.

10337. What do you estimate to be the average school age?—Nine years and a half.

10338. I refer to the actual attendance of children in schools—to the average school period I should have said?—It is only for the numbers on roll for the last quarter of each year that we have the ages. I am able to tell you with very fair accuracy from the statistics before us. If you divide in any one year the number of children on the roll by the number struck off in the year, you will get the school period. Of course they will all be struck off in that time. By this simple formula we find the time is rather under three years. I will give you the time for several years back, commencing with 1861. The average period during which a child's name was on the roll without being struck off, was two years, five months, and twelve days. The average for 1862 was two years, five months, and twenty-six days. The average for 1863 was two years, seven months, and seventeen days. The average for 1864 was two years, eight months, and twenty-seven days, and the average for 1865 was two years, nine months, and seven days, which practically means that from the time a child's name was entered on the roll until the child's name was struck off, for the first time, is under three years.

10339. What do you think is the average number of days the children attend in each year?—About sixty-four days in the year, or little over a day a week.

10340. Is it so low?—I should say it is not over that. Several of the Inspectors state it in terms. Mr. Conwell, commenting on this melancholy deduction of his, says—"What are you to expect from children who don't put in one day a week at school?" This is in the rich county Meath.*

* The following note was subsequently furnished by the witness:—

The Return referred to was obtained by the Board from all their schools in 1865, from which it appears that 165,514, or 18 per cent. of the 922,084 on rolls, never made *even one attendance that year*. The attendance of the 756,570 pupils—a large number of whom must be names duplicated, &c, by being on the rolls of two or more schools that year, the correction of which would reduce the number of *distinct individual* children, but increase the number of their attendances—was as follows:—

756,570 pupils. No. of days present.	Per cent.
Less than 40,	40·7
„ 50,	59·2
„ 60,	53·1
„ 70,	47·6
„ 80,	42·7
„ 90,	37·9
„ 100,	33·5
„ 110,	29·3
„ 120,	25·3
„ 130,	21·6

No of days present.	Per cent.
Less than 140,	18·1
„ 150,	15·0
„ 160,	12·1
„ 170,	9·5
„ 180,	7·2
„ 190,	5·1
„ 200,	3·3
„ 210,	1·9
„ 220, or more,	1·0
Average, 64	

June 12, 1868.

James Wm. Kavanagh, esq.

10341. Would you be surprised to find that the attendance was as much as ninety days?—I would be most agreeably disappointed at it. No one would rejoice more at it than I would. But I know that it is not, and even if it were ninety days and distributed over three years, you could not expect much from it. We have the classification of the children in the Board's reports; upwards of 43 per cent. of them are in words of one syllable; 75 per cent. are in the First and Second Books; and a considerable number of those in the latter could not read the Lord's Prayer, if they saw it for the first time.

10342. If you take the average attendance, for each pupil, as ninety days in each year, that would make the total?—Two hundred and sixteen I made it in the paper I read before the British Association; but, taking the annual average attendances at 64, and three instead of 2·78 years as the period spent on roll, it gives 193 as the average number of days spent in school by each pupil from entrance until struck off the roll; whilst 202 days would be required, by the return just cited, to put him through the primer.

10343. How far does that agree with the actual condition of the country as shown by the classification according to books?—It coincides with it in a remarkable manner. An attempt was made to do here what has been done in England, namely, that age and standard are convertible. To a great extent they have succeeded in that in England. But in Ireland it was alleged that seven years and under represent First Book, eight and nine years represent Second Book, ten and eleven years Sequel, twelve and thirteen years Third Book, and fourteen years and above mean Fourth and Fifth Books. But when we come to compare these with the actual returns, we find that 43 per cent. of the children are classed in First Book, while 46·44 per cent. are under nine years of age; that is, somewhat under nine years, and down to six, five, four, or three years. These ages would stand for the First Book. The Second Book is represented by the ages nine, ten, and eleven years; there are 31 per cent. in Second Book, and 31 per cent. are of nine, ten, and eleven years of age. There are more than 16 per cent. in Third Book, while 18 per cent. are of the ages twelve, thirteen, fourteen, and under fifteen years. Fourth and Fifth Books are represented by fifteen years and above; 8 per cent. is the classification in these books, and nearly 6 per cent. of the children are fifteen years of age and above; all these comparisons go, conclusively, to prove what has been stated with regard to low attendance.

10344. Where do you consider that reading, properly so called, begins?—Well, by reading I mean not merely to designate a word or recognise it as you would a letter, but with ease, and intelligence equal to its subject matter, to read an easy narrative. I don't call any effort in the First Book reading, in the sense that a child who leaves school with that knowledge only may be set down as "able to read."

10345. Would children who left school with that amount of knowledge retain it?—They would soon forget it. It would be disused and forgotten in the world before two years would elapse.

10346. At what stage, from the First to the Fifth Book, would a child leaving, in your opinion, carry away with him some knowledge of reading?—Decidedly not until the child is in Third Book. It is not merely the mechanical reading or the recognition of the word—to read with what you call facility. In recognising the word, to look under the symbol—and thoroughly understand what it signifies. Intelligence must go with it to make it worthy the name of reading.

10347. Do you think a child just entering Third Book and leaving school, would retain any knowledge of the subject?—I would certainly say that if so it would be chiefly owing to two sources, religious manuals, what is called reading their prayer book, or bible, and the newspapers. Except for the use of these I think they would forget reading.

10348. Having no other means would they continue their knowledge of reading?—I would still class them as reading.

10349. What proportion do you think of the children on the roll in the different books are in that stage that they could read?—Not more than twenty per cent. Altogether there are only twenty-five per cent. classed in Third Book and above. It is rather too generous to take off only five per cent. and say twenty per cent. are able to read Third Book and higher.

10350. You know something, I presume, about trust deeds, and the mode in which the schools are vested?—I do.

10351. Explain the nature of the original system of trust deeds up to 1845, and state whether there was any change proposed in that year?—Not proposed but made. The text of Lord Stanley's letter intimates that all schools were to be vested in the new Board. The very moment the Board met they found that that could not be done. The country would not submit to it. Then they resorted to vesting in local trustees, generally three, who were named by the local parties, subject to the approval of the Board. This practice went on till the year 1845. During this period a considerable number of schools were built, especially in Munster and Connaught. That is, built there in undue proportion. The Board represented to the Government that legal difficulties existed in the way of the trust deeds. For instance, that some of the trustees lived out of the country, and did not act. Some died; that often the title was not rightly inquired into—that they did not get intimation from the Inspectors so as to have new trustees appointed, and that the houses were not repaired. Everything, however, would go right, if they were incorporated. And the Board assigned as a further reason for incorporation that they would get bequests. The Government was induced, upon these representations, to recommend the grant of a Royal Charter, dated 26th August, 1845, and enrolled 1st September, 1845.

10352. In what year was the Board incorporated?—In 1845, as just stated. When the charter was granted, the Roman Catholic body, as soon as the Board issued their new form of lease, instantly refused to accept building grants on the terms proposed, namely, to vest the new schoolhouses in the Board, in its corporate capacity, and also refused to assign the trusts in any of the vested schools already built to the new corporation. I should tell you, in connexion with this, that so far back as 1841 a rescript came from the Court of Rome telling the Roman Catholic bishops and clergy to be careful to keep parochial property, including that of schools, in their own hands, and not to allow the local possession into the hands of Government. It did not mend their temper to find that instead of allowing the local trusteeship to go on, as before, they became a monopolising corporation. They said that henceforth they would hold the property for them, and not only that, but they would be very happy to take an assignment of all the schools, in consideration for which they would repair the houses. Although up to that time they could not see their way to repairing the vested houses at all.

10353. What was the essential difference between the form of Trust Deed before the incorporation and the form after the incorporation—the essential point of difference?—With regard to *persons*, the trust was in three local parties in the one case, and in the corporation in the other. Under the latter arrangement, the local parties were to subscribe their money to build the school, and then give the whole legal control of the property to the Government.

10354. Did anyone object to the original principle of vesting in trustees?—The Roman Catholics did not, but the Protestants, Episcopalians and Presbyterians—did most strongly object as religious bodies—taking them as a whole.

10355. There was a conscience clause in the trust deed. Did they object to it?—They did.

10356. What was the nature of that clause?—Obliging the patron of the school to afford an opportunity in the school-room for the giving of religious instruction to the minority.

10357. It was obligatory at that time to allow every religious body to have religious instruction given in the schools?—Yes, in both vested and non-vested

schools, but there was this difference: one was a permanent and legal obligation, binding them irrevocably to their trust—that is, making the conscience clause a permanent feature in it; but they got rid of the conscience clause in the cases of the non-vested schools.

10358. Did the Church Education Society object?—Strongly. In 1845 they presented a memorial to Sir Robert Peel, signed, amongst others, by eleven peers. In point of influence it was one of the most influential memorials or addresses ever put before any minister—protesting against the principle of excluding the children and the principle involved in the trust deed.

10359. What was the substance of the memorial?—The sustance of it was that they could not allow themselves to be made agents in diffusing the Roman Catholic system amongst the Roman Catholic people, and that they could not turn the children out at the time of reading the Bible. The memorial was signed by eleven peers, the prelates, headed by the Lord Primate, 1,700 clergymen, 1,632 influential landlords, and 60,000 other persons. This memorial, sent to Sir Robert Peel by the Lord Primate, claimed aid for the Church Education Society. In stating their objections to the National system they pointed out that, when they regard the parent as himself in bondage to the usurped authority of the Church of Rome, and as not exercising his own free will, but obedient as a passive agent in binding the same yoke upon his children, the duty of refusing to co-operate was clear. The clergy (meaning the Established Church clergy) may be able to do but little towards delivering their Roman Catholic countrymen from such bondage, but they can at least keep themselves free from the guilt of becoming instruments in rivetting its chains upon them, and this accordingly they resolved to do.

10360. In what year did the Presbyterians object to the original mode of vesting schools?—They never had any vested schools, I may say, at all—sixty-seven now in all Ireland.

10361. Did they not object to the plan?—They objected, as a religious body, to the vesting on the simple ground that the Roman Catholic priest might follow the children, and as they called them on the fifty-two popish holidays turn out the Presbyterian children, and teach that they were heretics. *June* 12, 1868. James Wm. Kavanagh esq.

10362. Rev. Dr. *Wilson.*—Where is this objection recorded?—In evidence before several Parliamentary Committees.

10363. Did the Presbyterian body ever give evidence before Parliamentary Commissioners?—Persons representing them did.

10364. Are you aware the Presbyterian body never had any representative before any Parliamentary Commission?—It is extremely likely they did not sit and elect persons formally to speak on their behalf. I don't think you will say that Dr. Cooke is now, or was at any time, an unfit representative of the Presbyterian body; and so with many other witnesses.

10365. Are you aware he was not regarded as the representative of the Presbyterian body?—That may be.

10366. Are you aware that testimony was not regarded as their testimony?—That may be.

10367. What ground have you for saying the Presbyterian body ever gave such a pronouncement?—Dr. Kelly, late Judge of the Court of Admiralty, Secretary to the National Board, gave evidence of it in 1837.

10368. Do you state that Dr. Kelly is a member of the Presbyterian body?—He stated that that was one of their objections in the correspondence.

10369. In what year?—1837.

10370. Did the Presbyterian body, as such, ever come into communication with the Commissioners on the subject?—No religious body as such has ever come into communication with the Commissioners.

10371. I wish to have placed in the hands of this witness a memorandum of 1840, ordered by this Commission, from the Education Commissioners?—The probability is that I can furnish the information to which you refer.

[Adjourned.]

Twenty-sixth Day.—Dublin, Tuesday, July 7, 1868.

Present:

The Right Hon. The Earl of Powis, *Chairman.*

The Right Hon. and Most Rev. The Lord Bishop of Meath.
William Brooke, Esq., M.C.
Rev. David Wilson, D.D.
Rev. Benjamin Morgan Cowie, B.D.
James Gibson, Esq.
Scott Nasmyth Stokes, Esq.
William K. Sullivan, Esq., PH.D.
Laurence Waldron, Esq.

George A. C. May, Esq., Q.C., D. B. Dunne, Esq., } *Secretaries.*

Henry Robinson, Esq., sworn and examined. *July* 7, 1868. Henry Robinson, esq.

10372. The *Chairman.*—How long have you acted as one of the Inspectors of poor law unions?—For more than twenty years.

10373. What is your present district?—My present district consists of seventeen unions situated in the counties of Dublin, Wicklow, Kildare, Carlow, King's County, Queen's County, Westmeath, and Kilkenny.

10374. How long have you been in that district?—I have had some of the unions for about seven or eight years, and the rest for a shorter time—nearly all for two years, and the Dublin unions I have had for between six and seven years.

10375. Are there workhouse schools in the seventeen unions?—There are schools in the seventeen workhouses, but there is generally more than one school in each.

10376. Are the boys and girls' schools separate?—The boys and girls are separate in the majority of instances. There are some few smaller unions in which the boys and girls receive instruction together during the hours of literary instruction.

10377. What number of children are there at the present time in the schools?—At the date of my last inspection the largest school was in the South Dublin Union, in which there were 550 children on the rolls and 483 in daily attendance. The Donaghmore Workhouse in Queen's County is the union in which there is the smallest school. At the time of my last inspection there were twenty-two children on the rolls there and sixteen in daily attendance. In that union all the children are instructed by the same teacher during the hours of secular instruction. There is not a schoolmaster and schoolmistress.

10378. Does the inspection of the schools form a part of the ordinary business of every Poor Law Inspector, or is it a special branch of duty confided only to a number of them?—It forms part of the duty of every Poor Law Inspector. They inspect the schools every six months, and make their report to the Poor Law Commissioners.

10379. How many of the schools in your seventeen unions are under the National Board?—Thirteen.

10380. Do the Inspectors of the National Board inspect each of those thirteen schools each year?—Yes.

10381. Are you present on those occasions?—Not as a general rule, but I have accidentally been present on two or three occasions for a short time.

10382. In what way are the reports of the Inspectors of the National Board brought under your notice?—The Secretaries of the National Board report to the

July 7, 1868.

Henry Robinson, esq.

Boards of Guardians the result of the inspection of their own Inspectors.

10383. How do you become acquainted with the contents of the reports?—They are recorded in the minutes of the Boards of Guardians, and those minutes are forwarded to the Poor Law Commissioners every week, and they are seen by the Poor Law Inspectors.

10384. Do you consider it a part of your duty to make yourself acquainted with the contents of the reports of the Inspectors of the National Board?—It is my duty to satisfy myself that the schools are well conducted, and in good order. That I do by personal examination, and I also look at the reports of the Inspectors of the National Board.

10385. Do those reports contain suggestions as to the improvement of the schools?—Occasionally they do.

10386. What amount of weight do the guardians attach to the reports of the National Board Inspectors?—If the report is unfavourable as to the state of the school they generally take notice of it by communicating with the teacher.

10387. Are the teachers in those thirteen schools classified as teachers under the National Board?—I believe they all are. The majority are certainly.

10388. How are the salaries of the workhouse schoolmasters fixed?—They are named in the first instance by the Boards of Guardians, and every salary must be sanctioned by the Poor Law Commissioners.

10389. Are the salaries sufficient?—In the majority of cases I think they are. I can tell the salary in each union in my district. The highest amount paid to any schoolmaster in my district is £50, and the lowest £20. The average is £31, exclusive of rations and apartments. They are found in everything. The highest amount of salary paid to a schoolmistress in my district is £35, and the lowest £15, the average being £22, with rations and apartments.

10390. Have the Poor Law Commissioners power to increase the salaries above the amount named by the guardians if they please?—The Poor Law Commissioners have power to regulate the salaries. I do not know of any instance in which they have, by order, fixed it.

10391. Are the North and South Dublin Unions in your district?—Yes.

10392. Have you any other district schools?—The North and South Dublin Union schools are not formed into what is termed in the Act of Parliament "District Schools." They are separate schools. We understand by "District Schools" two or more unions combined in one.

10393. Are there any unions that have combined for school purposes in your district?—Not at present, my lord.

10394. Has the number of the children varied much in your unions within the last three years?—Not very much. Very little indeed.

10395. Have the Poor Law Commissioners any power to insist on the maintenance of an adequate number of assistants or monitors in the workhouse schools?—The Poor Law Commissioners' general orders are that the guardians must appoint a schoolmaster and schoolmistress with such other assistants as may be deemed necessary, subject to their approval.

10396. Do you consider that in your district there are a sufficient number of monitors or assistants in the different schools?—I do at present; it would be my duty to report if I did not consider so, and I have done so in some instances, and assistants have been appointed.

10397. As the consequence of your reports have the defects been remedied?—Yes.

10398. Have the Poor Law Commissioners had much difficulty with the guardians in obtaining any necessary increase in the teaching staff?—Not very much difficulty; I know of one instance of late in which they had some difficulty in inducing the Board to appoint another teacher, but it has been done now.

10399. What are the arrangements with regard to religious instruction in workhouse schools?—The arrangements vary. The principle is that every child is to be brought up in the religion in which it is registered, and care is taken that that is done; in some of the schools there are teachers of different religious denominations, and in those cases the teachers take charge of the religious instruction of the children of their own denomination. In cases where there are not teachers of different denominations, the children who are of a different religious creed from that of the teacher only receive secular or literary instruction from the teacher. In the South Dublin Workhouse the Protestant and Roman Catholic schools are entirely distinct; there the Protestant teachers have charge both of the secular and religious instruction. In the North Dublin schools, one of the assistants in each school is a Protestant; the children receive secular instruction together, and the assistant in each school takes charge of the religious education. The arrangements vary according to the circumstances of each union.

10400. In the country unions what is the system?—In some unions the Board of Guardians arrange that one teacher shall be of one denomination and another of another denomination; in that way suppose the schoolmaster is a Protestant and the schoolmistress a Roman Catholic, the schoolmaster would instruct all the boys during secular instruction, and the schoolmistress the girls, and the different denominations would be separated during the hours of religious instruction.

10401. In those schools that are not under the National Board, what system do you adopt as to the hour for religious instruction?—The hours vary; the rule is that three hours shall be set apart during the day for literary and religious instruction. The guardians arrange what hour is most convenient.

10402. Is there a Protestant chaplain and a Roman Catholic chaplain in each of the workhouses under your inspection?—Yes.

10403. Do they attend at stated times to give religious instruction?—They are bound by the Poor Law Commissioners' regulations to examine the children once in each month, and to make a report in the Chaplains' Book.

10404. Does that book come before you on your visits?—Yes.

10405. Are the visits of the chaplains carried out regularly?—I believe the chaplains all examine the children frequently. In some cases I have had to remark that the reports of the chaplains were not made with sufficient regularity.

10406. What proportion of the children get into the higher classes?—The 3rd and 4th classes are generally the highest, and there is only a very small proportion in those classes, in consequence of the great youth of the majority of the children.

10407. Do you find that any of the children leave the workhouses without being able to read and write?—None who have been a sufficient time in the school to enable them to learn.

10408. Do you find that they retain that power if they come back again as adults?—We have very little opportunity of ascertaining when they come back again as adults, as the great proportion of them remain outside in employment.

10409. Have you any official communication with the Inspectors of the National Board with respect to the schools that you both inspect?—No.

10410. Do you find that the Guardians attach any weight to the inspection reports of the National Board Inspectors?—I have stated that they do.

10411. Do you know of any cases in which jealousy has arisen in consequence of the recommendations from those officers belonging to another department?—No, I am not aware of any.

10412. Do you think it would be desirable that some official communication should take place between the Poor Law Inspectors and the Inspectors of the National Board, so that the two Inspectors might work together, and harmonize with one another?—No, I don't think that is the least necessary. The Poor Law Inspectors make their reports solely on their own responsibility.

10413. With whom does the dismissal of a workhouse schoolmaster lie?—The Board of Guardians have the power in the first instance of suspending the schoolmaster or schoolmistress, if they think fit. The Poor

Law Commissioners have the power of removing any schoolmaster or schoolmistress of their own accord, with or without the consent of the Board of Guardians.

10414. Have any such dismissals by the Poor Law Commissioners taken place in your district within the last three years?—I am not able to say as regards the last three years; but they have frequently taken place in consequence of inefficiency. Great care is taken in the appointment of a teacher that an incompetent person is not appointed. If an inexperienced person is elected, he is always seen by the Inspector of the district, who examines him, and ascertains whether or not he is competent to take charge of the schools; and, therefore, competent teachers are appointed to the schools. If a school is not efficiently carried on, and the Poor Law Inspector reports on it, the Commissioners generally send a warning to the teacher that if the school is not improved on the next visit of the Inspector he will be removed. That warning is generally effectual; but if it is not, the teacher is removed.

10415. In what manner do you examine a schoolmaster?—I examine him in writing from dictation, arithmetic, and geography, to ascertain if he is fully competent to teach what the children have to learn in the school.

10416. Do you examine him also as to the practical manner in which he conducts his school?—I examine the children, and ascertain whether their progress has been satisfactory.

10417. What number of workhouse schools are there in Ireland?—There are 163 unions, and there are schools in each union, I believe.

10418. Supposing the inspection of the workhouse schools were made a separate department, would that afford full employment to one Inspector?—I think one Inspector could hardly examine all the schools in every six months, as they are examined at present.

10419. During the time you have been a Poor Law Inspector have you noticed any improvement in the literary qualification of the children on their coming into the workhouse?—They generally come in grossly ignorant of everything. It very rarely occurs that a child comes into a workhouse who has been before that in any school outside.

10420. Do many children come into the workhouse who are above ten years of age?—Yes, a good number. The majority are under that age, I think.

10421. Generally speaking have these children of ten years of age not been at a school before?—They are generally very ignorant, and have not been in any school.

10422. When children come in at the age of ten and above, does it generally happen that they do so on account of the father's death, or some other family casualty?—From circumstances of that sort or from the illness of the parent who will come into the workhouse and bring his child with him.

10423. Would your statement that the children coming into the workhouse have seldom been at any school beforehand apply as much to Dublin as to the country districts?—It applies everywhere so far as I have noticed.

10424. Have you had any official experience in any of the Irish-speaking districts?—I have been in districts in the West of Ireland, and in the South and North. I have been in every province in Ireland.

10425. Can you speak as to the increase of the knowledge of English among the Irish-speaking population?—I cannot give any information on that point.

10426. When examining schools in the Irish-speaking districts have you often met children who speak English with difficulty?—Very rarely. In fact, I don't remember any instance.

10427. In cases where masters have been dismissed by the Poor Law Board of their own authority, does it often happen that undue delay takes place with the Boards of Guardians in appointing new teachers?—No. I have not known of any such case.

10428. In some of the workhouse schools the difference between the number of children on the rolls and the average attendance appears large. Is that a point to which you pay much attention on inspection?—I find that where teachers have been employed outside under the National Board they sometimes carry into the workhouse the system carried on outside—that is of not striking a child off the roll until he has been three months out of the school. I consider that an error in reference to workhouse schools, and that the rule is only intended to apply to schools outside of the workhouse where the children attend only occasionally when their parents wish it. I endeavour to have the roll confined to children who are really in the workhouse. That accounts in many cases for the disparity to which your lordship refers.

10429. Do you consider that the attendance of the children in the workhouse schools is enforced with sufficient regularity?—Yes.

10430. Are there any of the schools under your inspection in which trades are taught except in the two Dublin unions?—They are taught in nearly all; where there are children of an age to learn trades or to receive instruction on the land, that instruction is always given. I have no union in my district in which the children are not employed either on the land or at trades.

10431. Take the case of the Donaghmore School, where there are only twenty-two children. What provision is there for teaching trades in that workhouse?—There is a schoolmistress there who gives secular instruction to the children. After the school-hours the boys are in charge of the workhouse master; and, on my last visit, I found eight of the boys—being in fact all the boys of an age to do anything—employed on the farm. There is land attached to each workhouse sufficient for the purpose of giving the boys an agricultural instruction.

10432. What is the population of Donaghmore Union?—It was 9,504 in 1861.

10433. What is the total number of inmates in the workhouse?—At the time of my last visit there were about eighty-four persons.

10434. Are the numbers in the workhouse, either of adults or children, exceptionally small in proportion to the population?—Yes. It is a very small union.

10435. What are the circumstances of the union?—The union was one of the new or additional unions formed during the time of famine. A part was taken from each of three neighbouring unions to form it.

10436. In what county is it?—Queen's county.

10437. How many of the workhouses are there in which the number of children on the rolls of the schools exceed 100?—I think nine.

10438. Are the schools in which the attendance exceeds 100, competently taught and managed?—Yes. It would be my duty to report if they were not, and steps would be taken to remove the teachers. I may mention that there are one or two schools of which within the last two years I have reported unfavourably, and in those cases the teachers were warned that if their schools were not in a more satisfactory state on my next visit they would be removed.

10439. Do the members of the Board of Guardians take much part in the management of the schools?—In some unions they take considerable interest in the management of the schools, and in others not quite so much.

10440. Do you find in those cases where the guardians take much interest in the management of the schools, that the schools are more efficient?—I think it makes the teacher have more interest, and it is certainly a great advantage to the school.

10441. Have you had many cases in which you had to adjust religious difficulties that had arisen in the schools?—Not difficulties that had arisen in the schools. Cases often arise as to the religious registry of paupers, and of children, and communications are made direct to the Poor Law Commissioners from the Board of Guardians.

10442. Do you refer in your last answer to cases in which questions have arisen as to what was the religion of a deceased parent?—Yes, and as to what religion a child ought to be educated in.

10443. Is there any law on that subject?—Yes; the 49th section of the "Poor Relief Act" provides—

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"That no order of the Commissioners nor any bye-law shall oblige any inmate of any workhouse to attend or be present at any religious service which may be celebrated in a mode contrary to the religious principles of such inmate; nor shall authorize the education of any child in such workhouse in any religious creed other than that professed by the parents or surviving parent of such child, and to which such parents or parent shall object, or in the case of an orphan, to which the guardian or guardians, godfather or godmother, of such orphan shall object."

There is a further provision in an Act passed in the year 1862. It is the 25th and 26th Victoria, chap. 83, the 11th section of which provides—

"Whereas by the Act of the second year of the reign of Her Majesty, intituled 'An Act for the more effectual Relief of the Destitute Poor in Ireland,' it is provided that no order of the Commissioners, nor any bye-law, shall authorize the education of any child in a workhouse in any religious creed other than that professed by the parents or parent of the child, and to which such parents or parent shall object, and in the case of an orphan to which the guardian or guardians, godfather or godmother, shall object; but no such provision is made for the case of a child not being an orphan, the religion of whose parents or parent is unknown. Be it enacted, that in every such last-mentioned case the guardian or guardians, godfather or godmother, of the child, shall have the like power to object as the parents or parent of a child would have if living, or as the guardian or guardians, godfather or godmother, would have in the case of an orphan."

10444. Do I understand you to say that the educational staff in workhouses is sufficient?—In my district it is.

10445. In the South Dublin Union what is the number of children in the Protestant school?—At the time of my last inspection there were eighteen boys in the boys' Protestant school, and twenty-eight children in the girls' Protestant school. In the girls' school, girls over seven, and children of both sexes under seven, were placed.

10446. What is the teaching staff in these two schools?—There is one schoolmaster and one schoolmistress for the two schools I have named.

10447. What is the teaching staff in the Roman Catholic schools?—In one of the Roman Catholic schools there were eighty-three boys on the roll and eighty in daily attendance. In the other there were 105 boys on the roll, and ninety-three in daily attendance. In one of the girls' schools there were fifty-two girls on the roll, and forty-eight in daily attendance, in another there were sixty-seven on the rolls, and sixty-one in daily attendance, and in the other there were seventy-seven on the rolls, and sixty-four in daily attendance.

10448. Are the two boys' schools, and the girls' schools in the same building?—They are within the same bounds, but not in the same building. There is also in that union an infant school which I did not mention, and in which there were ninety-seven children.

10449. For what reason have the Roman Catholic children been subdivided in that manner?—The Board of Guardians, in the year 1853, took their schools from under the National Board, and then they formed the schools as they are at present. That was long before I had charge of the Union.

10450. What was the reason for subdividing the Roman Catholic boys into two schools?—Because there are more children in the workhouse than can be accommodated in one school, and the Board of Guardians wish each teacher to have an independent charge of his or her own, in place of having one head and two assistants in each.

10451. Do you consider that the schools in that way, averaging sixty scholars in each, are more manageable than if there was one single school?—I think the numbers are so very large in the South Dublin Union that the present arrangement is good, and it works well. The schools are very well conducted and efficiently taught.

10452. Have the number of Protestants very much diminished of late years?—They have not altered much since I had charge of the union. The girls have rather decreased in number.

10453. When the attendance in the Protestant school is so small as you mention, do you consider it efficient?—They are very efficiently managed. I had to make an unfavourable report on one of them, but some reasons were given to account for it.

10454. Are the girls from the Dublin workhouses taken into service freely when old enough to leave?—They are taken very freely throughout the unions generally—perhaps not quite so young from the Dublin workhouses as from others.

10455. Do you find any prejudice existing in any part of the country against girls from the workhouses?—No; I do not know of it. I have known of it existing, but at present I do not think there is much prejudice against them, and certainly not in the country unions.

10456. Do the boys generally get places when they leave the workhouse?—They do. I have obtained some information respecting that point. I have ascertained from seven or eight of the largest unions in my district, including the two Dublin unions, the number of children educated in the workhouse schools and taken out to trades or other employment during the three years ending the 25th of March last. I do not refer to children whose parents left the workhouse and took them with them, but to those who were hired out to service from the schools. I have ascertained also the number of those who had returned to the workhouse, and were there on the 1st of last month, and I find that of the number so hired out 86 per cent were remaining out, and were probably in employment, only fourteen per cent. of those so hired out having returned and being in the workhouse on the 1st of June.

10457. Do you not give the total number of children in your seventeen workhouses?—Not the total number in the workhouses. The infants would be included in the total numbers.

10458. Rev. Dr. *Wilson.*—State the average age of those so hired out for the three years?—The return was intended to represent children educated in the schools, and who left under eighteen; but I suspect the majority of them were from twelve to fourteen years of age.

10459. Mr. *Sullivan.*—Does the return state how many were born in the workhouse?—It does not state that.

10460. Can you give us that table?—Certainly.

Unions.	Number of Young Persons under seventeen years of age, who having been educated in the Workhouse Schools, left the Workhouse and obtained employment as Servants, or at Trades, in the three years ended March 25, 1868.			Number of those who having so obtained employment in the three years named, returned to the Workhouse and were inmates on June 1, 1868.			Number of those who having so returned from employment, and being inmates on June 1, 1868, were unable to work from illness.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Dublin, North,	34	75	109	2	8	10	1	5	6
Dublin, South,	29	86	115	5	33	38	1	2	3
Mullingar,	34	32	66	2	5	7	–	3	3
Abbeyleix,	15	13	28	–	–	–	–	–	–
Carlow,	35	39	74	4	3	7	2	–	2
Celbridge,	12	11	23	2	3	5	–	–	–
Mountmellick,	40	34	74	2	2	4	2	2	4
Tullamore,	27	21	48	1	2	3	–	–	–
Total,	226	311	537	18	56	74	6	12	18

10461. Mr. *Waldron.*—Does it not include all?—There was some difficulty in obtaining the information, and I took the unions that I thought would afford information applicable to the whole district.

10462. Mr. *Sullivan.*—Does it include the two large Dublin unions?—Yes.

10463. Mr. *Waldron.*—How many were there in that?—There were eight.

10464. Mr. *Gibson.*—Of the 163 unions in Ireland how many have their schools in connexion with the National Board?—I cannot say the number, but I know the great majority have.

10465. Do the Poor Law Guardians stand in the same relation to the National Board as the patrons of any ordinary school?—Yes, I imagine so.

10466. Have the teachers of these Poor Law Union schools any other duties to discharge in the workhouse than the mere teaching of the children?—At present they have no duties to discharge beyond seeing the children clean and washed, and their wards kept in order. They have nothing to do with reference to the general management of the house. With reference to the former question as to whether the Poor Law Guardians stood in the position of patrons of the schools, I don't know whether I made myself clear. The National Board have no legal authority over the schools in the workhouses; and how far the National Board may have authority over the patrons of a school I am not able to say.

10467. The *Chairman.*—Do the workhouse schools under the National Board receive any pecuniary advantage from the National Board?—The books are given at half-price, and the teachers occasionally receive gratuities.

10468. But the salary is paid by the Guardians?—Yes, by the Guardians. At present it is by the Government.

10469. Mr. *Gibson.*—Do not the classified teachers in connexion with the Board, and appointed by the Guardians, receive their class salary as well?—No. They receive the pay fixed by the Board of Guardians and the Poor Law Commissioners, and occasionally they receive a gratuity.

10470. You stated that the South Dublin Union withdrew from its connexion with the National Board. May I ask what were the circumstances which led to that?—The circumstances were not connected with anything that occurred in the workhouse. I only know of it from having seen papers on the subject, and I imagine that it occurred from events that had occurred outside at the time, and had nothing to say to any communications between the National Board and the Board of Guardians with reference to the workhouse schools.

10471. In the South Dublin Union the schools are purely denominational?—They are.

10472. You mentioned that in all the unions in Ireland there is a farm attached to the workhouse?—In my district that is the case.

10473. And you stated that instruction was given to the lads in agriculture. Is there any special instruction given to them, or is the instruction they receive merely the labouring on the land?—In two or three unions there is a special officer appointed as an agriculturist. Each of the Dublin unions has an agriculturist whose duty it is to give the boys agricultural instruction.

10474. May I ask what the extent of the instruction is?—They are made to work as far as they are able, after school hours, on the land, and taught to use the implements so far as they are able.

10475. Is that instruction any more than would be necessary for mere farm labourers?—Yes, it would suit them for market gardeners, because the grounds are more like market gardens than like farms.

10476. Master *Brooke.*—You say the attendance of the children at the schools is compulsory?—Yes.

10477. How comes it there is so great a difference between the numbers on the rolls, and those in daily attendance. In the South Dublin Union the difference is so much as sixty-seven?—Many of those children may have been in hospital. A child remains on the roll when he goes to hospital, and a number of small children may come in with cutaneous diseases, and may remain in hospital while at the same time on the rolls of the school.

10478. Then these are the cases of sick children and those who have been left on the roll improperly after being removed from the workhouse?—That is not the case in the South Dublin Union, for they are not left on the roll after leaving the workhouse.

10479. Well, do you think there were so many as sixty-seven children in hospital?—I think that the great majority, and probably nearly all those were in hospital, suffering from trifling complaints.

10480. What are the four unions under your charge which are not in connexion with the National Board?—Abbeyleix, in Queen's county; Ballinglass, in county Wicklow; Carlow, and the South Dublin.

10481. The *Chairman.*—In those three country unions what training have the masters had, or where did they come from?—The master in Carlow Union was, I believe, classed under the National Board, but I am not quite certain. I cannot say from memory what training the others had.

10482. Master *Brooke.*—Do you generally concur in the conclusions contained in the reports of the Inspectors of the National Board that are forwarded to you from the Poor Law office?—Generally.

10483. Do you find them valuable documents?—I find them useful certainly.

10484. You said there was a very small proportion of the children in the third and fourth classes. Can you state with any exactness what the proportion is?—I can state from my notes of the last inspection as to any union you would name.

10485. Suppose you take the South Dublin Union, which you say is very well conducted?—The schools are arranged in the South Dublin Union so that the senior children of each sex should be in one school by themselves to facilitate giving industrial education, and it would be necessary to add together the numbers of each class in all the schools to give the information.

10486. It is not there as in the country schools, where the children are carried off to labour to relieve the parents or assist the pecuniary wants of the family?—The reason is this, that the children, as soon as they are able to learn the letters, are put into the school of the workhouse, and the great majority of them being under ten or twelve years, and ranging from two and a half to three, are not consequently of an age to be in the higher classes. Those that I have mentioned as being on the roll and attending at schools are children always varying from three years upwards.

10487. Why do they leave the workhouse when they come to ten years of age?—They do not go at ten, but at twelve or thirteen, when they can get employment outside. Many of them are taken out to service. It is entirely in consequence of the youth of the children in the schools that the majority are in the junior classes.

10488. Are there a number of illegitimate children in the schools?—A great number.

10489. How are they dealt with in regard to being taken out to labour?—They are taken out when over twelve years of age by farmers, or as farm servants.

10490. Is that done by the workhouse authorities?—The Board of Guardians may prevent a child, who is in the house without his parent, being sent out, if they think fit. They have the control the parent would have, if in the house; but they are allowed to go out to service from twelve to fourteen years of age, when the guardians are perfectly satisfied that the employer is a proper person with whom to place the child.

10491. Is that control exercised by the guardians?—I know it is.

10492.—Mr. *Waldron.*—Is it not the practice of Boards of Guardians to direct their relieving officers to inquire into the character of persons applying for children?—Yes, and to visit the children afterwards.

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10493. Master *Brooke.*—Is it an object with the guardians to detain the children in the workhouses before going out to employments, in order that they may complete their education?—If a child is twelve or fourteen years of age, and that a good place offers for that child, the Boards of Guardians usually allow the child out.

10494. Before they could read properly?—There are very few in the workhouses who have attained to twelve or fourteen years of age, and have been for any length of time in the workhouses, who cannot read fluently.

10495. But a child in the second class is not likely to be able to read?—I do not think any child would be in the second class at that age who had been sufficiently long in the workhouse school.

10496. But then you began by saying a very small proportion were in the third and fourth classes?—I say the children hired out between twelve and fourteen years of age would probably be in the third and fourth classes when hired out.

10497. But if there is a very small proportion in the third and fourth classes?—Perhaps I was wrong in saying a very small proportion. Small would be a better word.

10498. A small proportion know how to read fluently?—Oh no; I say all who are in the third and fourth classes can read fluently, and it is generally from those classes that the children are hired out; and the children, before they are hired out, if they have been sufficiently long in the workhouse to attain to that age, are in the third and fourth classes.

10499. Rev. Dr. *Wilson.*—Can you furnish the Commission with a statement as to the number of children under fifteen years of age in the workhouses of Ireland, specifying their religious denominations by provinces and counties?—The Poor Law Commissioners can.

10500. You can obtain such a return from them?—I can apply for it.

10501. You have stated that if the District Inspector is not satisfied with the teacher of the workhouse school he makes a statement of his opinion to the Board of Guardians?—Are you talking of an Inspector under the National Board?

10502. Yes?—The District Inspector under the National Board reports to his own Commissioners, the National Education Commissioners, his opinion of the school. That is communicated to the Board of Guardians. I was asked what action the Board of Guardians take upon such a report, and that was my observation, that the Board of Guardians would sometimes deal with the teacher.

10503. Do you find generally that the guardians are really interested in obtaining superior teachers for these schools?—They are, certainly, in the great majority of instances.

10504. When an inferior teacher is appointed or when it is reported to them that the teacher is not efficient—what would be the action of the Board of Guardians?—The Board of Guardians generally communicate the report to the teacher; it is quite competent for the Board of Guardians if they are not satisfied with the teacher to suspend that teacher.

10505. If there is not a sufficient teaching staff, I think you have said that the Board of Guardians must appoint such a staff. Do you find them generally willing to do so?—Generally.

10506. You have referred to some chaplains whose reports are not made with sufficient regularity?—I have.

10507. Does that apply to all classes of chaplains?—I have had to notice it in both cases.

10508. Do you think that the chaplains really give *bonâ fide* attention to the secular and religious instruction in the schools in connexion with the workhouses?—I think they do generally. It varies very much in different places; but they generally examine them once a month.

10509. How are the teachers appointed by the Boards of Guardians?—Boards of Guardians are obliged to advertise for every teacher appointed. When the appointment is made then by the Board of Guardians queries are sent down by the Poor Law Commissioners to the Board, and those queries have to be answered, respecting the teacher. They refer to many points, such as salary, age, and many others. There is a question as to what qualifications the teacher possesses for the office. If, as I said before, it appears from the answers to these queries, for the correctness of which answers the Clerk of the Union is responsible as well as the teacher—if it appears that the person has either been trained as a teacher or been employed before as a teacher, and produces good certificates of competency, and if there appears to be no other objection to it, the appointment is sanctioned. If there is no such evidence of competency, I always, in my district, examine the teacher myself.

10510. Is there a keen competition from time to time?—Yes; there are several candidates generally for every appointment.

10511. And I suppose the appointment is often made by the vote of the Board of Guardians?—Constantly.

10512. Do you find generally, in your opinion, that the best qualified candidate is the successful one?—I think in the majority of cases he is.

10513. Sometime since it was stated with regard to those schools that the teachers were not of a very excellent class;—of 206 teachers examined as to their literary acquirements and method of teaching only 30 had been trained at the Normal Establishment of the Board, 68 were well qualified, and all the others inferior in their attainments. Do you think such a state of things exists now?—No, I do not. I rather think that that statement was disputed at the time it was made.

10514. Are the schools generally fairly supplied with school requisites?—They are.

10515. Would this statement apply to your schools at present:—"In at least one-half of the schools there was an inadequate supply of furniture, books, and apparatus"?—Certainly not.

10516. With the exception of the case referred to is instruction given to the children of the different denominations together—I refer to their literary instruction?—Secular instruction is given together in every union except the South Dublin Union.

10517. And separate religious instruction?—And separate religious instruction.

10518. You have already stated the age at which children are found in these schools. Are there any so young as two and a half years on the roll?—Between two and a half and three. The rule is whenever they are fit to learn anything—able to learn their letters even.

10519. And what is the highest age at which they generally leave school?—Fifteen is the legal age, but in the Dublin unions I find that if children do not obtain service before arriving at that age they are generally allowed to remain in the school till they obtain situations. For instance, they may remain up to sixteen and still not be transferred.

10520. Would a youth be allowed to remain up to nineteen in school?—I have known them to remain up to sixteen or seventeen.

10521. And girls?—And girls. But I think that is exclusively confined to Dublin, for they obtain service earlier in the country, and there are very few such cases. In the few cases in which they have not obtained service they are allowed to have the benefit of education in the house.

10522. Mr. *Waldron.*—Those are children mostly born in the house, or admitted at a very early age?—They may or may not. If any of those children go out and come in after fifteen they are not allowed into the school, except in very exceptional cases.

10523. Rev. Dr. *Wilson.*—Do the Inspectors of the National schools visit these schools in the ordinary course as they do the ordinary National schools under the Board?—I believe so.

10524. Do you find that the Inspectors are generally satisfied with the attention paid by the Boards of

Guardians to the instruction given in the schools?—The Inspectors always report as to the state of the schools, and the qualifications of the teachers. In addition to the reports they make to the National Education Commissioners, they leave behind them observations as to the answering in each class, which are always open to the Board of Guardians to see, if they wish to do so, and which are open to me to see.

10525. From coming in contact with them, what is your experience of their opinion of the manner in which their suggestions are treated by the Boards of Guardians?—I have no means of knowing it except from their written reports.

10526. What, may I ask, is the nature and extent of your own examination of these schools?—I am bound to send in a tabular statement to the Poor Law Commissioners at each half-yearly report of the workhouses, which is the same time that I make the half-yearly report of the school, stating the number of children on the roll, the extreme ages of the children, the average number in attendance, the number of monitors—that is, assistants—appointed, the quantity of land available for cultivation, the quantity of land cultivated by the boys, the number of boys receiving agricultural instruction, the number of boys receiving instruction in trades, the number of girls receiving industrial training, specifying its nature, and the number of paid officers employed in the industrial education of the boys and girls. In addition to the tabular statement, I examine the senior classes of the school, and satisfy myself in that way whether the school is properly conducted or not.

10527. But you do not, I presume, systematically examine all the classes?—I usually examine the two or three senior classes, to satisfy myself. But the little children, three years old, I do not.

10528. What length of time would you think of spending in a school such as the one named with 550 children on the roll, examining them in literary attainments?—I give up between two and three days generally to each of the examinations of the schools in the South Dublin Union. I do not mean to say the whole of the day, but I generally give three days up to it, taking two or three hours each day.

10529. That is an examination in the literary department?—In the literary department.

10530. The *Chairman.*—Can you put in a form of the queries that you fill up in your return of workhouse schools?—I can put in a form of report which we make as to numbers on each half-yearly inspection of the school; and in addition to giving the information required in this report as to numbers, I have to report as to the general condition of the school, and the attainments of the children and their progress.

10531. The witness here handed in the following form:—

[B.] UNION.

SUPPLEMENTAL REPORT ON WORKHOUSE SCHOOLS.

Number of Children on the Roll of each School.			Extreme Ages of the Children in each School.						Average Total Number in Attendance during the week preceding the date of the Report.			Number of Monitors employed in each School.		
			Boys.		Girls.		Infants.							
Boys.	Girls.	Infants.	Age of oldest Boy.	Age of youngest Boy.	Age of oldest Girl.	Age of youngest Girl.	Age of oldest Child.	Age of youngest Child.	Boys.	Girls.	Infants.	Boys' School.	Girls' School.	Infants' School.

Nature and Extent of Industrial Employment and Instruction.

Quantity of Land available for Cultivation. A. R. P.	Quantity of Land wholly or partially Cultivated by Boys. A. R. P.	Number of Boys under 15 years of age receiving Agricultural instruction.	Number of Boys under 15 years of age receiving instruction in Trades; specifying the Trades, and the number of Boys receiving instruction in each.	Number of Girls under 15 years of age receiving Industrial Training, specifying its nature.	Number of Paid Officers and Master Tradesmen employed in superintending the Industrial employment or instruction.

Date,

10532. Rev. Mr. *Cowie.*—Do you think, Mr. Robinson, that the education of the pauper children is in a satisfactory condition in Ireland?—I think the literary education that they receive, in many instances, is more than they require for their position in life; but still it is an advantage to them to receive it.

10533. Do you consider the system of the National Board suitable for pauper children—that is, the gradation of books, and the whole of the system?—Yes; very suitable in reference to books and classification.

10534. You think it is?—I do.

10535. Can you suggest any improvement that you would like to see in your schools?—I can suggest no improvement in reference to the literary instruction of the children. The industrial instruction is constantly

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receiving our attention from the greater difficulty that there is of giving children—girls especially—an industrial education.

10536. Have you any remark to make about the religious instruction of the children?—No, I have not.

10537. Then under the three heads of secular, industrial, and religious instruction you think that the children are fairly provided for?—I do.

10538. Is there any way in which in a workhouse school a pecuniary advantage can be secured by a teacher who is zealous as compared with one who merely does his duty mechanically?—At present in the schools connected with the National Board the teachers do receive from the National Board some gratuities. I think that when judiciously carried out it is a great advantage. It stimulates them.

10539. Is it a sufficient stimulus?—I think it is a great stimulus. I find also that my own half-yearly reports on the condition of the schools are looked forward to with much interest by the teachers, and that they are gratified or otherwise if the report is favourable or otherwise.

10540. Are the salaries sufficient to retain the best teachers?—In the majority of cases the salaries are sufficient. It must be borne in mind that in addition to what I have named as the salaries paid in my district they receive rations, they receive apartments, their washing is done, they receive the services of the paupers of the house—in fact they have nothing to pay for but their own clothing.

10541. Do you consider that they are better off than teachers of National schools outside the workhouse?—I am not aware what salaries they receive outside the workhouse.

10542. Have the children free intercourse with the adult paupers?—No, certainly not. I should say their mothers are allowed to see them at reasonable times.

10543. Have you read Mr. Carleton Tuffnell's report on the morality of the young females leaving English workhouses?—I cannot bring it to my mind. I may have done so, but I do not remember it.

10544. Does your experience lead you to form any conclusion as to the moral character and steadiness of females leaving workhouses, as compared with the rest of the population?—I think that the state of the morality of those who are educated in the workhouse schools and brought up there is not different from that of persons outside; it is not bad.

10545. You have already mentioned some evidence that you have of the success of the efforts to bring up these poor children as useful citizens?—I have.

10546. Does that apply to lads or to girls?—It applies to both. I was examined on the same subject before a Committee of the House of Commons in the year 1861, and I have a note of the statement I made then, if the Commissioners would like to hear it. I was asked "Do your children generally remain in the situations to which they are sent, or do they return to the workhouse?' My answer was, "Only a very small proportion return. I have obtained from the workhouse masters in my district a return of the number of children hired from the workhouses during the last year, ending 25th March: 393 was the number hired out during the year; 71 returned, and are now in the workhouses; 45 returned, but again went out to situations; 277 never returned at all. In other words, 82 per cent. of those hired out of the workhouses are now out of the workhouses, earning their own maintenance, while of the remainder many are only waiting till they can obtain situations. At the end of the year 1854, the Commissioners obtained returns from different unions, showing the number of persons between the ages of 12 and 18 who were discharged from the workhouses in the six years previous; and during these six years in my 22 unions"—(I had 22 in my charge then)—"19,510 persons were so discharged. Last year, on the 31st of December, returns were called for, showing the number of those who had returned and were in the workhouse on that day, and the result was, that of the 19,510 young persons referred to, only 137 had returned to the same workhouses, and were inmates of them on the 31st of December last. Of those, 63 were admitted suffering from mental or bodily defect or sickness; 31 had returned from destitution arising from want of employment; and only 43 had returned whose destitution appeared to have resulted from their own misconduct; while of those 43, only 5 had been educated in the workhouse."

10547. That referred both to males and females?—Both to males and females.

10548. Do the Guardians or the Poor Law Commissioners encourage emigration, or give any facilities for it?—The Guardians have not of late years emigrated persons in masses. They assist to emigrate several persons whose relations are gone, and who wish to join them, or who have obtained partial aid themselves towards emigrating.

10549. Then we may consider that the majority of those children who left the workhouse after their education there, were employed still in the country?—I should say certainly; the great majority.

10550. Mr. *Waldron*.—Mr. Robinson, can you tell us, excluding the two Dublin Union Workhouses, what the average quantity of land attached to the workhouses in your district is?—The largest farm attached to any of them is in Shillelagh Union, where there are twenty-five statute acres. The smallest appears to be in Mountmellick, where there is less than two acres.

10551. Now, the children are taught agriculture in all these?—They are employed on the ground in nearly all.

10552. I suppose they are taught the Agricultural Class-book in the school?—In some cases they are. I think chiefly where there is an agriculturist appointed to instruct them.

10553. Then in those cases under whose charge are they when they are practically being taught agriculture on the land?—The schoolmasters, where there is one, and where there is no agriculturist; and if, as happens in a few unions, there is so small a school that there is no schoolmaster, and that the children are instructed by the schoolmistress, the workhouse master is responsible for the charge of the boys after school hours.

10554. Whilst they are on the land?—Whilst they are on the land.

10555. Then we are to understand that where there is an agriculturist the children are taught agriculture by the schoolmaster in the school, and taught the practice of it on the land by the agriculturist?—In some cases they receive agricultural instruction in the schoolroom.

10556 And where there is no agriculturist the schoolmaster teaches them in the school first and afterwards on the land?—He gives them literary instruction in the school.

10557. I am talking of agricultural instruction now?—I cannot answer that point as to whether they give them instruction from the agricultural book.

10558. But in your inspection does not it come under your notice whether they are taught in the Agricultural Class-book or not?—I ascertain whether the boys receive instruction on the land. I have not made it a point to ascertain whether they have received agricultural instruction in the schoolroom.

10559. I thought I understood you to say there were some cases?—There are some cases in which I happen to know they are, but I cannot say that I know it in all.

10560. Mr. *Sullivan*.—Is there a very considerable fluctuation in the numbers of boys and girls in the workhouses?—Not, taking one year with another. But there is a considerable fluctuation in some unions, especially the rural unions, between the summer and winter, where parents go out, and consequently take their children with them.

10561. Then do the same children come back again?—In many cases the same children come back again at the end of the summer. In some cases children who have been taken out for service come back, but that is not so frequent as when they go out with their parents.

10562. Then practically the children in the work-

house schools remain in them for a considerable time?—At a particular period of the year?

10563. I speak of the whole of the year—do they not generally remain for several years?—A certain class do—orphans and deserted children. But whether children remain in the house depends almost entirely on whether their parents go out. When a parent goes out he takes his child with him.

10564. Is there any means of ascertaining what is the relative proportion of those who are only casually in the workhouse and therefore only casually at school, and those who may be considered permanent pupils of the school?—There would be no difficulty in obtaining that from the teacher of each school.

10565. Because I see by a return of the Education Commissioners in their report for 1866, page 24, that the number on the rolls of the workhouse schools was 17,139, while the average daily attendance was 8,674. That was in 145 schools?—I think I stated before, that in some workhouse schools the teachers, following the practice outside, retain children's names upon the rolls for three months after they leave the workhouse, and that I consider that that is a mistake, and that I endeavoured to have that mistake remedied in all the unions that I had anything to do with.

10566. But still that is given for 145 schools—and the minimum number is over 12,000, according to the Poor Law Reports for the year 1865?—This return of the Education Commissioners states the number of "distinct pupils" on the rolls for the year ending 1866, and I imagine that includes every child admitted though discharged afterwards; it is not the average daily number on the roll.

10567. They give an average daily attendance of 8,674?—Yes; but this return includes all who were at the commencement of the year on the roll, and all admitted since though they may have been discharged.

10568. But still there is a great difference between the total number on the roll, and the number in average daily attendance?—There is a great difficulty, in my mind, in comparing the total number who have been at any time during the year in the school, and the daily average attendance. I have always compared the average daily number upon the rolls, with the average daily attendance.

10569. Is there not a great difference between them?—The average daily number upon the rolls would be very much less than the average distinct number of persons received into the school.

10570. According the Poor Law returns the maximum number of children under fifteen is over 16,000—in fact very nearly 17,000?—But that includes infants.

10571. Nearly 17,000 is the maximum; the minimum is over 12,000; that is during the whole year ending 16th February, 1867, the number of children under 15, including, of course, infants, did not fall below 12,000, and rose up to nearly 17,000, and that total number would only be represented by 8,674 school-going children?—Yes; 8,674 represented the attendance only in 145 schools.

10572. What would the difference between the maximum number of nearly 17,000 and the 8,674 consist of—that is, the difference between the daily average attendance and the maximum number of the children in the year?—This return, if I understand it, includes every child put upon the roll. In this report which I have just been given every person received into the school during the year, and the last column refers only to the average daily attendance; and therefore many of those children may have gone out in the autumn and come in again before Christmas.

10573. Still, allowing for a very large number doing that, is not the number of children in average daily attendance at school, compared with the maximum and minimum numbers of children in the year in the workhouse very small, the maximum being very near 17,000, and the minimum over 12,000?—The average daily attendance depends entirely on the number of children in the workhouse, because, as a general rule, it may be understood that every child from three or four years of age up to fifteen who is able to be at school, is at school; and they do attend school, and have to attend school, and therefore if you add the number who are sick to those who are in average daily attendance it will show the total number who are in the workhouse of an age to attend school.

10574. Then this return, giving the numbers in average daily attendance in 145 workhouse schools, shows that a very considerable number go out with their parents?—Certainly; and that fluctuation causes the difference between the total number and the average daily attendance.

10575. And can there be no means suggested for providing that those children shall go to school somewhere?—The Poor Law Commissioners have no control over them when they leave the workhouse.

10576. Mr. *Waldron.*—In fact, if a parent comes in for a day or two, the children, if old enough, are sent to school?—Certainly.

10577. And the moment the parent goes out the child goes with him?—The child goes with him, certainly—under fifteen.

10578. Mr. *Sullivan.*—Then, they receive no practical instruction at all?—Oh, yes; they receive instruction all the time they are in the workhouse if not in hospital.

10579. Yes, but the time of instruction must be very limited, when you find only 8,674 in average daily attendance out of very nearly 17,000 children on the rolls of the school?—It shows that the children in the schools fluctuate considerably.

10580. The *Chairman.*—Have you any knowledge one way or other whether those children attend schools or not during the time they are out of the workhouse?—No, I have no knowledge on that point.

10581. Mr. *Sullivan.*—Who superintends the children, in the dormitories, under fifteen?—That depends on circumstances. The schoolmaster and schoolmistress and matron of the workhouse see that the dormitories are properly cleaned; that the linen is sufficiently changed. In some cases, like the Dublin unions, they have special officers, called superintendents. In the South Dublin Union there is a special officer in charge of that department, who is an assistant to the matron.

10582. Does she sleep in the wards?—She sleeps in the school building; they are divided into a great number of wards.

10583. Is there any general superintendence whatever in the evening as to how they conduct themselves?—The schoolmaster and schoolmistress have always charge of the children out of school hours as well as in school hours.

10584. In the industrial classes do the children get any money premiums, or is any sum of money laid by for them?—There is no sum of money laid by to be given them when they go out, but the guardians are allowed to give them prizes if they wish to do so, and in some cases they do.

10585. But no money is laid by for them as a prize when they go out?—No.

10586. If a teacher in a workhouse school who happens to be in the second class under the National Board studies as he may now do and gets first class by examination, would that improve his position with the Board of Guardians—would they give him any increase of salary?—It occasionally happens that the Board of Guardians increases the salary of a teacher from efficiency and long service, that is one of the causes; but I do not think that the mere fact of a rise in class would induce them to do so; I have never known it to occur.

10587. Then there is no inducement to a teacher to improve his classification by further study under the present system?—No financial inducement.

10588. Mr. *Waldron.*—He receives gratuities?—He receives gratuities from the National Board if the school is connected with the National Board—or, if he were looking for another situation outside, it would be a decided advantage to him.

10589. The *Chairman.*—How many gratuities were given in your thirteen unions under the National Board last year?—I cannot answer that at present, my lord.

10590. Mr. *Sullivan.*—What effect has the Par-

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liamentary grant had upon the teachers' salaries?—This is the first year, I believe, of the Parliamentary grant; I do not think it has had any material effect yet. One or two additional teachers have been appointed in my district, but I think they would have been appointed even if that grant had not been given, because I reported that they were necessary.

10591. Is that grant in aid of the salaries or is it substantially the State taking upon itself the payment?—It is the actual amount of money paid, excluding the value of the rations—making the guardians still pay the value of the rations.

10592. But the entire salary would be paid by the State?—Paid by the State.

10593. Then in point of fact it is only the State undertaking to pay—it does not improve the position of the teacher?—The State reimburses the guardians what they pay.

10594. But the guardians have full power to raise the salary?—Subject to the Poor Law Commissioners' sanction.

10595. Then the matter, as at present, finally rests with the Poor Law Commissioners?—No; because the Board of Guardians may raise the salary, and the Commissioners may sanction that although they may not originate it.

10596. But, practically, if the Board of Guardians were to raise the salary the final decision as to the raising of that salary would rest with the Commissioners?—Certainly.

10597. The *Chairman.*—That would be the protection of the State?—That is the protection of the State—yes.

10598. Mr. *Waldron.*—And under this new arrangement the teacher would be entitled to superannuation I believe?—Not under the new arrangement; but they would be entitled to superannuation by the Board of Guardians to the extent of two-thirds of their salary.

10599. Mr. *Sullivan.*—Then, in the present condition of the law, would the Boards of Guardians be empowered to increase the salary by taking portion of the poor-rates for that purpose—would they be empowered in fact to give a larger salary than the Commissioners would reimburse them for?—They would not be empowered to give a larger salary than the Poor Law Commissioners would sanction; but I do not know whether, if the salary were raised and they went on increasing it, the Parliamentary grant would cover it all. I cannot answer that. We have been only dealing with the new system for the first year.

10600. Rev. Mr. *Cowie.*—Is a special grant made by Parliament for the education of pauper children?—The whole of the salaries are paid now, since about a year or a year and a half ago.

10061. By a separate vote?—A separate vote.

10602. Not by the vote covering the expenditure of the National Board?—A separate vote; and it embraces also a portion of the medical expenditure in Ireland.

10603. Mr. *Waldron.*—It is assimilating the law to what it is in England?—Yes.

10604. Mr. *Sullivan.*—Referring to the question as to whether the Board of Guardians would be allowed to increase the salary to a larger sum than the Poor Law Board would be disposed to reimburse them; of course if they were to give more money it would be disallowed in the audit office of the Commissioners?—That is a point upon which I am not able to give accurate information, for this reason, that we have only had the grant for about a year, and I am not in a position to say whether that grant alters every year in proportion to the actual expenditure, or whether what was voted the first year will go on—whether the estimate of the grant which was voted will be carried on at the same amount, or rise and fall with the salaries. That is a point that depends entirely upon the Parliamentary grant.

10605. Is there not a considerable practical difficulty in ascertaining the ages of children when they approach fourteen or fifteen?—There is considerable difficulty sometimes.

10606. It is an advantage to them to make their age appear higher than it really is?—Do you mean with reference to their rations?

10607. With reference to the power of going out—have they not the power of going out of the workhouse after fifteen without the consent of their parents?—Yes, they have; but cases have not come under my notice of children saying that they were up to that age for the purpose of getting out—at least very few instances. I may have known one or two, but it very seldom operates as an inducement.

10608. In the unions which you visit are there many blind?—Not a great number. There are a few cases.

10609. What provision is made in the workhouses for teaching the blind?—There is no special provision in the workhouses, but the Boards of Guardians are enabled to send them to a blind asylum and pay for their maintenance and education therein.

10610. The *Chairman.*—Do they do that generally?—Oh, yes; they do.

10611. Mr. *Waldron.*—The same as the deaf and dumb?—The same as the deaf and dumb.

10612. Mr. *Sullivan.*—Perhaps you can explain why it is that in the province of Ulster there are only 22 in blind and deaf and dumb asylums, and in the other provinces the number is very considerable; for instance, in the province of Munster, according to the Poor Law Commissioners' Report for the year ending February, 1867, page 73, the number in blind and deaf and dumb asylums in 1866 was 261, and but 22 in the province of Ulster?—I cannot account for that difference. I have not got any of Ulster in my charge now.

10613. You have never been in Ulster?—Yes, I have been in Ulster, but it is several years ago.

10614. Is there not an objection on the part of some guardians to send them to institutions for blind and deaf and dumb?—I have not remarked any objection.

10615. Have the Poor Law Inspectors any means of bringing pressure to bear on the Poor Law Guardians to compel them to send to blind and deaf and dumb asylums?—No power beyond their influence. The section of the Act which enables them to send children to the institution only provides that the institution is to be approved of by the Poor Law Commissioners. The rest remains entirely with the Board of Guardians.

10616. Has the neglect attracted very much the attention of the Commissioners?—Not more than is occasioned by sanctioning different institutions from time to time when called upon by Boards of Guardians to approve of children being sent there.

10617. They take no initiative themselves in drawing the attention of the guardians to the importance of doing so?—I do not recollect any communication on the subject. I have, when I have seen children in the workhouse that I thought ought to be sent to such institutions, directed the notice of the guardians to the case of the child.

10618. And in that case, what was the nature of the objection?—I do not remember any objection. I can only recollect one or two cases in which I directed their notice to it, and I think one case was only postponed in consequence of the child being considered too young. I am not aware of any objection of any Board of Guardians in Ulster or in any other part of Ireland to send children to such institutions.

10619. The *Chairman.*—Have you found any objection made on account of the greater weekly cost involved?—No; I do not think that they would mind that if they thought that benefit would arise from it.

10620. Mr. *Sullivan.*—For what class of offences are the teachers dismissed by sealed order?—They are dismissed for offences which might be committed by any other workhouse officer, or if they were inefficient or had their schools in bad order.

10621. But I want to get the distinction between the ordinary compulsory dismissal and the dismissal by sealed order?—There is practically little difference. If the officer's fault is such as to make it desirable that he should not continue an officer, he is called upon to

resign. If he does not resign, or if his fault deserves the strongest mark of disapproval, then he is dismissed by sealed order; or if the Board of Guardians are disinclined to act, then the Commissioners' mode of exercising summary authority is by sealed order. But in the majority of cases, officers are allowed to resign, unless the offence is very great.

10622. Mr. *Waldron.*—And in the greater number of cases where the sealed order issues it is in consequence of the disinclination of the Board?—In the great majority of such cases it is. There is also this difference, that an officer removed under a sealed order is legally disqualified from holding any office again, whereas an officer who resigns voluntarily is not so disqualified; so it is a greater punishment to be dismissed by sealed order than to be allowed to resign.

10623. Mr. *Sullivan.*—Do many of the teachers employed under the Boards of Guardians leave annually?—No; they do not. They are, I think, generally very well satisfied with their situations.

10624. Are many of them dismissed?—There have been very few of them lately in my district.

10625. I speak of quite lately?—Lately there have not been very many dismissed; and principally, as I said before, in consequence of so much care being taken as to their efficiency on appointment.

10626. Before the appointment is ratified by the Commissioners are they examined?—As I said before, if the query-sheet, which is forwarded to the guardians, bears satisfactory proof that the person has had experience in teaching and is well recommended, or that he was trained and classed as a teacher, the person is not always subjected to examination by the Poor Law Inspector. It is only when doubts arise as to the efficiency of the person appointed that that takes place.

10627. Then the Poor Law Inspector would take the classification of the National Board if the teacher happened to be a National Board teacher?—If the person is well recommended in other ways. It is evidence that the person has a sufficient amount of literary knowledge.

10628. I think you were asked whether the school requisites and books were sufficient for the workhouse schools?—Yes, as a general rule. It occasionally may occur that things are wanting and that there is some little delay in getting them. But as a general rule there is a full supply of requirements.

10629. Are there any school libraries attached to any of the workhouses to give the pupils amusing books so as to help them to continue to read?—No; I am not aware of any confined exclusively to the schools.

10630. Or to the workhouses themselves, by which they can get books to read during their leisure moments?—No; I am not aware of any workhouse in which there are books for the school children exclusive of the school books. Generally the time they would be disposed to remain in and devote to reading is fully taken up by instruction, and they are very glad to be out afterwards.

10631. There is no inducement held out to them to continue to read books?—No.

10632. The Lord Bishop of *Meath.*—Am I right in assuming that every workhouse has a school?—Certainly. The law provides that the Poor Law Commissioners shall make rules and regulations for the government of workhouses. The Commissioners have issued these rules and regulations, and it is provided that every Board of Guardians shall appoint a schoolmaster and schoolmistress. They also provide that every child shall be educated for three hours at least every day.

10633. You have said that the children out of school-hours are under the superintendence of schoolmasters and schoolmistresses?—Yes.

10634. Does that superintendence extend over the whole time?—As a general rule, the schoolmasters and schoolmistresses are responsible for them; occasionally they leave them in charge of deputies. They are allowed assistants.

10635. What opportunities have the parents of those children of seeing them or associating with them?—The parents of the children are allowed to see them at reasonable hours.

10636. What do you consider by reasonable hours?—It depends very much on the regulations of the workhouse, and the arrangements in the workhouse. At some places they are at a distance from them.

10637. Are the parents permitted to come to the children, or the children to go to the parents?—That also varies in different workhouses, according to the circumstances. One rule is that the paupers in class 5, that is, children under two years of age, whose mothers are inmates of the workhouse, shall be allowed to remain with their mothers, if their mothers so desire. And the paupers in classes 2 and 4, who are between the ages of two and seven years, shall, when not attending school, be placed in some apartment specially provided for them. The mothers of such last-named children shall be permitted to have access to them at all reasonable times. The master of the workhouse, subject to any regulations to be made by the Board of Guardians, and approved of by the Commissioners, shall allow the father or mother of any child in the workhouse, who may be desirous of seeing such child, to have an interview with such child at some time of each day, in some room of the workhouse, to be appointed for that purpose.

10638. Are there separate schools for the boys and girls?—In the majority of cases there are separate schools. There are, except in small unions. Where the number of children does not justify the appointment of two teachers they are both placed under one teacher for literary instruction. There are four cases in my district in which the boys and girls are instructed by a schoolmistress.

10639. They are young children?—The numbers are very small, and in general they are young children.

10640. Are there infant schools in the workhouses?—There are infant schools in the Dublin workhouses, and there is one being formed in another union.

10641. Is there any provision for the instruction of adults?—No educational provision except that persons over 15 are allowed to remain a little time in school; but none for grown persons.

10642. Mr. *Sullivan.*—Have you known any case in which advantage was taken of the power of forming district schools?—I had one instance in my district some years ago—not in my present district—in which a district school was formed. The unions of Clones and Castleblayney sent all the children to the Monaghan Workhouse to be educated there—the Clones and Castleblayney guardians paying for them.

10643. They did not form a school apart from the workhouse?—Not apart from the workhouse.

10644. Are you aware of any case where they were separated from the workhouse?—During previous years, when the Boards of Guardians had to take auxiliary workhouses, they sometimes had the schools separate from the workhouse; but it has never been done under the order you are referring to—the school district order.

10645. What has been the result of the experiment so far conducted in the workhouse at Monaghan?—It was not successful. One principal reason it was not successful was the great disinclination of the parents of the children to allow their children to go from the workhouse in which they were themselves to the workhouse in which the school was, the distance was so great. I knew cases in which mothers kept the children out, and where the children suffered considerably from the disinclination of the mothers to go into the workhouse and be separated from their children. There was considerable difficulty from children going from one house to the other. Parents left the house to get their children out. The guardians after some few years broke up the arrangement.

10646. Is there any arrangement for keeping prostitutes and persons of doubtful character from the wards in which there are girls about fourteen or fifteen years of age?—In almost all the unions in my district the prostitutes are kept entirely separate not only from the girls but from all the other inmates.

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10647. That is not general?—It is, I think. I have only two or three unions in which it is not done. Anywhere it does not occur it is the exception.

10648. Are the mothers of illegitimate children allowed to have intercourse with the other children when seeing their own children? Can they, under the poor law regulations, mingle with other children?—Whether a woman with an illegitimate child is placed in a separate ward with prostitutes is not made to depend upon her having the illegitimate child, for the woman may have been seduced and reclaimed.

10649. I refer specially to persons of doubtful character. Can they, under the poor law regulations, when seeing their own children, come in contact with other children?—If children see their mothers in the same room no doubt a mother seeing an illegitimate child might go in with the mother of a legitimate child. That depends upon the arrangements in the workhouses.

10650. Rev. Dr. *Wilson.*—With regard to schools for adults—there is no power in the guardians to compel adults to attend schools?—Certainly not.

10651. The *Chairman.*—In the South Dublin Workhouse is the separation of creeds continued as regards children out of school-hours?—Only in regard to their dormitories. They have the same play-ground.

10652. As regards their meals?—They have their meals together.

10653. They sleep separately?—They merely sleep separately.

10654. Does that practice work well?—I think the arrangement of having separate schools works well in the South Dublin Union, as a matter of convenience, where they have teachers to form separate schools. They are under their own teachers, and it is more convenient to have the religious and secular instruction without moving from one school to another. The arrangement works well, for the schools are efficiently conducted.

10655. Do you consider the number of Protestants in the South Dublin Union at the present moment is sufficient to maintain an efficient school?—Yes. The boys' school is sufficient. The girls' school is very much, at present, an infant school, because it combines the children of both sexes under seven years. There were eighteen boys on the rolls—fifteen attending. There were twenty-eight girls on the rolls—twenty-five attending.

10656. I thought that in a previous part of your evidence you spoke of thirty as the minimum to make an effective school?—I did not intend to convey that.

10657. Do the masters remain long in the workhouse schools?—Yes. They continue—some a very long time. Many of the workhouse masters obtain promotion. If they prove themselves efficient they are frequently appointed workhouse masters. I have several in my district who have been schoolmasters in workhouses.

10658. What sort of salaries do they get when they are permitted to be masters of workhouses?—The masters of small workhouses vary from about £40 to £70.

10659. Are the union schoolmasters allowed to be married?—They are allowed to be married, but they are not usually allowed to bring their families into the workhouses.

10660. Are there many in your district that are married?—I have some married men, whose wives are schoolmistresses or assistants.

10661. In that case do they live in the workhouse?—In that case they live in the workhouse; for his wife is the schoolmistress, and she lives in the workhouse.

10662. With their children?—Well, the guardians generally allow them to keep their children, if the wives are in the workhouse, up to a certain age.

10663. Mr. *Sullivan.*—What is the objection to allowing them to have their families in the workhouse?—There is an objection on other grounds, entertained by the Commissioners, and very justly so, to allowing persons who are the members of the families of subordinate officers to remain in the workhouse. It interferes with the management of the workhouse. These persons are not legally under the control of the workhouse master; and the same rule that makes the Commissioners object to subordinate officers in general having their families in the workhouses, also would make them object to the families of the schoolmasters and schoolmistresses, who are subordinate officers, being in the workhouse.

10664. Do they give them compensation for not being able to live in the workhouse,—do they pay them any sum?—No.

10665. Is not that a premium on their not marrying?—Well, they give them their salaries. As I stated before, the schoolmaster or schoolmistress has nothing to do with his or her salary, except to clothe himself, if he is not married. Everything is found for him.

10666. But is it not very desirable that the persons who are in charge of the children, and of the workhouse schools especially, should be persons who are married?—Well, I have very efficient persons, who are not married.

10667. I speak not so much of their efficiency in teaching as of their morality?—No. I think there is such a strict watch over them in workhouses that if they are immoral they would probably be immediately found out and the offence visited with dismissal.

10668. Is it not a fact that several cases of immorality have occurred?—Well, I would not say several. There have been instances, no doubt.

10669. The *Chairman.*—In the South Dublin Union Workhouse are the adults separated according to creed?—They are. They are separated in the hospitals and in some of the workrooms—not all.

10670. And in the dormitories?—And in the dormitories.

10671. And in the day-rooms?—In the working-rooms. In the laundry they are not, but in the sewing-rooms they are.

10672. Mr. *Sullivan.*—When an epidemic of ophthalmia visits workhouses does it affect the children more than the adults?—We have had no epidemics of ophthalmia for a long time.

10673. You have a large number—as many as 8,000—returned in this very report as having been affected with ophthalmia. It must evidently have been an epidemic to have affected such a large number?—I have had no epidemic of ophthalmia in my district.

10674. By the report for 1867, at page 139, it appears that the total number of cases of diseases of the eye, of all kinds, for 1865, was 6,820; and for 1866 it was 5,496. Does not that show an epidemic condition of the disease?—I make out that 2,700 out of the 5,496 were children. It does not follow that these all belonged to the workhouse; they might have come in for treatment.

10675. How far does disease of the eye influence the attendance at the schools?—Of course if a child is in hospital from disease of the eye he cannot attend school.

10676. Mr. *Waldron.*—Except in special instances?—There are cases in which a child may have disease of the eye which becomes chronic. In such a case the medical officer would allow him to remain in the school.

10677. Mr. *Sullivan.*—Are we to take the average duration of the disease to apply to the period of absence from school. Thirty-three to thirty-seven days is the average duration of the disease; would it not affect the school attendance fully as much?—Certainly; the average duration of the disease must be the average period of the absence from school.

10678. The *Chairman.*—What power have the Guardians of paying money to assist emigration?—Boards of Guardians may, with the consent of the Poor Law Commissioners, either pay the whole cost of the emigration or aid the emigrant; and the last report shows that the number of persons assisted to emigrate in the year 1868 was 819, at an expense of £1,983 9*s.* 6*d.*

10679. What class of persons are the agriculturalists employed in workhouses?—I have only three

who can be called agriculturalists—one in the North Dublin Union, who is specially employed for the purpose; another in the South Dublin Union; and another in the Tullamore Union, where the same man combines the duties of agriculturalist and schoolmaster, and receives a higher pay in consequence.

10680. Are these persons in the immediate neighbourhood or are they strangers?—That depends on circumstances. I forgot to mention that there is another in Athy who is a person brought in from the country; but there is no rule about it. They may come from a distance or may be from the immediate neighbourhood.

10681. Mr. *Waldron*—In Leighlinstown how is it?—In Leighlinstown the schoolmaster and agriculturist are combined.

10682. As at Tullamore?—As at Tullamore.

10683. Mr. *Sullivan.*—Is the agricultural part well conducted at Tullamore?—Yes, it is.

10684. The *Chairman.*—What sort of pay has the agriculturist?—The agriculturist gets £50 a year at Tullamore for the two duties.

10685. What are the rules as to children remaining in workhouses when their parents are out?—The rule is, that every person leaving the workhouse must take his child out with him; but the recent Act of Parliament which I quoted a while ago enables persons to be received into the workhouse infirmaries for medical treatment; and in such cases it is not necessary that the parent should be in the house with the child.

10686. Is it the practice to allow a parent to go out without taking his children?—It is against the Commissioners' regulations, and it is not often deviated from, I fancy.

10687. Is that a regulation any breach of which is observed upon by the Inspectors?—It is not very likely to come under the Inspectors' notice unless in special cases. If I see a number of children would not I naturally ask if such and such a child has a parent, and if that parent is out without him. The regulation says—"No pauper having a family dependent on him shall quit the workhouse without taking the whole of such family with him." The exception to that is when they require medical treatment.

10688. What service entitles a schoolmaster to superannuation?—Being unable to perform his duties from mental or bodily defect. No superannuation can be given to any person, solely on account of age, who has not served twenty years, and is not over sixty years of age; but they may be superannuated on shorter service if their health renders them unfit to perform their duties.

10689. Are you aware of any superannuation allowances that have been given under that power?—Several; I am talking of workhouse officers generally, and not schoolmasters.

10690. Did I understand you to say that school masters are now entitled to superannuation?—Yes, the same rule applies to both.

10691. Some questions were asked you as to whether the schoolmasters might receive any extra payment from the guardians in excess of the salary approved of by the Poor Law Commissioners; would any such extra payments be legal?—No, they would be disallowed by the auditor.

10692. Is it the habit in Ireland for the guardians to pay apprentice fees to any extent for the children?—No, they have no power to do so by law; except in the case of boys apprenticed to sea service, under the Act 17 & 18 Vic., c. 104.

10693. Have they any power to bind children apprentices?—No; except to the sea service, as stated before.

10694. Mr. *Waldron.*—They give them outfits sometimes?—They give them clothes when leaving the workhouse; and they are careful to see that proper arrangements are made for them.

10695. But I think in some cases they are bound?—Well, in some cases the guardians see that it is effectually done, but they have no power to do it themselves.

10696. The *Chairman.*—Could you supply answers to questions as to the number of blind, deaf, and dumb, in the workhouses in your district?—Not now, my lord; but I can put in a return if the Commissioners wish it.

10697. Do you think it would be desirable to adopt the English practice, and have one or more Inspectors whose sole duty it should be to inspect the workhouse schools?—I think there would be advantages and disadvantages attendant upon such an arrangement. A great deal of the industrial education of the children depends on the arrangements that can be made in the workhouse for them; and as the arrangements in the workhouse would come entirely under an Inspector who would not be a school Inspector—for the school Inspector has, I believe, nothing to say to that—in combining the two offices perhaps the arrangements can be carried out more successfully and the duties carried out better. On the other hand there might be a little more uniformity in the system of inspection, and in the mode of examining the children.

10698. The examination of the schools being a thing wholly apart from the other duties of the Poor Law Inspectors, do you think it would be a relief for many of the Inspectors to be quit of that portion of their duties?—Well, speaking for myself it would be a considerable relief.

10699. At all events you are of opinion that the duty of inspecting schools would afford employment for at least one inspector?—There are 163 schools and it would be very easy to calculate how many Inspectors would be required to perform the duty. An Inspector could not inspect more than one school in a day; so that it can be easily calculated how often he could visit all the schools in a year. If he were only required to visit them once a year, one Inspector could perform the duty. I think each poor law school ought to be seen twice a year at least.

[Adjourned.]

TWENTY-SEVENTH DAY.—DUBLIN, WEDNESDAY, JULY 8, 1868.

PRESENT:

The Right Hon. The Earl of POWIS, *Chairman.*

The Right Hon. and Most Rev. The Lord Bishop of MEATH.
Sir ROBERT KANE, F.R.S.
WILLIAM BROOKE, Esq., M.C.
Rev. DAVID WILSON, D.D.
Rev. BENJAMIN MORGAN COWIE, B.D.
JAMES ARTHUR DEASE, Esq.
JAMES GIBSON, Esq.
SCOTT NASMYTH STOKES, Esq.
WILLIAM K. SULLIVAN, Esq., PH.D.
LAURENCE WALDRON, Esq.

GEORGE A. C. MAY, Esq., Q.C., D. B. DUNNE, Esq., } *Secretaries.*

July 8, 1868.

JAMES WILLIAM KAVANAGH, Esq., further examined.

James Wm. Kavanagh, esq.

10700. Mr. *Sullivan.*—Before returning to the point at which I left off examining you, on a former occasion, with regard to vested schools, I wish to ask you one or two questions about the number upon the rolls. What population, do you think, would be necessary to form a school having an average of 100 on the roll?—About 500.

10701. If we apply that standard to the parish of Shankill or Belfast, to the relative proportions of the different classes attending school, would not that prove that the number upon the rolls is completely fallacious as given in that district?—I have not looked at it from that stand-point.

10702. About what is the population of Shankill?—About 120,000, or a little less.

10703. What number of families would that give?—Somewhat under 24,000.

10704. How many persons do you assume to be the average for a family?—Five and one-seventh, or 5·14.

10705. What proportion of school-going children would that give?—There must be nearly 100 children on the roll to give an attendance of about 30; there must be 500 persons, at least, if there are 100 school-going children; so that you must have 500 people to have any school at all, and 500 persons represent about 100 families.

10706. How many school-going children would the entire of Shankill give?—In round numbers about 24,000.

10707. What is the actual number upon the rolls?—34,250 are on the rolls of the National schools, whilst there are only 24,023 children from five to fifteen years of age in the population, so that an excess of 10,227 is returned. These are the exact facts.

10708. Mr. *Gibson.*—What is the population?—199,777 by the census of 1861. That is not a matter of estimate by me. On the rolls of the National schools in 1866, by the Report of the Commissioners of National Education, there were 34,250 children—an excess of the number of children alleged to be in National schools alone, above the existing population, from five to fifteen years of age, were they all in any school, of 10,223, or 42·5 per cent.

10709. Mr. *Sullivan.*—It was said that the excess might be accounted for by the number of children under five. What is the proportion of children under five?—Six per cent. in all Ireland in National schools, and sixteen per cent. in the Privy Council schools in England. In Belfast it is very small, at least not much larger than the average of all Ireland, so that that, as pointed out in my last day's evidence, could not materially affect the question.

10710. It is your opinion that the proportion of children under five would not affect the matter?—Not materially. You cannot by any such supposition get rid of 42 per cent.; on the face of it, the number said to be on the roll is false.

10711. The *Chairman.*—It would reduce it below 40 per cent.?—Yes.

10712. Mr. *Sullivan.*—How do you account for that 10,000 of an excess?—In two ways. First, the rule of the Board requires a child's name to remain on the rolls during thirteen solid consecutive weeks' absence before the child becomes, *ipso facto*, off the books. Now apply that to the last quarter of the year. Any child that puts in one single day's attendance in the months of October, November, or December, is clearly not thirteen solid consecutive weeks absent in that quarter, and every such child under the rule of the Board—and to show that I am not blaming the Board for this, I avow that I am the person that made out the accounts, and therefore cannot find fault with the Board for it—all such children are transferred to the opening of the roll in January, and rightly transferred. It is quite clear, then, that you have, in the month of January, several children on the roll so transferred, that will not come back, and these constitute one-fourth of all the children that are struck off in the year 1868, which will amount to about 100,000. The second cause of this excess is the fact that a large number of the children move from school to school, so that their names may be returned as having been on the rolls of two, ten, twenty schools at different times during the year. The return for Belfast, then, you may take as an official fiction, for which the people of Belfast, or the teachers, or managers, or inspectors, are in no way morally responsible. In giving this evidence I do not wish to impute any blame to local parties. The fault lies in not giving an explanation to the public of this fiction, which unduly swells the numbers, the responsibility of which lies, in Marlborough-street, at the door of the Commissioners. Since the last day on which I gave my evidence I find that the report of the Board for 1867 makes some atonement for this.

10713. In what way?—For the last ten years they headed the column—"Total number of individual pupils on Roll," with every prominence that italics and small capitals could give. This was done from the year 1857 until the Report for 1867, which I now hold in my hand, was issued. They have so far acknowledged their error by removing some of the words that more prominently conveyed the exaggeration, and they now head the column—"Total number of pupils on the Rolls for the year ending the 31st December, 1867," which is still false; but they are on the way to acknowledging their error fully, which I am sure they will soon do. Be good enough to compare the headings in the two reports, 1866 and 1867.

10714. The fact is apparent?—Yes.

10715. I think on the last day you were disposed to take at least 300,000 off the number on the rolls?—At least, 300,000; if we are to represent the number of *distinct individual pupils* that had attended school at any time, within even six months.

10716. Have you turned your attention to the number of children on the rolls for each quarter?—Yes.

10717. How far would that support the statement that the number should be reduced by 300,000?—In each of the reports for the last eight years the Commissioners have been accustomed to give the literary classification of the children for the last quarter, and also of their creed, as being more convenient and giving less trouble to the teachers than such a return for the whole year.

10718. What is the number for the last quarter of 1867?—The number is returned as 685,009.

10719. Now, what does that represent?—It represents the number of children that put in, at least, *one* day's attendance within *six* months, therefore you have, for eight years, the cumulative evidence in support of what I say that while the number on the roll for the *year* is represented as 913,198, the number on the roll for the last *quarter* is only 685,009. Neither in Ireland or England, or any other country would you extend the basis of such statistics longer than six months, and even that is too long; whilst, as explained in my previous evidence, the so-called *year*, in the reports of the Board, as to number on rolls, includes *fifteen* months. It is quite clear that from these 685,009 names on roll we must make deductions for duplications—children going from school to school, or migration as it is termed—so that at least 300,000 of the 913,198 on roll are only *names on paper*, and do not represent flesh and blood individuals.*

10720. Do you know anything with regard to the reports of the Registrar-General of Births, Deaths, and Marriages as to the state of education as indicated by those who sign the registry? First, I would ask when did the 7th and 8th Victoria come into operation?—The 7th and 8th Victoria came into operation 1st April, 1845. That applied to Protestant marriages only, for the registration of marriages of Roman Catholics was expressly excluded in that Statute.

10721. When did the Act including Roman Catholics come into operation?—From the beginning of 1864.

10722. Can you give any statement as to the relative proportions of the men and women who signed the Register with marks before the passing of the Act which included Roman Catholics?—The per centages vary. As a general rule, the greater the number of marriages the lower the state of intelligence, or the deeper the illiteracy, if I may so speak. If you look to a hard, or a bad year, as 1847, when there were marriages of only select classes chiefly, you will find that it was a higher social order of Protestants who got married that year, and the per-centage of signatures is higher; but when you come to the years when the marriages rose to 10,000, as in 1853, you then find the lamentable fact that among our Protestant friends that have so much property, such ample endowments for schools and colleges, and, until lately, the entire monopoly of education in the country, 45 per cent. of the women were unable to sign their names in the registry.

10723. In 1853, when the number of marriages amounted to 10,197, did the number of women who could not sign amount to 45 per cent.?—I think you will find that is the number—45·19 per cent.

10724. What is the proportion of the population who could not sign since the Roman Catholics were added on the registry?—Among the poorer and less educated classes there is a vast majority of Catholics, but in the whole Protestant and Roman Catholic population jointly the mean of both sexes is about 49 per cent.; so that nearly half of the people getting married cannot sign their names.

10725. How much has the amount been increased by the introduction of the whole Catholic population?—The marksmen and markswomen have been increased from 33 to 48 per cent., or one-fourth, by including the whole population.

10726. Mr. *Stokes*.—You are aware, I suppose, that the conclusion as to the ignorance is disputed?—I think it is unfairly disputed.

10727. Are you aware that in some districts registrars who take great care of their books prevent people from signing their names because they do not sign them on the lines?—I think that that would not affect the main point. It is a fact that inability to write one's own name is universally regarded as a social degradation; and, hence, the bridal parties would make their best effort to record their names. I have not heard that, however, given as a reason in Ireland. I think such a cause as you state would not affect the returns in Ireland by 2 per cent.

10728. Rev. Dr. *Wilson*.—While on that point, may I ask should you be surprised that I, as a clergyman, have married persons who could write, and who refused or declined to do so, and expressed a wish to attach their marks?—I am not at all surprised. If I heard, however, of 500 cases of the sort, it would not affect the per-centages as to the 60,000 human beings coming to the altar or register to sign their names. That sort of objection would not affect the question. I believe that more than 99 per cent. of the people going to be married in Ireland would sign their names, when asked, if they could.

10729. Mr. *Sullivan*.—Is there any report since 1864 from the Registrar-General?—I am sorry to say there are tabulated abstracts only. The Registrar-General states each year, for the last four years—"In my detailed report to Parliament, I may have to modify some of these figures," but 1864 has passed, and the report has not come; 1865 has passed, and the report has not come; 1866 has passed, and the report has not come; 1867 has passed, and the report has not come; and in this particular it was through the English and Scotch authorities, who must have got the information privately, that I got the per-centages of signatures for 1865 and 1866, in Ireland.

10730. What is the explanation of the delay?—I am unable to give it to you. Send for Mr. Donnelly.

10731. What is the relative proportion in England and Scotland of those who can sign the registry?—In England, twenty years ago, one-third of the men and one-half the women were unable to sign the registry. I am happy to say a great change has taken place even in the last ten years. In the year 1855, the marksmen were 29·5 per cent., and the markswomen 41·2 per cent., whereas in the year 1866, the marksmen had fallen to 21·6 per cent., whilst among the women there was a still greater decrease—namely, from 41·2 to 30 per cent., and no exceptional cases, such as those alleged, with regard to the mode of signing the registry can affect a broad fact of that sort. Education has advanced in England, at the least, to an extent indicated by the gratifying results now stated.

10732. Mr. *Stokes*.—Do you know that that improvement has been attributed to the fact that some registrars allow people to hold the feather of the pen while they write the name?—I go upon the evi-

* The following table, in illustration of his answer, was handed in by Mr. Kavanagh:—

TABLE showing the number on the Roll for each of the last eight years, and the number on Roll for the last Quarter in each year, with the literary classification, in per-centages, of the latter.

Year.	Schools in Operation.	Pupils on Roll.		Per-centage classed, last Quarter, in				
		Year.	Quarter ending 31st Dec.	I. Book.	II. Book.	Sequel.	III. Book.	IV. or V. Books.
1860, .	5,632	804,000	548,156	38·1	27·	16·3	12·5	6·1
1861, .	5,830	803,364	588,729	38·09	26·86	16·27	12·57	6·21
1862, .	6,010	812,527	584,506	38·03	26·91	16·28	12·31	6·46
1863, .	6,163	840,509	619,464	38·13	26·89	16·35	12·16	6·47
1864, .	6,263	820,401	657,019	37·51	27·08	16·33	12·2	6·68
1865, .	6,372	922,084	675,156	41·8	26·97	10·4	13·91	6·92
1866, .	6,453	910,819	659,340	45·39	29·88	1·93	15·67	7·13
1867, .	6,520	913,198	685,009	43·3	31·5	*	16·4	6·8

* Withdrawn.

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dence of the Registrar-General's returns, and I believe the facts are fairly indicated. Nothing can shake my faith in the general reliability of returns of the kind coming from public officers. I would make an allowance of 2, or 3, or 5 per cent., if you will, for the cases referred to. I was present in the House of Commons when exceptional cases of that sort were stated, yet it left my mind unchanged as to the broad general facts. In Scotland there are 11·4 per cent. marksmen, on the occasion of marriage, and double that number or 22·2 of the women sign with their mark, giving the mean for Scotland of 16·8 per cent., which, I think, deserves our notice; for it fairly represents, as compared with England or Ireland, the excellence of the old parochial schools in Scotland. There are whole districts in Scotland in which there is not more than one per cent. of the population marksmen. In France, since the Revolution, a wonderful improvement has taken place in the diffusion of the rude elements of letters among the people. Of those who sign their names with a mark, the French returns for 1866 indicate 33·42 per cent., the mean of both sexes; and looking back at the Irish returns it is a lamentable fact that there appears to be rather an increase of illiteracy here, so far as not being able to write is concerned. Taking the last quinquennial period, 1858-63, in Ireland, in reference to Protestant marriages, I see not only no decrease in the number of markspeople, but, on the whole, an increase as compared with the first quinquennial period, 1846-50.*

10733. Mr. *Sullivan.*—We have had the relative proportions of pupils in each class-book in Ireland. Could you give the relative proportions in the provinces for 1867 or any other years?—Yes, the highest classification is in Munster.

10734. What is the relative proportion of those in the Fourth and Fifth Books or the higher books in the four provinces?—In Ulster there are—in the First Book 45·7 per cent.; Second Book, 31·8 per cent.; Third Book, 16·8 per cent.; Fourth or Fifth Books, 5·7. In Munster—First Book, 41 per cent.; Second Book, 32·2 per cent.; Third Book, 17·8 per cent.; Fourth or Fifth Books, 9·0 per cent. In Leinster—First Book, 48·8 per cent.; Second Book, 29·9 per cent.; Third Book, 16·0 per cent.; Fourth or Fifth Books, 7·3 per cent. In Connaught—First Book, 49·5 per cent.; Second Book, 31·7 per cent.; Third Book, 14·0 per cent.; Fourth or Fifth Books, 4·8 per cent. Average for all Ireland—First Book, 45·3 per cent.; Second Book, 31·5 per cent.; Third Book, 16·4 per cent.; Fourth or Fifth Books, 6·8 per cent. These per-centages are computed from the report of the Board for 1867, brought out within the last month.

10735. Then the South of Ireland is considerably higher than the average?—If you take the Fourth and Fifth Books, jointly, as a test, you have in Munster 9·0 per cent. in the advanced books, and only 5·7 in Ulster. They are in the ratio of 57 to 90. There is that difference, notwithstanding the fact that half the model schools are in Ulster.

10736. That is for 1867?—Yes; the report was published within the last month.

10737. How far does that agree with the reports of the previous year?—The same superiority has been my own experience and the experience of all connected with the Board.

10738. Could you furnish us with the table for the last seven or eight years?—Yes, for the last eight years.† Even without these returns, there is no In-

* The following table was handed in by Mr. Kavanagh in illustration of this answer:—

Reports of Registrar-General of Births, Deaths, and Marriages, Ireland.

The Act 7 & 8 Vic., c. 81, which came into operation 1st April, 1844, excluded the Registration of Catholic Marriages, so that the statistics under it, ending with the year 1863, refer to Protestant or to Mixed Marriages only. The Acts 26 Vic., c. 11, and 27 Vic., c. 90, came into operation 1st January, 1864, since which date *all* Marriages are registered.

Year.	Number of Marriages.	Per Cent. who signed Registers with their Mark.			Year.	Number of Marriages.	Per Cent. who signed Registers with their Mark.		
		Men.	Women.	Mean.			Men.	Women.	Mean.
1845, (9 months.)	6,114	19·45	36·36	27·9	1856,	9,547	27·11	43·98	35·54
					1857,	9,940	27·29	43·43	35·36
1846,	9,344	18·07	36·25	27·16	1858,	8,960	27·22	42·43	34·82
1847,	6,943	15·51	32·55	24·03	1859,	9,261	26·76	42·70	34·73
1848,	9,048	19·86	37·43	28·64	1860,	9,183	25·97	40·86	33·41
1849,	9,443	22·08	41·31	31·69	1861,	8,911	25 17	39·78	32·47
1850,	9,781	24·81	44·82	34·81	1862,	8,430	24·11	37·58	30·84
1851,	9,339	24·42	43·23	33·82	1863,	9,061	23·56	38·18	30·87
1852,	9,487	26·27	44·64	35·45	1864,	27,373	*–	–	–
1853,	10,197	26 73	45·19	35·96	1865,	30,684	43·6	53·7	48·65
1854,	9,426	26·06	43 55	34·8	1866,	30,151	42·4	54·4	48·4
1855,	8,765	25·78	41·91	33 84	1867,	29,796	*–	–	–

* No Returns.

† The following table was subsequently furnished by Mr. Kavanagh:—

Classification of Pupils on Roll in

1860.

Provinces.	No. of Pupils.	I. Book.	II. Book.	Sequels.	III. Book.	IV. or V. Books.
Ulster,	183,157	38·	26·9	16·	13·3	5·8
Munster,	151,492	35·4	26·7	17·6	13·	7·3
Leinster,	134,914	39·4	27·1	15·9	11·6	6·
Connaught,	78,593	41·2	27·4	15·4	11·4	4·6
Total and per-centage,	548,156	38·1	27·	16·3	12·5	6·1

1861.

Ulster,	200,822	37·3	27·2	16·1	13·6	5·8
Munster,	159,571	35·5	26·4	17·4	13·2	7·5
Leinster,	142,688	39·8	26·7	16·	11·4	6·1
Connaught,	85,648	41·5	27·3	15·3	11·1	4·8
Total and per-centage,	588,729	38·09	26·86	16·27	12·57	6·21

1862.

Provinces.	No. of Pupils.	I. Book.	II. Book.	Sequels.	III. Book.	IV. or V. Books.
Ulster,	197,095	38·4	26·	16·3	13·3	6·
Munster,	157,305	35·5	26·3	17·2	12·8	8·1
Leinster,	141,411	39·5	26·7	16·	11·3	6·4
Connaught,	88,695	42·3	27·6	14·8	10·5	4·7
Total and per-centage,	584,506	38·03	26·91	16·28	12·31	6·46

1863.

Ulster,	209,618	36·93	27·28	16·51	13·39	5·94
Munster,	162,270	35·34	26·65	16·96	12·52	8·12
Leinster,	145,598	39·51	26·45	16·15	11·28	6·6
Connaught,	97,978	42·56	27·41	15·26	10·18	4·5
Total and per-centage,	619,464	38·13	26·89	16·35	12·16	6·47

Reviewing the Classification over the whole eight years, Munster stands highest, Leinster next, and Ulster follows, with in the eight years, it has improved considerably in Munster and Leinster, and to some extent in Connaught. The

spector who has had experience of the different provinces in Ireland who would not be struck with the disparity. Boys are advanced in arithmetic, some in geometry and mensuration, and some in algebra in the South, and not in the North. In the North a large proportion of the children in the manufacturing districts, leave school at an earlier age than is the case in the South.

10739. Have you turned your attention to the classification of the children admitted and struck off the rolls in the course of the year?—If we had the return of the number of children that were finally struck off the rolls and their classification—assuming that classification to be entirely reliable, and in the main I accept the classification of the teachers—but if we had the return corrected for the element of migration from school to school, it would give an idea of what is being done in the National schools. We have not the return, however, but there is a fair approach to it. We see from it that about 6 in 1,000 of the children leave in the Fifth Book; that is, of the 912,000 children on roll of the schools, 6 in every 1,000 remain to enter the Fifth Book.

10740. Rev. Mr. *Cowie.*—Is there a Fifth Book for the girls?—Yes.

10741. We were told not the other day?—I beg your pardon; there is a Fifth Reading Book for girls. I do not mean to say you were not so told.

10742. I asked if there was a Fifth Book for girls and I was told there was not?—*The* Fifth Book *proper*, is for boys, but the "Girl's Reading Book" is called the Fifth Book for girls.

10743. When you talk of there being only so many in the Fifth Book does that include the girls?—Yes. You have only to take the Inspectors' returns in the tabulated appendices to the annual reports of the National Board and they will show you, under the column headed "Fifth Class." Shall I read the last return of the discharges, or those struck off rolls?

10744. Mr. *Sullivan.*—You will please put it in the form of a table?—Allow me to read those for one year. In the year 1865 there were struck off the roll 396,526 pupils, of whom 38·7 were in First Book, 25·6 in Second Book, 15·9 in Sequel, now withdrawn, 12·5 in Third Book, 6·7 in Fourth Book, and 0·6 in Fifth Book, so that in Third, Fourth, and Fifth Books you have a total of only 19·8 per cent. of the children who you may presume can read an ordinary prayer book or a simple verse in the New Testament, seeing it for the first time.

10745. Of those admitted in the year 1858, two per cent. were in the First Book?—Yes.

10746. Does not that show that a large number of those admitted in that year had been at that or at some other school previously?—Clearly, and it is one of the arguments on which I rely to prove the gross inaccuracy of the return as to number on roll. There were 496,957 children admitted to the National schools in the year 1865, of whom only 58·3 were in First Book, showing that there were 41 or 42 per cent. in Second Book, or above it, and as the children of the poor rarely learn at home, it is clear that they must have been either at National or some other schools before, the chances being three or four to one in favour of their having been at National Schools.

10747. So that in point of fact nearly 40 per cent. of those admitted one year had been struck off the rolls another?—Clearly; mere re-admissions.

10748. And therefore ought to be deducted from the number on the rolls?—Clearly.

10749. That would exceed more than 300,000?—Much more than that, because a very considerable number of the 58 per cent. in First Book had also been at school before, and were only re-admissions.

10750. Could you give the number admitted at the opening of the year, and those admitted during the year and then struck off in the form of a table?—I will put it in for the three years.*

* Classification by Teachers of Pupils on Roll at Opening, of those admitted, and of those on Roll at Close of Year.

Year.	Opening of Year.							Admitted in Year.							Struck off in Year.						
	Pupils.	Per-centage classed in						Pupils.	Per-centage classed in						Pupils.	Per-centage classed in					
		I. Book.	II. Book.	Sequel.	III. Book.	IV. Book.	V. Book.		I. Book.	II. Book.	Sequel.	III. Book.	IV. Book.	V. Book.		I. Book.	II. Book.	Sequel.	III. Book.	IV. Book.	V. Book.
1861.	381,203	37·3	27·7	16·8	12·1	5·3	·37	378,234	57·4	21·6	13·7	6·4	3·5	·17	349,653	38·7	25·9	16·3	12·3	5·8	·48
1862.	431,273	37·2	27·5	16·9	12·2	5·7	·39	362,632	53·8	22·3	11·9	8·6	3·08	·17	360,556	38·4	26·5	16·2	12·3	5·1	·51
1863.	447,758	37·4	27·5	16·6	12·	5·9	·5	398,421	55·1	21·3	11·6	8·3	3·	·18	373,928	40·4	25·2	15·7	12·1	6·	·53
1864.	470,467	37·1	27·6	16·9	11·8	6·	·5	403,683	55·7	21·5	11·6	8·	3·	·2	371,052	40·	25·5	16·1	11·6	6·2	·59
1865.	499,322	36·3	17·8	17·1	12·	6·16	·57	406,957	58·3	21·	9·5	8·	2·9	·19	395,826	38·7	25·6	15·9	12·5	6·7	·63

each Province, Last Quarter of—

1864.

Provinces.	No. of Pupils.	I. Book.	II. Book.	Sequels.	III. Book.	IV. or V. Book.
Ulster,	223,588	37·31	27·	16·39	17·42	5·78
Munster,	176,504	34·66	26·59	17·34	12·79	8·55
Leinster,	150,393	38·64	25·36	16·42	11·52	7·14
Connaught,	106,534	40·82	28·16	15·59	10·61	4·8
Total and per-centage,	657,019	37·51	27·08	16·53	12·20	6·68

1865.

Ulster,	231,256	41·88	27·24	10·98	14·17	5·71
Munster,	183,337	39·14	26·55	10·21	15·05	9·08
Leinster,	150,609	43·04	26·63	9·44	13·4	7·46
Connaught,	109,954	44·41	27·57	10·76	12·3	5·22
Total and per-centage,	675,156	41·8	26·97	10·4	13·91	6·92

1866.

Provinces.	No. of Pupils.	I. Book.	II. Book.	Sequels.	III. Book.	IV. or V. Book.
Ulster,	222,481	45·91	30·14	2·26	15·9	5·88
Munster,	184,532	41·59	30·79	1·31	17·04	9·27
Leinster,	146,476	46·45	28·72	2·01	15·18	7·6
Connaught,	105,851	49·94	29·24	2·12	13·35	5·33
Total and per-centage,	659,340	45·39	29·88	1·93	15·67	7·13

1867.

Ulster,	237,165	45·7	31·8		16·8	5·7
Munster,	188,658	41·	32·2	With-	17·8	9·
Leinster,	150,001	48·8	29·9	drawn.	16·	7·3
Connaught,	109,185	49·6	31·7		14·	4·8
Total and per-centage,	685,009	45·3	31·5	–	16·4	6·8

Connaught somewhat lower. While the per-centage in the two highest Books in Ulster has undergone no sensible change proportion classed in Fourth and Fifth Books in Munster exceeds that in Ulster by 58 per cent.

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10751. With regard to the number of children in each of the lesson books in the general classification of the pupils in the schools, what proportion of those on the rolls are examined at the annual examinations by the Inspectors?—Beginning with the year 1858, there were 65 per cent. of those in average daily attendance examined in reading, which is only a little more than one-fifth of the number on the rolls that year. It was 60 to 70 per cent. each year up to 1863, when, by including those in First Book, it rose to 80, and again to 85 or 86 per cent. in 1864 and 1865.

10752. Then the classification by lesson books, founded on the examination of the Inspectors, refers to only sixty or seventy per cent. of the average attendance?—There are two different returns of classification—one founded on the school programme, and made by the teachers of the children individually. That return applies not to pupils in daily attendance, but to the number on the roll. You have that classification in two forms in the returns—one of which will be found in tabulated summaries at the end of the reports for several years, which cease with 1865. That gives you the classification of the pupils on roll, (1) at opening of year; (2) of those admitted during year; (3) of those promoted or depressed during the year; (4) of those struck off during the year; and (5) of those remaining on roll at the close of the year. You have the other stated on the face of the text of the Board's own report, or embodied in it, for each of the last eight years the classification by the teachers of the pupils on the roll for *the last quarter of the year*, say 685,000. Now, with regard to the examinations, they will be found at the end of the Board's report, taken from the annual reports of the District Inspectors—the result of the examinations in each of the sixty districts, somewhat like the returns of the English Inspectors with regard to Results, summaries of which you will find in the Privy Council Reports, and also in the estimates laid before Parliament—which summaries I have here, if you wish me to compare both countries. Let us say there were 900,000 on the roll, and say there were examined by Inspectors from 140,000 to 250,000, the number increasing for the last few years. In 1858, 1859, and up to 1863, the Inspectors of the Board gave the results of the examination in reading under two categories only, namely, "able to read Second Book," and "able to read Third and higher books;" but seeing that the numbers were so small, and the per-centages so low, showing such poor national results, they went down to the First Book, thus adding a third category; so that the return now includes the First Book.

10753. In what year did they give the results of the examination of the first class?—In 1860, which has since swelled the numbers examined in the lowest subject, reading, from 165,794 in 1860, to 278,988 in 1865, leaving still, according to the last return, only eighty-five per cent. of the 321,209 children in average daily attendance examined, which is much less than one-third of the number on the roll.

10754. So that in fact the results of the examination of the Inspectors, as to the amount of knowledge the children acquire refer to less than the average attendance, and to only a small proportion of those on the roll?—To less than one-third.

10755. Would you supply a return of that kind?—Yes, with pleasure.*

10756. There is another point before we leave that subject finally. You gave an estimate founded on one of the Inspector's reports as to the length of time it would take for a child to reach the higher books. Have you looked at Mr. Conwell's report for 1865?—Yes.

10757. Did he give an estimate of the length of time it would take for a child to reach the Fifth Book, or did he give the materials for it?—I gave an estimate, in my examination on the last day, but as it was not complete then, I am able to supply the deficiency, and to complete it to-day.

10758. Well, what time would it take?—It would take 25·4 years before every child in the school could get into the Fifth Book. I think the matter is so serious, and it looks so absurd, that I have better state the detailed facts. Mr. Conwell's district is the richest land in Ireland. It embraces Meath, abuts on Dublin, and takes in a portion of Westmeath, and I am happy to see on the present Commission several members who know the district personally. The Lord Bishop of Meath, and Mr. Dease both know it well. That district was in my charge as Head Inspector for five years; I had been District Inspector of the same locality for two years, and I know it as well as I know any spot on earth. The Trim model school is in the centre of it. If you refer to the report of Mr. Keenan, my successor in the circuit as Head Inspector—the Board's report for 1858, I mean—he brings out the melancholy fact, that while the schools in that district have a large number of trained teachers from the Trim model school, the teachers are amongst the worst paid, the attendance of the children the most irregular, and the general condition of the schools the least efficient, considering what should be expected, in Ireland. This shows there is some screw loose with regard to popular education in that opulent district.

10759. The *Chairman.*—Do you imply that the teachers are low classed teachers?—No, rather well

* This table was handed in by the witness:—

SUMMARY RESULTS OF EXAMINATION OF

YEAR.	READING.				GRAMMAR.			GEOGRAPHY.				DICTATION.		
	Pupils examined.	Passed, per cent., in			Pupils examined.	Passed, per cent., in		Pupils examined.	Passed, per cent., in Maps of		General Course.	Pupils examined	Passed, per cent., with	
		I. Book.	II. Book.	III. or Higher Books.		Parts of Speech.	Parsing.		World.	Europe and Ireland.			Tolerable accuracy.	Ease and correctness.
1858	174,977	No record till 1863.	36·1	17·1	128,645	27·7	11·2	138,121	36·4	12·8	1·7	51,362	42·	18·5
1859	182,694		37·2	18·9	140,347	27·4	11·8	149,310	34·9	13·	1·8	56,579	40·9	20·2
1860	165,794		37·9	18·9	123,057	30·	11·7	134,199	36·2	13·8	1·7	54,177	38·4	20·2
1861	173,693		37·2	18·5	127,826	29·5	11·2	140,171	35·7	13·4	1·7	55,248	45·6	21·9
1862	198,973		38·5	18·4	136,396	27·1	10·6	146 267	31·5	12·2	1·4	61,550	37·	22·5
1863	253,704	23·1	30·1	17·	158,054	28·4	10·6	177,206	32·8	13·6	1·5	79,301	36·4	22·1
1864	282,083	22·9	29·8	16·4	171,865	27·	10·4	196,504	29·8	13·6	1·3	95,393	35·2	20·9
1865	278,988	23·7	29·9	18·2	176,352	26·8	10·3	196,956	30·5	14·1	1·7	100,105	33·8	22·1

classed, for a large number of them are trained, but they receive no local support. Neither the clergy, nor the gentry, nor any other influential parties, take sufficient steps to have them remunerated, and the attendance of the children is most irregular. I have the most entire reliance on the statistics, and as this is a serious matter you will please permit me to explain the exact facts. The Roll Book supplies you with the numbers of the children, separated on different sheets, according to their classes, first class, second, third, fourth, and fifth. The letter "P" is put in the column for the day indicating when a child is promoted. Neither the Inspector nor the teacher has any trouble, in knowing, by examining the rolls for each of the four quarters, how many children were so promoted, and it is a clear elementary problem in arithmetic that, year after year, a certain per-centage are so promoted. If eighteen per cent. in First Book are promoted in a given year it will take nearly six years until all the children in that class are promoted. So also with the second, the Sequel, the third and the fourth classes. Mr. Conwell, like other Inspectors, had been investigating the causes of the backward state of primary education in his district, for some years past. Mr. Fitzgerald followed, a similar investigation in the Parsonstown district. Mr. Conwell found that in all the schools in his district, attended by thousands of children, it took 5·3 years, at an average, to get a child from First to Second Book; 3·6 years from Second to Sequel; 1·3 years from Sequel to Third Book; 3·2 years from Third to Fourth; and 12 years from Fourth to Fifth—making a total, from a child's entrance in the school, until he enters the fifth class, of 25·4 or nearly 25 years 5 months. It may appear absurd, but it is perfectly true. The premises and the conclusion are undeniably true.

10760. Bishop of *Meath.*—Does that apply to Mr. Conwell's district?—To his district alone; but the results in Mr. Fitzgerald's district, of which Parsonstown is the centre, differ in degree only.

10761. Do you think it is the case in all schools?—Pretty nearly; at least you can make no deductions to inspire the hope of difference. I wish there was; "but what are you to expect," says Mr. Conwell, "from children that scarcely put in fifty attendances in the year, or only a day in the week?" That is his comment upon it.

10762. Mr. *Sullivan.*—An objection might be made to drawing deductions from the number struck off the rolls on the ground that there was a certain period of the year in which the children in every part of the country left the school; now, as a matter of fact, in the sixty districts is there a uniformity in the minimum and maximum attendance?—There is no such uniformity. It is affected by agricultural and other industrial occupations, by seasons and by employments.

10763. Is there any one month you could take as a minimum or maximum?—If I were asked as to a single month, I would say the month of June or the month of February has the highest attendance, and you see how widely different they are as to season.

10764. I suppose you could hardly take a maximum for the whole?—If we had returns of the averages for all Ireland for the several months I think it would be seen that the maximum is June. Agricultural employments are not so pressing then, as to take away a large number of the grown scholars, and the younger children attend in the finer weather. In December, January, and February all the advanced boys and girls come back again, potato digging and different other out-door employments being over, and then in rural schools the smaller children stay away.

10765. Would you say there is a decided maximum or minimum in any month?—As to the minimum I can speak with confidence; the minimum months are April, September, and October, that is clear; in an agricultural country like this seed-time and harvest make that clear and decided, and we expect, *à priori*, that September and October are the minimum months, but you may have a doubt as to the maximum.

10766. In those months are the maximum and minimum so marked as that you could see the numbers struck off the roll over the whole country at a particular period, or do they not compensate for each other?—Yes, they will compensate for each other if you take the average for all Ireland. I can state with confidence that the number struck off in the last quarter is the greatest, for the reason that the number is increasing as you go on, and from the natural increment of increase, alone, the number in that quarter would be highest, the same as the number on the rolls is increasing. Knowing the drift of your question I would say there is no substantial difference however between one quarter and another—none whatever.

10767. Have you ever made out a table showing the variations of attendance in every month of the year in each district?—I have it before me, taken from the Inspectors' reports for 1865, with a few cases for 1866. In each of the twelve months of the year I have marked "H" for "highest," and "L" for "lowest," in each district; and it will be easily seen that they compensate one another. Thus, for instance, in Londonderry, Antrim, and Strabane, it is highest in January, February, and March, while in other districts—thus Bantry, Cork, and nearly all the Munster districts—those months are the lowest.

PUPILS, BY INSPECTORS, 1858–65.

WRITING.			ARITHMETIC.					AVERAGE DAILY ATTENDANCE.		YEAR.
Pupils examined.	Per-centage who write.		Pupils examined.	Per-centage who can work sums, correctly, in				Pupils.	Per cent. of whom were examined in Reading.	
	Fairly.	With ease and freedom.		Notation.	Subtraction.	Division of Money.	Proportion.			
90,998	39·3	12·6	125,701	26·4	42·6	21·5	12·9	266,091	65·7	1858
100,798	38·7	12·5	140,132	27·9	45·6	21·2	12·4	269,203	67·8	1859
91,784	38·6	13·	128,940	29·1	47·2	23·1	12·9	264,823	62·6	1860
95,170	39·4	12·9	130,247	29·8	50·1	24·1	13·	284,726	61·	1861
99,612	39·2	13·4	136,508	29·7	46·3	23·	12·1	296,986	67·	1862
121,789	38·3	14·3	159,176	31·3	48·7	22·7	12·1	316,769	80·	1863
141,478	38·6	13·4	180,337	30·1	48·4	22·6	12·1	325,582	86·6	1864
144,395	40·1	14·6	181,093	31·6	50·4	24·	12·2	326,130	85·5	1865

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10768. On the whole, then, there is a compensation?—There is. Do you wish me to put in the table?

10769. I think it would be very important.*—I will do so. Before you leave the subject of the school statistics would you permit me to add, that ten or eleven years ago I foresaw the danger to which these returns as to number on the roll, were open; and if you allow me I will put in evidence a letter I wrote to the Resident Commissioner, the last year of my service. I considered the matter so serious that I wrote to Mr. Macdonnell, after I had finished drawing up the new accounts, warning him of the danger. It is officially addressed. Would you allow me also to put in evidence the protest or remonstrance of the five Head Inspectors—myself being senior—addressed to the Board, complaining of the returns.

10770. Do you know anything of the joint letter of the Head Inspectors to the Commissioners of National Education in 1856?—I do.

10771. Who were the Head Inspectors at that period?—Dr. Newell, one of the present Secretaries; Mr. Keenan, one of the present Chiefs of Inspection; Mr. Sheehan, at present a Head Inspector; Dr. Patten, late Head Inspector—now superannuated, but happily he is yet alive, and your humble servant, who was the senior of the corps. Mr. M'Creedy was then Head Inspector, but acting in charge of the inspection branch. The new post of Chief of Inspection was about to be created, and he was in a state of transition, from one position to the other.

10772. Previous to the drawing up of that document was it the custom to bring up the Head Inspectors annually to Dublin to consider matters connected with the Board?—We had a conference every Spring, somewhat like that which is held by the English Inspectors.

10773. What were the subjects brought before you?—The last conference in which I took part was that of 1855—it was the time of the revision of the rules, after the House of Lords' Inquiry in 1854, and in fact the whole National system was brought before us. We were also specially employed in working off the arrears in the inspection office. There was an entire year's work—11,000 reports—untouched. As each successive report on the same school came up, it had been the practice to put one into the other, and a couple of rooms in the house were occupied "chock full" with this tremendous arrear. Lord Monck was about to come over to hold an inquiry into the state of the public offices, and naturally the responsible party—the Resident Commissioner—thought the office was not in a pleasant state, so we were called in to clear off, among other things the working up of the arrears, and to re-organize the whole inspection department. I took a very active part, as did my colleagues, in doing so, and it so happened, as just stated, that at that time the revision of the Code—according to the modern phrase—was under consideration. We worked in the board-room and the rooms off it, and had daily intercourse with the Resident Commissioner and the other Commissioners who came in. Every principle and practice of the institution was brought under discussion, and the Code was revised and the rules seriously changed.

10774. Were any questions submitted to the Head Inspectors upon which they were to make special reports?—Thirty-nine.

10775. Were they reported on?—Yes, each of them.

10776. Are those thirty-nine reports official documents?—They are official documents. They were the joint reports of the Head Inspectors. In many cases we did not make such reports as were expected, and did not agree with the views of the Board. The duty of preparing the school accounts was unanimously assigned to me by my colleagues. I had had great practical experience with regard to education, and had given special attention to the question of statistics; but instead of having had anything to do with the present inaccurate returns, we warned Mr. Macdonnell and the other Commissioners in a "round robin" in regard to this question, for which we were all five severally reprimanded, and threatened with instant dismissal should we ever again so offend.

10777. What was the origin of the letter?—It arose in this way. When Archbishop Whately, Mr. Blackburne, and Baron Greene, all three of whom are now dead, seceded from the Board in 1853, matters were in a very unsettled state. We were divided into factions and parties. I am obliged to remind you of the part I took with regard to it, and of the inquiry that took

* This table was handed in by the witness:—

HIGHEST and LOWEST PERIODS of ATTENDANCE, 1865, and in a few cases, 1866.

No.	District.	January.	February.	March.	April.	May.	June.	July.	August.	September.	October.	November.	December.
1	Letterkenny,	.	.	.	.	L.	.	.	.	.	L.	.	.
2	Londonderry,	H.	H.	H.	.	.	.	.	.	L.	L.	H.	.
3	Coleraine,	.	.	.	L.	L.	.	.	.	L.	L.	L.	.
4	Ballymena,	.	.	.	L.	L.	.	.	.	.	L.	L.	.
5	Antrim,	H.	H.	H.	L.	.	.	.	.	.	L.	L.	.
6	Strabane,	H.	H.	H.	.	.	.	.	.	.	.	H.	H.
7	Maghera,	88	99	89	66	66	78	78	70	69	56	62	100
8	Belfast, North,	L.	L.	.	.	.	.	.	.	.	.	.	.
9	,, South,	.	.	.	.	.	.	.	.	.	.	.	.
10	Newtownards,	.	.	L.	L.	.	.	.	L.	L.	L.	.	.
11	Donegal,	.	.	.	.	L.	L.	.	.	.	L.	L.	.
12	Sligo,	.	.	.	.	L.	.	.	.	.	.	L.	L.
13	Enniskillen,	.	.	.	.	.	.	.	.	.	.	.	.
14	Omagh,	.	.	.	.	L.	L.	.	.	L.	L.	L.	.
15	Dungannon,	.	.	.	.	L.	.	.	.	.	L.	L.	L.
16	Armagh,	.	.	.	.	L.	L.	.	.	.	L.	L.	.
17	Downpatrick,	H.	H.	.	L.	.	H.	H.	.	.	L.	.	.
18	Monaghan,	.	.	.	L.	.	.	.	.	L.	L.	.	.
19	Newry,	.	.	.	.	L.	L.	.	.	L.	L.	.	.
20	Ballina,	H.	H.	.	L.	L.	.	.	.	L.	L.	.	.
21	Swineford,	.	.	.	.	L.	L.	.	H.	.	L.	L.	.
22	Boyle,	.	.	.	.	L.	.	.	.	L.	L.	.	.
23	Cavan,	.	.	.	.	L.	.	.	.	L.	L.	.	.
24	Ballieborough,	.	.	.	.	L.	.	.	.	L.	L.	.	.
25	Drogheda,	.	.	.	.	L.	.	.	.	L.	L.	.	.
26	Westport,	.	.	.	.	L.	.	.	.	.	L.	.	.
27	Roscommon,	.	.	.	L.	L.	.	.	.	L.	L.	L.	.
28	Longford,	.	.	.	L.	L.	.	.	.	.	L.	L.	L.
29	Trim, { Boys,	2	11	8	4	5	12	7	3	6	1	10	9
	{ Girls,	6	5	7	1	4	12	8	2	11	3	10	9
30	Dublin, North,	L.	.	.	.	.	.	.	.	.	.	L.	L.

No.	District.	January.	February.	March.	April.	May.	June.	July.	August.	September.	October.	November.	December.
31	Ballinamore,	.	.	.	L.	L.	.	.	.	L.	L.	L.	.
32	Tuam,	.	.	.	L.	L.	.	.	.	.	L.	L.	.
33	Mullingar,*	.	.	.	.	.	.	.	.	.	.	.	.
34	Galway,	H.	H.	.	.	.	.	.	.	L.	L.	L.	H.
35	Ballinasloe,	.	.	.	L.	.	.	.	.	.	.	L.	.
36	Parsonstown,	.	.	.	L.	.	.	.	.	.	L.	.	L.
37	Naas,	.	.	.	L.	L.	H.	H.	H.	L.	L.	.	.
38	Dublin, South,†	.	.	.	.	.	.	.	.	.	.	.	.
39	Carlow,	.	.	.	L.	L.	.	.	.	L.	L.	L.	.
40	Bray,	.	.	.	L.	L.	L.	.	.	.	L.	L.	.
41	Portarlington,	.	.	.	L.	L.	.	.	.	.	.	L.	L.
42	Gort,	L.	.	.	L.	.	.	.	.	.	L.	.	.
43	Thurles,	.	L.	L.	.	.	.	.	.	L.	L.	.	.
44	Athy,	.	L.	L.	.	.	.	.	.	L.	L.	.	.
45	Ennis,	.	.	L.	.	.	.	.	.	.	L.	.	.
46	Tipperary,	L.	.	.	L.	.	.	.	.	L.	L.	.	.
47	Kilkenny,	.	.	.	L.	.	.	.	.	L.	.	.	.
48	Youghal,	L.	L.	.	.	.	.	.	.	.	.	.	L.
49	Waterford,‡	.	.	.	.	.	.	.	.	.	.	.	.
50	Enniscorthy,	L.	.	.	.	.	.	.	.	.	.	.	L.
51	Limerick,	.	H.	.	.	.	H.	H.	.	.	.	H.	H.
52	Newcastle, West,	L.	.	§	§	§	§	.	‖	‖	‖	‖	.
53	Clonmel,	L.	.	.	L.	.	.	.	L.	L.	L.	.	.
54	Tralee,	L.	L.	L.	L.	.	H.	H.	.	.	.	H.	H.
55	Macroom,	.	.	L.	.	.	.	.	.	L.	.	.	L.
56	Mallow,¶	.	.	.	.	.	.	.	.	.	.	.	.
57	Killarney,	L.	.	L.	L.	.	.	.	.	L.	.	.	.
58	Bantry,	L.	L.	L.	L.	.	.	.	.	.	.	L.	L.
59	Dunmanway,	L.	L.	L.	.	.	.	.	.	.	.	L.	L.
60	Cork,	L.	.	.	H.	H.	.	.	.	.	.	.	L.

* Harvest. † Irregular. ‡ No Report. § Spring. ‖ Harvest. ¶ New Inspector.

In District No. 7, if the attendance in December be 100, the other figures represent the relative attendance in the several months. In District 29, the figures from 12 to 1 represent the *order*, merely, from the highest to lowest attendance.

place in Parliament in 1854 with regard to the books. It was I that excluded the books—Scripture Lessons, Christian Evidences, and Sacred Poetry—from the model schools in Clonmel and Bailieborough. I was the first witness, after the Resident Commissioner, summoned to appear before the Select Committee of the House of Lords, to account for my conduct; and I did, it is believed, satisfactorily account for it. There were supporters of Dr. Whately, supporters of the Catholic views, and men of other classes, who did not join either side. We were broken up into factions. Mr. M'Creedy and Mr. Cross, both of whom are now dead, and Professor Sullivan and others, were active supporters and decided adherents of the Whately party. Very serious altercations took place between the officials in the establishment. Mr. Keenan held an inquiry in Belfast early in 1855, and for the report he made he was threatened with dismissal.

10778. Explain more particularly the exact causes that led to this joint letter?—The Head Inspectors were dissatisfied with several serious changes that had been made through Mr. M'Creedy. They were denied a conference in 1856. They had no means of redress but by appeal to the Board, and this we made in the last extremity. Dr. Newell, the present Secretary, led the way in the agitation, and Mr. Keenan was, next to him, the most active. For reasons not necessary to be told, I was the most quiescent of the party. It was said by my colleagues that I, as the senior, ought to move in the matter, but I had a great reluctance to do so. A correspondence went on between us officially, as brother officers, which ended in the Head Inspectors drawing up a "round robin," or Joint Remonstrance, setting forth our grievances. This official letter I will put in evidence if you allow me. No document much more serious will be laid before the Commission. It was the act of five men, of different creeds, who had a sincere wish to live in the service. It took months to prepare the document. Mr. Keenan wrote a great part of it, Dr. Newell still more, and I wrote the remainder. To conceal a knowledge of the particular individual who drew it up, it was lithographed at the joint expense of the Head Inspectors, and I was appointed to superintend the lithographing. We were unanimous in regard to every sentiment. There was no difference or disagreement amongst us in regard to its matter, or its terms or phraseology. We got a Board's Order in reply, telling us that as it appeared from every part of our letter that we were dissatisfied with the administration of the system we were bound, as men of honour, to tender our resignations, which the Commissioners would be most happy to accept; and it was stated that our letter was marked with an indiscretion, indecorum, and insubordination, such as had never before been evinced by any officers in the service of the Board.

10779. In that joint letter did you draw attention to the school accounts?—Yes. If you look to the document you will see that.

10780. Rev. Mr. *Cowie*.—Is it in the Parliamentary paper?—No, it was never moved for. It will clear up many doubts with regard to the whole matter.*

10781. Mr. *Sullivan*.—Did you ever in your own capacity address a letter to the Resident Commissioner or the Commissioners generally with reference to the school accounts?—I addressed a letter to the Resident Commissioner after the "round robin" was sent, and I beg to tell the exact circumstances under which it was written. A member of the Board, who is also on the present Commission, was in the office, one day, speaking with Mr. Macdonnell. I refer to Mr. Gibson. Mr. Gibson asked me my opinion about the accuracy of the school accounts, and I told him that in the main I believed them to be accurate, and that at least in the south of Ireland, with which I had been connected, there was no motive for falsifying them. Mr. Gibson said that as chairman of a county, when he went to the country he was accustomed to look into the schools, and he feared that the accounts were not faithfully kept. A general conversation occurred with regard to the importance of the school accounts, and how little they were known or understood, and it was that conversation which led to my writing this letter to the Right Honorable Alex. Macdonnell. There were but the three persons present at the conversation—Mr. Macdonnell, the Resident Commissioner, Mr. Gibson, and myself. I addressed this letter officially upon the point.

10782. Mr. *Gibson*.—What is the date of that letter?—April 1st, 1857. Having been asked the date of the letter I may say that it was just five months before I read the paper in the Statistical Section of the British Association, 1st September, and it will show how well aware the Commissioners were of my views on the subject, as stated in that paper. The following is the letter:

"Abstract of Deductions made from the Statistical Records of the National Schools in Ireland.

1. The number of pupils who pass through the schools in the course of a *year* is close upon 500,000, but this number is never on the rolls at any *one* time.

2. The number on the rolls, at any time, means the number of school-going pupils, then on rolls, not one of whom has been *absent for thirteen consecutive* weeks, previous to that date. The highest number on the roll, when the schools are most thronged, cannot exceed about 400,000, or 80 per cent. of the gross number who pass through them in the year.

3. In the Board's annual report a comparison is instituted between two quantities that have no necessary dependence or connexion—the *gross* number that passes through the schools in *a year*, and the *average* number of those who are present *each day*. As the *average* number on roll extending over a *year*, cannot amount to the *maximum* at any *one time* (400,000) as above estimated, it is clear that we *unduly diminish* the relative regularity of our pupils by over 20 per cent. This, for the first time, may be corrected in the summaries for 1857, and might be for 1856, had the new form of accounts been issued three months earlier.

4. In round numbers, the number present in school on any day, taking the average of the whole year, is slightly over 50 per cent of the number on rolls. In the Central Male Model School it is 75, in several of the district model schools still higher, and as Mr. Keenan very properly observes in his general report on schools for 1856, this centesimal per-centage is *one* of the *best indications* of the estimation in which a school is held by the parents.

5. From the examination of the Returns of the teachers in all my districts, and from my own inspection of hundreds of schools, I have carefully deduced the fact that the number of days for *general* instruction in each National school is, on an average, 212; the other 153 days are 104 Sundays and Saturdays, vacations, religious holidays, fair days, casualties, &c.

6. Three-fifths (212 days) of the year the children have the schools *open* to them for secular instruction, so that to get *three* years' schooling the child should attend over a period of *five*, and at school without absence during the ideal school age from five to fifteen years, he would get only *six* years' instruction.

7. Coupling this conclusion with the former one, as to the fact that only half the school-going pupils are *present* each day, we deduce the melancholy inference that each of the 500,000 of our pupils attends at an average, only 106 days in the year, and at this rate were they all to attend school from five to fifteen years of age, they would get, in the aggregate, only *three* years' secular instruction; and it is almost needless to remark that *practically* this estimate is quite in excess, as much less time, if spent *consecutively* under instruction, would yield higher results.

8. From a careful examination of my own notes of inspection for thirteen years, and from analysis of the District Books of all the officers connected with me, I find that four and a-half hours, for five days in the week, is the average time set down for secular instruction in each school. From this the following deductions are to be made:—

a. Business does not *effectively* begin in the average of all schools before half an hour after the time assigned on the time table. In Dublin an hour, and in Belfast and most large towns it is the same, but all experienced inspectors will admit half an hour to be an under-statement.

b. The change from subject to subject, distribution of books, slates, pens, &c., and movements from floor to desk, cause a loss of time even under the highest order and discipline, of half an hour a day.

* The documents referred to by the witness will be found at the end of this day's evidence, page 453, marked A and B.

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c. Play time is included in the four and a half hours, and where this does not amount to fifteen minutes, at least that time is lost in the children going to the yard, &c.

d. In many of the schools, singing, in some, drawing, in some few, agriculture, and, in all the female schools, sewing and kindred branches—and none of the above are *literary*, although they are *secular* instruction—are taught to portions of the school, during those four and a half hours; so that these, collectively, two-fifths of the schools being girls' schools, would seriously reduce the time for literary instruction.

Considering the deductions under these four heads, and estimating them at the low rate of one hour a day, we find that the active and effective literary instruction, in each school, averages not over three and a half hours daily, presuming even the highest discipline and economy, during this time.

9. From this sober inquiry, we rise with the disheartening conviction that each of our 500,000 scholars spends, at an average, not over 370 hours a year under active literary instruction, or 106 days, at three and a half hours a day. If we now consider that that attendance is at the rate of about forty of those children to *one* teacher; that half of these have not been trained; that the school-houses and fittings are in many cases utterly unsuited to their object; that the teachers are poorly paid, and little sympathized with, in their work, and that the average age of each of the 500,000 pupils is not over nine years, we should almost question the accuracy of the past deductions, when we see that unexpected advancement of education has, nevertheless, followed. At all events, a consideration of these facts will remove surprise that 250,000 of the children are learning their letters, or trying to put a few of them together so as to spell or read little words of one syllable.

10. The compilation of our books, the training of our teachers, the character of our model schools, the qualifications necessary in our professors, trainers and Inspectors, the style and fittings of our school-buildings—in fact, what detail in the educational bearings of the entire institution can be wisely determined, unless its relation to the great broad facts here elaborated be kept constantly in view. They are no flights of fancy, no speculative dreams, but painfully sober facts whose truth defies all impeachment. In all humility, I would respectfully suggest that legislating in reference to this *social* condition of education in Ireland would be a more useful occupation than Parliamentary Commissions and Inquiries.

JAMES W. KAVANAGH,

Rathgar, April 1st, 1857. Head-Inspector.

Strange closing, Mr. Gibson, but not prophetically intended to apply to this Commission. That was written the 1st of April, 1857, by me, at a time when I little thought that, within less than a year, I would withdraw from the service of the Board.

10783. Mr. *Sullivan.*—What is the average daily attendance in the schools, say, for the last year?—321,518 pupils.

10784. What proportion, in round numbers, does that bear to the total?—It is one-third of the total number on roll.

10785. That is to say the per-centage of the children attending the schools of those on the roll, is not more than thirty-three?—I will give you the proportion for the last eleven years, beginning with the year 1857. The average daily attendance being supposed to be 100, the total in 1857 on the roll is 288; 302 in 1858; 299 in 1859; 305 in 1860; 282 in 1861; 282 in 1862; 283 in 1863; 276 in 1864; 287 in 1865; 288 in 1866, and in the report that has just come out now, it appears to be 284, making it slightly under 300, during the whole period of eleven years.

10786. Taking that into account, have not the Commissioners done themselves a considerable amount of injustice?—An immense amount of injustice, which they don't appear to feel, to see, or to understand.

10787. Have they not estimated the average daily attendance as thirty-three per cent., whereas it is more than fifty per cent.?—If they had taken my advice, as given in the third paragraph of my letter to Mr. Macdonnell—for the report of 1857 was not out till the 12th of August, 1858—they would not have made this sad exhibition of the country by their wrong returns, for the average daily attendance is much better than they have represented it to be.

10788. Mr. *Gibson.*—You spoke of the warning you gave the Board—you spoke of the intimation you gave Mr. Macdonnell of the error in these accounts, that is the purport of your observation, is it not?—Yes.

10789. I find in an address delivered by you on the 1st of September, 1857, before the British Association, and which you published afterwards on the 27th of March, 1858, that you say this—"The duty was entrusted to me to devise and draw up a general system of improved school accounts for the Irish National schools, and these came into operation in the early part of 1856. I beg leave to submit to the Section copies of the three forms, Daily Report Book, Register, and Rolls, with instructions for keeping each. Those forms are at once clear, simple, and comprehensive; and it is generally admitted that, at the present moment, no country in the world should be able to furnish more minute and reliable educational results in relation to nearly 600,000 pupils than the Irish National schools, through these new statistical records." This address was written after the date of your letter to Mr. Macdonnell, which is dated the 1st of April, 1857, and was read before the Statistical Section of the British Association on the 1st September, 1857, and published afterwards on the 27th of March, 1858; and in it you refer to those returns, and say—"No country in the world should be able to furnish more minute and reliable educational results, in relation to nearly 600,000 pupils, than the Irish National schools, through these new statistical records?"—What question do you ask me, Mr. Gibson?

10790. I have nothing more to say. I want you to reconcile what you have now stated as to the warning you say you gave, with your opening declaration in this address here, that "no country in the world at the present time should be able to furnish more minute and reliable educational results?"—"*Should*," Mr. Gibson.

10791. Pardon me—"Should be able to furnish more minute and reliable educational results, in relation to nearly 600,000 pupils, than the Irish National schools, through these new statistical records"?—I beg to say, Mr. Gibson, that there is not a word that any casuist that ever lived, or that any one who understands the use of the plainest English—there is not a word from the beginning to the end of the passage you have quoted, referring, either explicitly or implicitly, to any *return* made by the National Board; it is a criticism on my own work in framing the new form of accounts, and has no reference to any of the returns in question. That Paper is dated the 1st of September, and the first of the Board's Reports of which I complain is dated the 12th of August, 1858, several months after I had tendered my resignation and withdrawn from that service.

10792. In your address you refer to the register, with your instructions for keeping that register?—Yes, its mere form.

10793. And I presume you refer here to the statistics furnished by those accounts which were drawn up according to your own suggestion?—Yes—not those furnished, however, but *to be* furnished.

10794. This new system, you say, came into operation in the early part of 1856?—Yes; 1st April, 1856. I beg to say that there is not a sentiment there that I do not now reiterate, on my oath; and I further say that the school accounts are, in the main, kept as there pointed out, that no blame attaches, so far as I am aware, to any parties in the school. I visited ten schools the day before yesterday, and if I was proud of the accounts, then, when they were framed, I am prouder of them now, as I have been ten years out of the service of the Board, yet not a material particle of them is changed. They are, I believe, not surpassed by the statistical forms of any schools in the world. There is no fellow for them in England. I have a letter here from Mr. Lingen, the able and gifted Secretary to the Committee of Council on Education in England, in which he says they have no special form of accounts in England. They allow the patrons, with the usual freedom that is insisted on in England, to prescribe their own accounts. I was aware they had

given great attention to the subject of educational statistics in England; and that a member of this Commission, Mr. Stokes, whose name is honourably mentioned in my Paper, read before the British Association, has called attention to the subject of accounts, and made out a Register, of which I have heard the highest praise. There is nothing whatever in that Paper incompatible with anything that I have said to-day. I criticise my own work; and further, the Return under these new forms of accounts did not appear for nearly a year after that date.

10795. You state that no country in the world should be able to furnish more minute or reliable educational results than the Irish National schools?—"*Through these new forms of Accounts.*" Quote me, in full.

10796. If they are incorrect how are they reliable?

10797. Mr. *Sullivan.*—You have not stated the accounts are incorrect?—Never, at any moment. On the contrary, the noble chairman must recollect that on the last day of examination I said that the moral integrity of the teachers, generally, in the keeping of the accounts, is an honour to the country.

10798. Mr. *Gibson.*—You have included the register, I presume?—Certainly.

10799. This mistake of 300,000 originated from the way of keeping the accounts that you have pointed out?—Not at all; the accounts are properly kept.

10800. Mr. *Sullivan.*—Is it not from the mode of drawing up the abstracts—the way that documents are used, that the whole of the inaccuracies have arisen?—I would say the whole is confined to the summing of the correct returns they get from the teachers through the country, and then placing a mis-description over that total, a number of things may be right in a certain sense; an arithmetical tot may be right; but no one knows better than Mr. Gibson that by putting a wrong heading to the result, the whole may be made wrong. It is a mis-description of a result arithmetically correct.

10801. Mr. *Gibson.*—Don't you suspect inaccuracies have risen from the fact of a number of pupils not being struck off the register for thirteen weeks?—Certainly, from the abuse of this practice.

10802. You said that a pupil should remain on the register for thirteen weeks?—Certainly.

10803. Is not that a rule in accordance with the regulations which you drew up?—The regulations on this point, that I drew up, by the direction of the Commissioners, embodied the practice, from the first, copied from Kildare-place Registers. In Irish schools where the attendance is so fluctuating, if you struck off the children, as is done in England, in a fortnight, as if they had finally discontinued attendance, you will have them coming in through one door and going out on another, and have the teachers' time taken up, needlessly, recording such re-admissions. You must take a reasonable time to see whether the children will return, and save the unnecessary multiplication of re-registration; so that we decided, deliberately, that thirteen weeks was a fair time; but the summary of which I complain is made out by the Education Office, and to which no reference is made in any of the forms of school accounts made out by me. It is a simple technical misapprehension. There is no charge made with regard to the schools; there is no impeachment of the inspectors or of the teachers.

10804. Rev. Dr. *Wilson.*—You say you don't impeach the teachers or managers?—I do not.

10805. Do you impeach anybody?—I do.

10806. Whom do you impeach?—Those who draw up the reports of the Board are the parties whom I hold responsible. You will find from an official document here that I am right. Here is the report for the past year, and when I find the official seal attached to it, and that it is signed by the Secretaries, I take it for granted that is the act of the Board.

10807. Now, permit me to put another question to you. Have the Board ever claimed credit for having upwards of 900,000 children in their schools in one year?—Clearly, they have.

10808. Have they claimed credit for more than the 900,000 children whose names appear on the roll?—They have claimed credit for, not as you suppose, that number of *names*, but for that number of distinct individual scholars.

10809. Read it for me.—The foot note in the first page of their Report, and that has been in it for the last ten years, is—"By the total number of children on rolls during the year" (all that is italicised), "is meant the gross aggregate of distinct individual children whose names have appeared on the school rolls at any time during the entire year." There is this official definition, *in limine*, on the first page of the report of the Board. Can words be clearer?

10810. What is the idea you attach to the words distinct individual children?—Simply that every one of the 913,000 *names* on roll refers to a different human being.

10811. Mr. *Stokes.*—Might not the error be illustrated in this way: If a return were called for, say from the Bilton Hotel, of the number of noblemen who were staying in that hotel during the year, and then if the numbers for each week were added together, and the sum given, it might be made to appear that they had had the whole British peerage in the Bilton Hotel?—Something like that. Your illustration is a good one; but suppose if instead of per night, apartments were engaged there per quarter, and that the name of every customer was put in the books in that manner, and then that those who had slept there even one night in the last quarter were brought into the next year, expecting them to renew their custom, and counted as *bona fide* guests though they should never return, that would, perhaps, be a more correct illustration.

10812. Mr. *Sullivan.*—The questions which I asked you the last day on the vested schools, arose out of question 10,353. Did anyone object to the original principle of vesting; what was the essential difference in the form of the Trust Deed before the incorporation of the Commissioners, and the form after the incorporation; what was the essential point of difference? Now, I want to ask you, when did the Board return to the principle of the local vesting?—In the revised Rules of 1864 on the suggestion previously made by Mr. Cardwell.

10813. I want you to explain the system that was in operation from 1845 to 1864—from the period of incorporation to the period of return to local vesting?—There are three phases with regard to vested schools—one from Lord Stanley's letter, founding the system, October 31st, 1831, up to September, 1845, when the Board was incorporated, and which I shall call that the period of *local* vesting. The second, from 1845 to 1864, during which the erection of no school was aided, unless vested in the Board. I shall call that the period of *corporate* vesting; and the third, since 1864, when parties were left free to adopt either form of vesting, I shall call the *optional* period. During that first stage the Board gave grants to local parties in aid of building, and also of fitting up, schools. Of the 1,864 vested schools connected with the National Board, 31st December, 1867, the legal property or possession of 737, or 39·5 per cent., is held by the Commissioners, in their corporate capacity, whilst the legal possession of 1,127, or 60·5 per cent. of those schools is held by local trustees, inalienably during the tenure, for the purpose of education. One hundred and twenty-one of the 737 schools held by the Board are model schools, literary or agricultural, or both, upon the erection and repairs of which the State has expended £384,764. Four hundred and sixty-nine, or 25·2 per cent., are ordinary schools, to the erection of which the local parties contributed a site and one-third of the cost of erection, yet vested the property in the Commissioners, in their corporate capacity, the latter undertaking to keep the premises in repair, and all of which schools have been erected since 1845, when further local vesting was prohibited. One hundred and forty-eight, or 11·6 per cent. of the 1,275 schools originally vested in local trustees, have had the trusts *assigned* to the Board, and these, also, they undertake to repair. In ninety-five of the 1,127 schools, the legal ownership of which vests in local trustees,

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bonds are held by the Board for the observance of the rules, but connexion with the Board can be severed at any time, on refunding the grant, or loan, made for building, or for fitting up the schools. The disastrous consequences of the attempt made in 1845 by the Board to acquire possession of the whole of the school property of the kingdom, and the determined opposition which such attempt roused, may be understood from a few broad facts. In the fourteen years ending 1845, during which the aggregate grant for National Education was only £694,653, there were built about 1,400 vested schools, of which 1,275 still remain; whilst in the twenty-three years, since 1845, during which the public grant has increased to £5,355,573, or nearly *eight times* the previous amount, the ordinary schools, vested in the Board, and aided by local contributions, have increased by only 469; in the first fourteen years, the infancy of the system, 100 vested schools were erected, annually, whilst in the last twenty-three years of its alleged maturity, they have increased at the tardy rate of little over twenty per annum. During the last twenty-five years the grants voted by the Board for the erection of ordinary National schools never reached, in any single year, £5,000; five times only did it slightly exceed £4,000, whilst two years the sum was considerably under £1,000. Upon the two classes of schools, the 121 model, agricultural, and training schools, managed by the State, attended by less than 9,000 pupils, of all kinds, daily—one-third of these being infants—the others, the 6,568 ordinary schools of the kingdom, attended by more than 312,000 children, daily, and managed and directed by local parties, there has been expended in buildings, works, and repairs £562,340, or 9·3 per cent. of the whole grant of £6,050,226. The following summary shows the precise expenditure, for buildings, repairs, and works on each of the two classes of schools—

121 *Model*, or State schools: 9,000 pupils.

Metropolitan Establishment, ...	£114,687
Building Model Schools, ...	154,772
Additions and Alterations of do., . .	20,691
Repairs, &c., of do., ...	12,179
Agricultural Establishments, . . .	82,435
Total, £384,764, or 6·4 per cent. of whole grant.	

6,567 *Ordinary* Schools: 312,000 pupils.

Grants to build (1,743) schools, } to fit up and furnish, } . .	£150,903
,, Repairs, ...	26,673
Total, £177,576, or 2·9 per cent. of whole grant.	

10814. Did these several changes that took place in the Board's trust deed shake public confidence in the National system?—Immensely; for then it became evident that the object was to secure a monopoly of the legal property in the schools of the kingdom.

10815. Were there many schools struck off the roll?—I don't say that many were struck off the roll, because the schools struck off would be non-vested schools. There are about 6,600 schools, and nearly half that number were struck off, from time to time; but there could not be very many vested schools struck off, as being held by legal bond they could not be readily surrendered. Nearly all applications for aid to build ceased at once.

10816. I mean struck off the roll from public confidence being shaken in the whole system. I allude not so much to vested schools as to the effect on the system altogether?—One of the best ideas we can get of this effect is to take the returns supplied by Mr. Cross to the House of Lords. In 1854 this same aspect of the question was discussed before the Lords' Committee; Mr. Cross was called on to make a return from 1842 to 1854, of the number of applications to build schools made by Catholic clergymen, and one or two facts from these returns will I think meet your purpose. In the year 1844, the year before the incorporation, there were 545 applications to build from Roman Catholic clergymen; while in 1854 there were but three such applications.

10817. In the meantime did anything occur amongst the Catholics themselves—did any public movement take place to affect the system?—Yes; so early as the year 1826, when a Commission similar to this, the last Commission on primary education in Ireland, was sitting, the four Roman Catholic Archbishops were asked to come before the Commission—the Commission on which the National system was founded—and state their views on the part of the Catholic body; the Roman Catholic Archbishops did, and one of the resolutions of the whole Episcopate, which I have here before me, refers to this question of school property, the ownership as to which is a serious question. Shall I read it?

10818. Yes.—The fifth and sixth conditions which the bishops laid before the Royal Commissioners were, "That a transfer of the property in the several schools which now exist, or that may hereafter exist, in Ireland, may be declared utterly impracticable, from the nature of the tenure by which they are or shall hereafter be held, and from the number of persons having a local interest in them, as well as from a variety of other causes; and that, in our opinion, any resolution which should require such transfer to be made, as a condition for receiving parliamentary support, would operate to the exclusion of many useful schools from all participation in the public bounty." The next stage in the history of the case would be Lord Stanley's statement in his letter, that the schools aided by public grant should be vested in the Board, a project that was instantly abandoned. At the first meeting of the new Board this condition, seeing that it was utterly impracticable, was abandoned, and local vesting decided on. In 1839 a serious controversy arose on the entire education question, which controversy was referred by the bishops to the Court of Rome. The bishops, at that time, were pretty evenly divided. Some were for tolerating the system, others were for breaking it down or uprooting it; each party sent a representative to Rome to argue their case, and some of those parties are yet alive; and after mature consideration a Rescript was sent, called Cardinal Fransoni's Rescript, dated January, 1840; one of the warnings given being, that while merely tolerating the National system, school property shall be held by the bishops or the clergy, and shall, on no account, be given to the Government. I will read that passage:—"The Sacred Congregation is also of opinion that it would be very useful that the school-houses should be vested exclusively in the bishops or the parish priests." The date of that Rescript is the 16th of January, 1840.

10819. At any time between the publication of that Rescript, between the time it became known in Ireland, and the meeting of the Synod of Thurles, did any other public movement take place with regard to this subject of vesting schools?—On the publication of the rule of the Board, consequent on the incorporation, in September, 1845, declaring that no future grants would be given in aid of building schools unless the property was vested in the Board in their corporate capacity, and in view also of the declaration of the Board that they were prepared to receive the legal assignment of all existing vested schools and take charge of the property themselves, as an inducement to which, they would undertake the repairs of such schools so assigned to them, but not otherwise, the Catholic bishops naturally became greatly alarmed.*

* In illustration of this answer, Mr. Kavanagh subsequently supplied the following resolution, adopted by the Roman Catholic Bishops at a meeting on the 23rd October, 1847:—

"At their meeting, on 23rd October, 1847, having received from the Most Rev. Dr. Murray (at the time a Commissioner of National Education), explanations in reference to the then recent changes of rule as to school property, the following resolution was passed:—

"Resolved—'That, notwithstanding the explanation so kindly given by His Grace the Archbishop of Dublin, we are still of opinion that the changes introduced in the National System of Education are most serious and dangerous; that they are in opposition to the instructions of the Holy Father, who recommended that the property of the schools should be vested in the bishops and parish priests. That we, therefore, petition Parliament for the amendment of such portions of the system as we deem incompatible with the discipline of our church, with the full and free exercise of episcopal authority, and with the safety of the religious principles of our Catholic children.'"

10820. That is a separate change?—That is a separate and a very serious change. When the Board asked to have the schools already vested in local trustees transferred to them, or assigned, as it is called, they offered to take the whole school property of the country, and become the legal owners; and, as a bonus to the managers to transfer their trusts, they said they would not alone relieve them of the legal possession of the property, but also relieve them of all responsibility with regard to the keeping them in repair. About 1,400 vested schools then existed, 1,100 to 1,200 of them belonging to Catholics, and a Parliamentary Return (No. 532—1861), moved for by Mr. MacEvoy, shows that upon the erection and fitting up of these schools £60,223 was raised locally, against £84,695 contributed by the Board apart from the value of the sites and the sum expended by the local parties on repairs. This property the Board proposed to confiscate, and also appropriate to themselves the patronage and management of these schools.

10821. Then, all vested schools not vested in the Commissioners, or assigned to them subsequently, are they not repaired by the State?—No, the local trustees have to see to the repairs themselves. The Inspectors, immediately on this declaration, put, to use a familiar expression, the screw on the patrons, by referring in their reports to the want of repairs, which I admit were often much needed. The repairs were seriously and greatly neglected. The Inspectors became particularly sharp with regard to the whole matter. Legal proceedings were threatened against this trustee and that trustee, here and there, through the country. It was said they would be brought into the Court of Chancery, and the Inspectors suggested that to relieve themselves of responsibility the trustees had only to hand over the whole property to the Board, who would, in future, repair the premises.

10822. Did that action result in forcing assignments from local trustees?—Few in all Ireland. This scheme has been in operation for twenty-three years, during which they have got the assignment of only 101 school-houses, few of these being from Catholics; that is at the rate of about four a year for twenty-three years.

10823. Can you give an account for the several years?—Yes, I can, for each year; but I think a summary by provinces for the end of 1867 will suffice.

10824. Will you put in that, please?—Yes, I now hand it in.*

10825. Was the change in 1837 in the trust deed necessitated by the change in the rules already made at that period?—Yes; according as the rules were changed—at least the fundamental rules—one would suppose the trust deed would be changed accordingly; but it was not in every instance. The Archdeacon of Meath, Archdeacon Stopford, called attention to this, and it led to a most serious controversy in 1844-5. He said to Mr. Coyle, the Inspector of the district, that he wanted to erect a school at Redcommon, near Navan. His father, the Bishop of Meath, having given the site, and Archdeacon Stopford applied for a grant and said no more. The trust deed and the rules were pointed out to him; they contradicted each other, owing to the changes that had been made from time to time in the latter. Archdeacon Stopford asked whether by building under the deed he had to commit himself to a constantly changing system, as reflected in the *rules*, or to a fixed one, as set forth on the face of the *deed of trust*. Mr. Coyle said "I am not able to answer that question; it is a new and a very fair question, and I will refer it to the Board." It was referred to the Board, and the matter led to grave and protracted controversy; thereupon the changes were made in the trust deed accordingly.

10826. Beside the Roman Catholics, did the Presbyterians ever object to the changes in the system of vesting?—I may say, that as a body, they set their faces totally against vested schools, from the beginning to the end. At the present moment, after the system has been thirty-seven years in operation, there are not twice thirty-seven vested Presbyterian school-room departments in Ireland. There are only sixty-seven school-rooms—you know what I mean—school-*rooms* as distinguished from school-*houses*; and only two of these are under laymen. I am prepared to give in, if you allow me, a detailed list of the sixty-seven vested Presbyterian school departments—not school-houses or fabrics, but school departments; of these, twenty-seven of the sixty-seven are in Antrim, eleven in Londonderry, nine in Down, and eight in Armagh; and these counties may be regarded as especially the location of the Presbyterian body. The others are spread over the other counties of Ulster in twos or threes.

10827. Are there any Presbyterian vested schools outside the province of Ulster?—Outside the province of Ulster, throughout the whole of Ireland, comprising two-thirds of the population of the kingdom, there is but one vested Presbyterian school, at Mount-welcome, in Roscommon, and that is under a layman.

10828. Previously to the incorporation of the Board, how were the Presbyterian schools vested—were they vested in trustees or assigned to the Commissioners—of the sixty-seven that are vested, how many were built before 1845?—Nineteen of them have been built since. In the twenty-five years since 1845, nineteen of them have been built; the others were built before. Of the sixty-seven, four of them are held by bond, so that they can cease the connexion at any time by repayment of the loan; twenty-nine are vested in trustees; fifteen have been assigned to the Commissioners in their corporate capacity; nineteen have been vested in the Commissioners in their corporate capacity: total, sixty-seven.

10829. How many, then, are absolutely vested in the Commissioners?—Nineteen.

10830. Nineteen altogether?—Nineteen altogether.

10831. The *Chairman.*—What is the distinction between vested in the Commissioners and assigned to them?—Those assigned to the Commissioners were built before 1845. The Commissioners said, since 1845, Give us a conveyance or transfer of your lease of the vested schools already built, just the same as any other tenant assigns his legal interest.

10832. Mr. *Sullivan.*—Then, as a matter of fact, have not the Presbyterian body been always averse to vesting their schools?—Always, for the simple reason that in vested schools a time and place should be provided for the religious instruction of the minority.

* Vested Schools, 31st December, 1867.

Provinces.	Held by Board.			Held by Trustees.		Total.
	Model.	Vested in Board.	Assigned to Board.	Vested in Trustees.	Held by Bond.	
Ulster, . . .	46	118	58	285	31	538
Munster, . . .	31	180	52	348	27	638
Leinster, . . .	35	49	6	268	33	391
Connaught, . . .	8	122	32	131	4	297
Total, . .	121	469	148	1,032	95	1,864
Per cent., . .	6·4	25·2	7·9	55·4	5·1	100

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There are more vested schools in the one single Ulster county of Donegal, poor, wild, and Catholic, than there are Presbyterian vested schools in all Ireland.

10833. Were these schools vested in the Commissioners by local trustees in the belief that good faith would be kept by the Government with regard to their not changing any of the rules?—No change ever made has so much shaken early confidence as the change in the vesting, for the simple reason, that if the promotion of the education of the people was the main object of the Commissioners, the education to be conducted by parties that had conformed to the rules, and complied with the reasonable requirements of the trust deed, they could as well have repaired the vested schools that were held regularly by lease by local parties—they could as well have repaired 1,000 and odd schools under local vesting as when the leases, or deeds of trust, were assigned to the Commissioners themselves. This offer to repair was put in as a bribe, and another insidious and dangerous proceeding that confirmed the people in their apprehensions with regard to this was the fact that the deed of conveyance or assignment instead of setting forth the several trusts on the face of it, rehearsing them, if I may so speak, as had been done under the old system, there were only a few vague generalities, such as that the chartered Commission exists for promoting the education of the poor of Ireland, and that the schools are conducted so as to avoid all interference on the score of religion, with the people, so on and so on, and in this general way a vague declaration was substituted for a detailed and specific enumeration of rights and privileges as well as of duties and obligations. The right of the patrons to appoint and remove the teachers was placed in abeyance, if not superseded, and it was even said that the Board intended to supersede the patrons and gradually appoint others themselves. They had to cancel this document. The change proves the justice of the opposition. After a couple of years they found out it was an unsound system they had established, and in 1847 they issued a document, recognising the previous rights of the patrons, and laying down the principles on which patrons were to succeed one another.

10834. Were the covenants in the trust deed as to vested schools changed according as the rules of the Board were modified?—They were not changed in the main. Since Archdeacon Stopford very properly called the attention of Government to the question of the conflict between both, they have been changed from time to time. For a while they were not changed—which, if not true, would have cut the ground from under Archdeacon Stopford's objection. Up to 1845 the trust deed required the patron to exclude children from adverse religious instruction; 1847 to 1866-7 this obligation was withdrawn, and now there is a return to the original obligation.

10835. Will you state to the Commissioners what proportion of schools in the years 1839, 1841, and 1861, were vested, and what proportion were non-vested?—I will give it in a more general return of the expenditure each year since 1831, upon building and repairing schools.*

* Table handed in by the witness.

TOTAL EXPENDITURE, from PARLIAMENTARY GRANT, on WORKS and

Report of National Board.	Year.	NUMBER OF SCHOOLS.			PARLIAMENTARY GRANT.			ORDINARY SCHOOLS.		
		Vested.	Non-Vested.	Total.	Through National Board.	Through Board of Works.	Total.	Building and Fitting.	Repairs.	Total.
No.					£	£	£	£	£	£
1	1831	—	—	—	30,000	Building grants first applied through the Board of Works in 1857.	30,000	—	—	—
	1832	—	—	—	37,500		37,500	2,827	Repairs of schools vested in the Board undertaken from 1845.	2,827
	1833	—	—	—	25,000		25,000	6,112		6,112
2	1834	—	—	—	20,000		20,000	9,007		9,007
	1835	—	—	—	35,000		35,000	10,052		10,052
3	1836	—	—	—	50,153		50,153	4,664		4,664
4	1837	—	—	—	50,000		50,000	3,406		3,406
5	1838	—	—	—	50,000		50,000	3,531		3,531
6	1839	555	1,019	1,581	50,000		50,000	4,177		4,177
7	1840	—	—	—	50,000		50,000	7,983		7,983
8	1841	—	—	—	50,000		50,000	10,159		10,159
9	1842	—	—	—	50,000		50,000	9,884		9,884
10	1843	—	—	—	50,000		50,000	5,181		5,181
11	1844	—	—	—	72,000		72,000	2,803		2,803
12	1845	—	—	—	75,000		75,000	4,838		4,838
13	1846	—	—	—	85,000		85,000	4,791		4,791
14	1847	—	—	—	100,000		100,000	3,956		3,956
15	1848	—	—	—	120,000		120,000	4,151		4,151
16	1849	1,637	2,949	4,586	120,000		120,000	3,814	189	4,003
17	1850	1,643	3,076	4,719	125,000		125,000	4,103	1,168	5,271
18	1851	1,574	3,190	4,764	134,560		134,560	2,206	867	3,073
19	1852	1,586	3,340	4,926	164,577		164,577	2,589	669	3,258
20	1853	1,598	3,467	5,065	182,073		182,073	1,811	696	2,507
21	1854	1,621	3,604	5,225	193,040		193,040	1,601	398	1,999
22	1855	1,617	3,554	5,171	215,200		215,200	843	845	1,688
23	1856	1,655	3,680	5,235	227,641		227,641	2,547	1,909	4,456
24	1857	1,674	3,781	5,455	213,030	1,704	214,734	2,347	1,259	3,606
25	1858	1,687	3,865	5,552	223,000	7,047	230,047	1,420	1,796	3,216
26	1859	1,688	3,951	5,639	249,468	18,159	267,627	825	1,217	2,042
27	1860	1,697	4,073	5,770	270,722	38,212	308,934	2,547	1,924	4,471
28	1861	1,708	4,268	5,955	285,377	25,402	310,779	2,566	1,417	3,983
29	1862	1,750	4,401	6,151	290,904	28,893	319,797	4,006	1,351	5,357
30	1863	1,758	4,524	6,282	306,016	18,693	324,709	3,545	1,671	5,216
31	1864	1,775	4,610	6,385	316,770	18,936	335,706	3,989	1,503	5,492
32	1865	1,790	4,699	6,489	325,583	13,343	338,926	3,307	1,844	5,151
33	1866	1,805	4,771	6,576	336,130	15,885	352,015	2,536	1,462	3,998
34	1867	1,864	4,824	6,688	344,700	13,766	358,465	3,279	1,574	4,853
—	1868	—	—	—	360,195	16,547	376,742	3,500	2,914	6,414
					5,833,639	216,587	6,050,226	150,903	26,673	177,576
	Per-centage of whole grant,				96·4	3·6	100·	2·5	0·4	2·9

The items in the above Table are compiled, as to number of Schools, from the Reports of the National Board; as to Parliamentary Grants, Board, form a Parliamentary Return (H. C. No. 532—1861), and from the Reports of the Board of Works; and as to Local Contributions to

10836. I find that the number of vested schools in 1867 is 1,864?—Yes.

10837. Can you state how these are distributed among the provinces; and can you distinguish those which are actually vested in the Board, and assigned to it in its corporate capacity, from those which are held by bond, and vested in local trustees?—Of the 1,864 schools, there are, to begin with, 71 of them suspended, and with but little chance of their ever being opened.

10838. On what ground? Are they actually vested in the Commissioners?—Vested in various ways, chiefly in local trustees. I was in some of these myself, one of them at Kylemore, in Connemara, where I turned the Protestant clergyman's cow out of the vested school, some twenty years ago. There are several of them for years and years suspended. Some of them are in ruins, and yet still returned on the list as vested schools; others have been shut up on account of the decrease of population, and amalgamated with other schools, such as the boys' and girls' departments made into one. Several, as Dingle, Kenmare, two at Newtownstackpoole (Ennis), two in Mitchelstown, Tullamore, St. Mary's (Drogheda), Oughterard, and Swineford are either occupied as Monks' or Nuns' schools, not National, or are permanently closed, owing to the opening of such schools beside them. There are 121 belonging to the Commissioners themselves—model schools. I think if one of your English or Scotch Assistant-Commissioners were to take up one of the reports of the Board, and see ten schools set down in Marlborough-street establishment, he would be a good deal puzzled to say what was the meaning of it. There are three detached buildings within the railings of Marlborough-street just opposite you, yet there are ten roll numbers or schools to the three buildings. Each of the model schools, as a general rule, has three departments. Some of them have four or five. There is a maritime school down for Belfast, with a separate roll number—a vested school—and there are only five pupils in it. There is a maritime school in Waterford with ten, and one in Limerick with 15 pupils. There is a vested school in the county of Monaghan, the Bath model agricultural vested school with a solitary pupil in it, and so on: several of these are merely what you may call official fictions, although they cost a deal of money. Altogether there are 121 of these schools the property of the Board, 93 model, 3 maritime, 2 agricultural of a particular class, 21 other agricultural, but still model schools, and two in the village of Glasnevin, making a total of 121. So that when you have deducted 121 of the Board's own model schools, to which no local aid was given, and the 71 suspended, you get the large number of 192 out of 1,864 vested schools, and this represents the whole amount of schools that in seven-and-thirty years the Board gave one shilling to erect, fit up, or repair, out of an expenditure of more than £6,000,000 of the public money.

10839. The whole of the expenses of the model schools were defrayed by the State?—Yes.

REPAIRS of SCHOOLS, Ordinary and Model, by the NATIONAL BOARD.

MODEL, CENTRAL, DISTRICT, AND AGRICULTURAL.						Total Expenditure by Board on Building, Repairs, and Works.	Local Contribution to build ordinary vested Schools.	Year.	Report of National Board.
Central Establishment.	Building District and Minor Model Schools.	Additions and Alterations in Model Schools.	Repairs of Model Schools.	Works and Repairs, Agricultural Department.	Total on Model Schools.				
£	£	£	£	£	£	£	£		No.
—	—	—	—	—	—	—	—	1831	
							1,309	1832	1
							3,473	1833	
							5,091	1834	
31,867	—	—	—	3,000	34,867	74,466	7,758	1835	2
							4,462	1836	3
							1,997	1837	4
							3,133	1838	5
3,872	—	—	—	1,000	4,872	9,049	2,230	1839	6
1,000	—	—	—	500	1,500	9,483	4,567	1840	7
800	—	—	—	500	1,300	11,459	9,028	1841	8
604	—	—	—	—	604	10,488	6,502	1842	9
185	—	—	—	—	185	5,366	4,885	1843	10
524	—	—	—	220	744	3,547	2,810	1844	11
2,703	—	—	—	—	2,703	7,541	2,978	1845	12
1,255	—	—	—	412	1,667	6,458	3,793	1846	13
4,012	753	—	—	4,744	9,509	13,465	2,819	1847	14
3,670	13,947	—	—	163	17,780	21,931	3,094	1848	15
2,969	14,459	—	—	586	18,014	22,017	3,127	1849	16
1,985	5,018	—	—	1,865	8,868	14,139	5,004	1850	17
1,799	5,231	—	—	6,141	13,171	16,244	2,267	1851	18
3,459	4,495	—	—	4,382	12,336	15,594	1,710	1852	19
1,686	2,638	—	—	5,091	9,415	11,922	2,276	1853	20
2,104	9,945	—	—	10,346	22,395	24,394	4,819	1854	21
410	9,343	—	—	6,326	16,079	17,767	2,484	1855	22
2,125	8,308	—	—	3,736	14,169	18,625	518	1856	23
6,658	8,380	—	—	11,589	26,627	30,233	1,530	1857	24
4,002	969	—	546	1,102	6,619	9,835	710	1858	25
6,199	7,241	904	521	1,730	16,595	18,637	412	1859	26
6,171	20,250	3,473	1,072	2,776	33,742	38,213	1,274	1860	27
3,206	11,713	3,386	1,078	2,037	21,420	25,403	1,283	1861	28
7,362	10,880	1,168	1,731	2,394	23,535	28,892	2,003	1862	29
3,539	3,524	3,417	1,737	1,261	13,478	18,694	1,772	1863	30
1,600	7,063	488	2,119	2,174	13,444	18,936	1,995	1864	31
1,266	2,904	2,244	—	1,778	8,192	13,343	1,653	1865	32
2,412	5,360	2,435	—	1,680	11,887	15,885	1,268	1866	33
2,035	2,351	2,781	—	1,747	8,914	13,767	1,640	1867	34
3,208	—	395	3,375	3,155	10,133	16,547	1,750	1868	Estimated
114,687	154,772	20,691	12,179	82,435	384,764	562,340	109,524		
1·9	2·56	0·34	0·2	1·36	6·4	9·3	—		

from the Votes of the House of Commons and from the Reports of the Board of Works; as to expenditure, partly from the Reports of the build ordinary Vested Schools, from same Return, up to 1861.

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10840. What portion of the cost of the building of the schools vested in the Board or assigned to the Board, amounting to 617, was contributed by the State, and how much by local parties?—More than a third was contributed by local parties. The whole amount expended on ordinary vested schools up to this time is, between erection, fitting up, and furnishing, and repairs, £177,576, or 2·9 per cent. of the whole expenditure of the £6,050,226 of Parliamentary grants.

10841. That is the class of schools that I speak of?—Yes, that is the common ordinary schools.

10842. Exclusive of the model schools?—Yes. Whereas in England, out of a Parliamentary grant of £11,116,893, there was 15·5 per cent. expended on public schools, or £1,717,842 of the public money.

10843. That I will come to presently, but what I want to arrive at now is, what proportion did the public contribute in addition to the £177,576?—In addition to that the local parties subscribed £109,524, or 3·8 per cent. on total expenditure on ordinary vested schools of £287,100. The local contribution to build, &c., from each year, from 1831 to 1857, is given in a return (H. C. No. 532, 1861), and I have estimated it, from the building grants, since 1857. That would make £287,100 jointly for the State and for the locality. If the cost of repairs be added, the whole local expenditure on vested schools exceeds that by the State.

10844. So that the total value of these schools would be about £280,000?—Yes, about that. Not their present value, but the original cost of erection.

10845. Did you ever make an estimate of the total cost of the schools non-vested, and therefore entirely erected by the locality?—Well, that would be very difficult to estimate, on account of the low character of many of them. I have here a return of their condition, and it is very hard to come to a reliable estimate; but I would say that there is about a third of all the non-vested schools, of all the schools, excluding the vested ones, that you may set down as having cost the locality £100 each. I will compute it for you before the close of the inquiry. There is not more than a third of the non-vested schools that I would set down as worth £100 each, and these were erected, and are maintained and supported solely by the locality. Of course, the others are of some value, but many of them not a great deal.

10846. Then, those vested in local trustees and held by bond—1,032 vested in local trustees and 95 held by bond—what would you estimate those at?—As to the 95 held by bond, they should not be included at all as *vested* schools. The meaning of it is simply that a loan of a small sum of money was advanced on security, like any other loan, that they would observe the rules of the Board; and they can cut the connexion, at any time, on paying the money. I should have added these to the 192 schools I mentioned awhile ago; and that will bring down the number of actual ordinary vested schools to about 1,557. To many of these schools the Board has no legal title, such as the great King's Inn-street convent school, and the Tullamore male school, now in possession of the Christian Brothers. Many were built on defective titles. The leases of a large number have expired; and in several neglect to appoint survivors to the trustees has thrown the legal right to the premises into the hands of the landlords.

10847. Up to 1845, when the Board was incorporated, what was the average number of vested schools built annually?—One hundred a year, while for the last twenty-five years, it is only twenty. In the infancy of the system, when the grant was under £50,000, the school-houses increased at the rate of 100 a year; but for the last twenty-five years they have been increasing only at the rate of twenty a year; and the grant in the latter period is eight times what it was in the period before.

10848. Rev. Mr. *Cowie*.—Do the educational wants of the country require the same number of schools to be added year after year?—Oh, no, not the same; of course, there is a decreasing limit to it. If you refer to the Second Report of the Board, for the year 1835, you will find a complete answer to the question that you have asked, and what it suggests, namely, that they made a survey of all Ireland, and found that the poor would require 5,000 good school-houses that they were to contribute £180 a school or £900,000; and expend this sum in the space of nine years, at the rate of £100,000 a year; but, instead of expending £900,000 in nine years on 5,000 schools, at the end of thirty-seven years they have expended only £170,000 on 1,500 or 1,600 schools, although the grant is at least tenfold what they ever expected at that time.

10849. Mr. *Sullivan*.—As you have referred to the Second Report of the Commissioners and to the plan with respect to new schools, I will ask you how they have carried out the portion of it referring to model schools?—They there, in that report, project a model school for every county. It was to be erected at the modest expense of £750, whereas there is scarcely a model school in Ireland that has not cost seven to ten times that amount to erect.

10850. This report was published in 1835—when did they take the first step to carry out this arrangement?—Not till the year 1846 or 1847.

10851. How many were open in 1849?—Only four—Newry, Ballymena, Clonmel, and Dunmanway. West Dublin was also opened that year, but was never regarded as a District Model School.

10852. Did they make any statement in that year as to the increased expense of these model schools?—They state that on reviewing the matter they find that they are a little more costly than was supposed by their predecessors, but that at any rate they expected to be able to limit the expense to £5,000 a school; but instead of that some of them cost £10,000 to £20,000. At any rate they cannot say that in 1849 they had not considered the question, for they were engaged in the act of building several of them. There was £109,524 expended within the four sides of the quadrangle of Marlborough-street, and only £177,576 expended on all the ordinary vested schools in the kingdom.

10853. You have stated £177,576 as the amount that has been expended on school building?—Erecting them, fitting them up, and furnishing and repairing them, the Board spent that sum.

10854. How much has been spent on the model schools?—About £384,000.

10855. How much altogether upon all classes of schools?—Something over half a million—£562,340.

10856. How many model schools are there now altogether?—Twenty-six of what are called district model schools. There are two classes of these district and minor model schools. Each of these is again divided into the categories of literary only and agricultural; there being some district model schools literary only; and some that are literary and agricultural. Nearly all the minor model schools are literary but one of them, Ballymoney, is agricultural also. In addition there are what are called model agricultural schools of the first-class, that are not called either district or minor, of which I will make an estimate for you just now. Altogether, then, of the literary institutions, excluding the three metropolitan ones, there are twenty-six, and these twenty-six model schools with the central model school, and the agricultural model schools cost £50,945 a year for their annual support to instruct under 9,000 children, nearly twenty-five per cent. of them being infants. Besides the classified summary of all the model schools, by their object and grade, with the number of departments in each, allow me to put in, also, three other summaries

as to expense and attendance, pertinent to your question.*

10857. How many of the model schools are in Ulster?—Half of them, although there is only a third of the population in Ulster. I understand you to limit your question to the model schools, *proper*.

10858. How many of them are there in the counties of Down, Armagh, and Monaghan?—There are four establishments in Antrim alone—two in Armagh, two in Londonderry, two in Tyrone, one in Down, one in Monaghan, one in Fermanagh, and one in Cavan.

10859. These schools have been built to a great extent, have they not, to meet the demand in the North of Ireland for intermediate education?—Yes. The minor model schools were built and classics introduced into some of them, at the express suggestion of Rev. Dr. MacIvor, Newtownstewart and Omagh, in the vicinity of his living, having been the first of these establishments opened. He sketched the plan in an able letter addressed to his bishop, the late Dr. Higgin, of Derry, a member of the National Board.

10860. Not to carry out the view you pointed out in the second report of the Commissioners—was that the original idea that they should be model schools?—Oh, not at all. Sir Robert Kane, a member of this Commission, an important authority, in the first number of a serial on Industrial Progress, referred pointedly in a leading article to the change of object; and the Head Inspectors in that "Round Robin" to which I adverted in the forenoon, quote Sir Robert Kane, to the Commissioners, as an evidence of how the model schools entirely exceeded their expectations. The substance of which I dare say that distinguished member of the Commission will himself recollect, was that, originally designed as model *primary* schools, they have become *secondary* schools of a very high order, so that, in point of fact, if a person does not intend to give his son a University training, he can nowhere obtain for him a better education than that supplied in the Clonmel model school, of which I was then the Head Inspector when Sir Robert Kane visited it.

10861. Does not, however, the fact, that in 1849 the estimate for building those model schools was £5,000 and their support £400 a year, and that in 1835 the sum was £750 and £200 a year, while ultimately the expense of some of the model schools has risen to £15,000 and £5,000 a year; does not that prove a complete change in the idea with regard to the object of these schools?—Clearly so, and it also shows an indefensible squandering of the public money in the face of the reports of their own Inspectors as to the lamentable character of so many of the ordinary school-houses, and the under-paid and discontented condition of the teachers.† (See Appendix, No. IX.)

* The following is a Summary of the Model Schools, of all classes, *erected and supported at the exclusive expense of the State, and directed by the Commissioners of National Education*:—

Establishments.		Departments or Roll Numbers
	(*Literary only.*)	
3	*Metropolitan.*—Central, Dublin West, and Inchicore,	16
12	*District Model.*—Ballymena, Newry, Newtownards, Enniskillen, Coleraine, Londonderry, Clonmel, Waterford (maritime included), Trim, Enniscorthy, Galway, and Sligo,	37
6	*Minor Model.* — Carrickfergus, Lurgan, Monaghan, Omagh, Newtownstewart, and Parsonstown,	18
	(*Literary and Agricultural.*)	
1	*Metropolitan.*—Albert Institution (no roll No.) and Glasnevin village school,	2
7	*District Model.*—Belfast (farm and also maritime included), Ballieborough, Dunmanway, Cork (Munster farm included), Limerick (Mungret farm, with its two schools, included, also maritime department), Athy, and Kilkenny;	26
1	*Minor Model.*—Ballymoney,	3
10	*First-class Model Agricultural.*—Glandore, Farrahy (closed), Tervoe, Kyle Park, Gormanstown, Woodstock, and Leitrim (each of these seven has two schools, one for boys and one for girls); and Templedouglass, Dunlewey, and Derrycastle (with one *mixed* school each), while Bath and Mount Trenchard have no literary department, being mere farms,	19
40	Total,	121

Erection and Repairs of Model Schools, 1831–68.

	£
Metropolitan Establishment, Offices, Schools, Lecture-rooms, and Training Departments,	114,687
Erection of District and of Minor Model Schools,	154,772
Additions and Alterations, District and Minor Model Schools,	20,691
Repairs of Model Schools,	12,179
	£302,329
Albert Institution, and Agricultural Model Schools,	82,435
Total, on Works and Repairs of all Model Schools,	384,764

Estimate for Annual Support of Model Schools, year ending 31st March, 1869.

Normal Establishment,	8,245
Model Schools,	£26,739
Agricultural Establishments,	5,828
Works and Repairs (Board of Works),	10,133
	£50,945

Classification, by Departments, of Pupils *on Roll* of *Model Schools*, year ended 31st December, 1867.

		Per cent.
Boys,	7,981, or	45·3
Girls,	5,433, or	30·9
Infants,	4,307, or	23·8
Total,	17,631 or	100·
Average daily attendance,	8,059.	

† The following table was handed in by the witness:—

Condition of the National School-houses, Premises, and Play-Grounds, 1865.

Summaries of Reports of 57* of the 60 District Inspectors upon 5,947 of 6,947 National Schools, in operation, in 1865.

Buildings, Repairs, &c.

Schools.		Per Cent.	Condition.
2,793,	or	47·	Good.
1,781,	or	30·	Fair.
983,	or	16·5	Middling.
390,	or	6·5	Bad.

Furniture and Apparatus.

Schools.		Per Cent.	Condition.
2,407,	or	40·5	Good.
2,116,	or	35·6.	Fair.
1,074,	or	18·0	Middling,
380,	or	5·9	Bad.

Premises and Play-grounds.

Schools.		Per Cent.	Condition.
1,675,	or	25·2	Good.
1,357,	or	22·8	Fair.
833,	or	14·0	Middling.
2,032,	or	35·0	Bad, or None.

Out-offices.

Schools.		Per Cent.	Condition.
1,713,	or	28·8	Good.
1,034,	or	17·4	Fair.
545,	or	9·2	Middling.
2,645,	or	44·6	Bad, or None.

* South Dublin, Waterford, and Mallow Districts omitted; no Reports.

July 8, 1868.

James Wm. Kavanagh, esq.

10862. What has been the total amount of the Parliamentary grant to the National Board?—Six millions.

10863. How much of it has been paid to the Board of Works?—£216,587.

10864. How much of that has been spent on the building and fitting-up of ordinary schools?—I have a return before me abstracted from the reports of the Board of Works for each of the last 11 years, which I have taken some trouble to make very correct, and with the permission of the Commission, I will give it in.

10865. What does that return include?—All works, repairs, and building in the whole institution were taken by direction of the Government in the year 1857, from the department of education. The Board of Education were told to confine themselves to literary matters, while the Board of Works was directed to take charge of the fabrics, and that all estimates going before Parliament for future buildings and repairs should be forwarded through the department of Public Works. Since that time the public generally are not aware, as it is completely hidden from them, of the expenditure under this head. I have got the reports of the Board of Works, and have made out, year by year, the details under the several categories.

10866. If you give an abstract of it now, and afterwards put in the whole of the paper, would not that be the better way?—If you will allow me I will take one or two of the headings. First, there are the ordinary literary schools. Since the Board of Works got charge of the building department in 1857 there has been expended under that head in building, enclosing, and improving £29,019 6*s.* 11*d.*; in repairs, £18,585 2*s.* 2*d.*; total, on the common vested schools of the kingdom, £47,604 9*s.* 1*d.* Under the head of repairs and works in the metropolitan establishment, there has been expended £40,842 13*s.* 11*d.*; building model schools, £72,017 16*s.* 9*d.*; additions and alterations to model schools, £20,690 15*s.* 5*d.*; repairs of model schools, £12,272 13*s.* 3*d.*; agricultural model schools, £22,155 12*s.* 7*d.*; total expenditure under model schools of all classes, £167,982 11*s.* 11*d.*; total in both categories, the model schools' category, or those belonging to the National Board themselves, and the ordinary vested schools, £216,587 1*s.**

10867. Has the cost per school, comparing the number of schools with the total grant, undergone any serious modification?—Yes; in the year 1843, with 2,912 schools, or 45 per cent. of the present number, and more than half the present number of children, the whole expense of the institution, buildings, inspection, teaching staff, training, books, administration, was only £50,000, whereas it is now £376,742, or seven to eight times that sum. At the present moment the cost of the twenty-nine model schools, attended under 9,000 children, is upwards of £50,000, omitti altogether the heavy cost of administration of the wh institution that, *pro rata*, should fairly be apportion to these. At that time the total annual cost school was about £17 each, while in 1867, it was cl upon £57 per school, being an increase of 235 cent. The cost has gone on school by school, a child by child, increasing year after year without, am sorry to say, the value given—namely, the instr tion—being anything better, if so good, while erection of new schools, then vigorously promoted, now well nigh ceased.

10868. Could you show that by a return?—I ha already given in a table,† showing, year by ye the grant from the time the Board was found in the year 1831, up to the present moment, and shall give another, showing the whole grant, wheth by the National Board or through the Board of Wor or both; the average cost per school, and the cost pupil, in average daily attendance, annually.

10869. Your return of the proportion of the parl mentary grant given to the ordinary and to the mo schools also includes, does it not, the sums expend separately by the Board of Works?—Oh, yes. As example of some of the model schools, there is one Enniscorthy which cost £6,490. There are 59 childr attending it. It provides shelter and school room these few children, more than one-fourth of whom infants, at a cost to the State of £110 a child.

10870. Would not several of the model schools present come under the rule of having too small number to entitle them to a grant as an ordina National school?—A large number of them sho be struck off as common schools for having an insu cient average. The one in Enniscorthy should struck off. You know that the average required is and it would require 30 in each department, wher there are only 59 children in it altogether.

10871. In that vested school in Carrickmacross y say there is an average attendance of one?—I doubt There are two on the roll; so I think it must be vulgar fraction of one child.

10872. What is the cost of maintaining the sch for that one child?—About £400 or £500 a ye Better to make him a travelling bachelor, and, if enough, let him make the tour of Europe with the mon

10873. Bishop of *Meath*.—Have you had a opportunity of examining any other primary scho besides those connected with the National Board? Those of every class in the island.

10874. That includes of course the Church Edu tion schools?—Yes.

* Expenditure, by Board of Wor

Report of Board of Works.	Year ending 31st March.	Ordinary Literary Schools.			Model Schools, Centr		
		Building, Improving, Furnishing, and Enclosing sites of.	Repairs and Maintenance of.	Total.	Repairs and Works at Offices, Schools, Lecture-rooms, and Training Departments in Dublin.	Building District and Minor Model Schools.	Additions and Alterations in Model Schools.
No.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
26	1857–8 part of	—	117 0 0	117 0 0	1,164 0 0	4 0 0	—
27	1858–9	69 6 3	1,678 15 11	1,748 2 2	2,681 18 3	969 2 5	—
28	1859–60	674 19 9	1,130 10 5	1,805 10 2	6,199 3 5	6,999 3 7	904 10
29	1860–1	2,547 5 9	1,923 15 8	4,471 1 5	6,170 10 6	20,250 3 9	3,472 12
30	1861–2	1,566 1 1	1,416 11 2	3,982 12 3	3,205 16 2	11,713 0 8	3,385 16
31	1862–3	4,006 4 9	1,351 0 7	5,357 5 4	7,361 15 6	10,879 19 3	1,168 3
32	1863–4	3,544 19 3	1,670 10 9	5,215 10 0	3,539 8 10	3,523 19 5	3,416 10
33	1864–5	3,988 19 5	1,503 3 10	5,492 3 3	1,599 18 2	7,062 17 4	488 5
34	1865–6	3,307 2 6	1,843 11 3	5,150 13 9	1,265 12 7	2,904 8 3	2,244 6
35	1866–7	2,535 16 6	1,462 3 10	3,998 0 4	2,412 0 3	5,359 16 8	2,434 14
36	1867–8	3,278 11 8	1,573 18 9	4,852 10 5	2,034 10 3	2,351 5 5	2,780 16
—	1868–9	3,500 0 0	2,914 0 0	6,414 0 0	3,208 0 0	—	395 0
	Total,	29,019 6 11	18,585 2 7	47,604 9 1	40,842 13 11	72,017 16 9	20,690 15

† See page 436 for this table.

10875. Have you examined any of these?—Numbers of them. I think I examined almost every one in the city of Dublin since this Commission was projected. I have visited and witnessed what was going on.

10876. And in other parts of Ireland?—When I was Head Inspector in the South I visited those at Bandon, and through Cork and Munster generally, and often visited those schools with the Church Education Inspectors themselves.

10877. Would you state your general impression as to the efficiency of those schools in promoting primary education?—I think they are extremely efficient, but they have peculiar advantages. They are well supported; have a good teaching staff in proportion to a small attendance; they occupy a good position; the clergy, not having as much to do as the other clergy, are especially attentive in looking after them; no clergy give more attention to their schools; and the landlords also and gentry generously support them.

10878. Have you examined those schools?—Several of them.

10879. Now, have you instituted any comparison between any of those schools, and the schools under the National Board, and with what result?—I have; but it would be very difficult, the circumstances are often so very dissimilar, to come to a right or a fair judgment. However, I will give you some examples. I think the model schools in Bandon are as good of their kind as almost any model schools in Ireland under the National Board. I think the Kildare-street schools, that I have visited half a dozen times within the last few months, and stood by witnessing the examination and seeing the mode of proceeding, I think the Kildare-street schools are excellent schools—modest in their aims, instruction sound, method admirable, and everything about the schools, considering their peculiar circumstances, what a practical educationist would desire.

10880. Your testimony to the excellence of those schools is not limited merely to the model schools—it is extended to the schools in general?—To the schools in general. I beg to say, my lord, that I gave similar evidence before the House of Lords in 1854, when I was in the service of the National Board. They have many advantages, as I have said, and therefore in instituting a comparison, I bear these advantages in mind.

10881. Have you looked into their books?—Yes, I am perfectly familiar with them, with most of them from my boyhood.

10882. And what is your opinion as to them?—A large portion of the lessons in the books of the National Board, down to their very last editions, are taken from them. They have to go back to the books issued forty to fifty years ago by the Kildare-street Society to take their lessons from them. Some of the best lessons introduced are those of the old "Dublin Reading Book."

10883. Then their books are framed very much upon the books of the National Board?—The very converse. The books of the National Board were largely, but unsuccessfully, framed on them. They went before them by many a year.

10884. Now, regarding these Church Education schools simply as means for promoting the primary education of children in Ireland, you consider those schools well deserving of State support?—Eminently deserving. I beg to say, my lord, that, in addition to other excellent schools, I visited some years ago a large number of the Church Education schools in Belfast; and I may mention in connexion with your lordship's question that in the city of Dublin, with 60,000 Protestants, there is but one set of parish schools, St. Bride's, connected with the National Board, whether under clergyman or layman, while in the whole town of Belfast there is not even one, according to last Report, under a Church clergyman.

10885. You have directed your attention to statistical matters, Mr. Kavanagh. Have you examined the returns of the average attendance in the schools of the Church Education Society?—Yes; I have their returns here by me, from the very beginning, since 1839.

10886. Now, are you able to say whether or not those returns exhibit a correct report of the children in attendance?—I directed my attention, especially to that for some years back, and though I am not so well pleased with the mode of keeping some of the accounts, especially the register, that I saw lately, I have no reason whatever to doubt their thorough accuracy. On the contrary, the very fact of their giving from year to year a decreasing number of Roman Catholics, unlike some other bodies, is, in my opinion, the strongest presumption, quite enough to show that their accounts are honestly kept.

10887. Then you think that their returns of the number of Roman Catholic pupils attending their schools may be relied on?—I think so; and I do not wonder at Roman Catholics in many localities attending the schools, for I think it is one of the mistakes made that some of the Roman Catholics prefer Protestant National schools, thinking that they are different in kind or degree, or more offensive to Catholics except in the statement that they are Church Education schools. I would prefer sending my child any day to a Church Education school, if I were obliged, to sending him to a Presbyterian National school under Protestant teachers.

on National Schools, &c., 1857–69.

| District, and Agricultural. | | |

July 8, 1868.

James Wm. Kavanagh, esq.

10888. It is stated that Roman Catholic parents are under difficulties with regard to sending their children to the Church Education Society's schools. Why are they so?—The reason is traditional, and you cannot readily eradicate this traditional feeling from the minds of the Catholic people. Whether wisely or unwisely the Established Church for the last 300 or 330 years went on the foolish attempt to see and alter the faith of the people of Ireland—which, I believe, they are now satisfied is not to be done. The memory and history of those sad and dark times, which we would wish forgotten, are attached to the Protestant parochial schools, and wrongly attached. If a Presbyterian patron connects a school with the National Board there is the thirty-seven years' traditional feeling that the National schools are liberal—that there is protection for conscience—and a greater mistake never existed in the mind of a human being, as I hope to convince you—and that it is not so with regard to the Church Education Society's schools. Besides, the reports and speeches of indiscreet friends of the Church Education Society lay ground for that feeling.

10889. You don't impute the exercise of any influence of an unworthy kind in these schools as to children?—No. So far as I know—and I have given great attention to those schools on this ground—I was over the whole country as a public officer, feeling as a Catholic, a warm interest on this question. I went in my public capacity through every one of the proselytizing missionary localities as they are called. I don't use the word offensively, for I am myself an advocate for proselytizing, by fair means. I visited all the Ragged, all the City Mission schools, Protestant and Presbyterian, in Dublin and Cork; all the Mission schools and stations in Dingle, Ventry, and through Kerry; and minutely examined the operation of the West Connaught and the Irish Church Missions over the entire sea-board of Connaught, from Galway round to Sligo. I went through what are called the proselytizing schools in Connemara, Oughterard, Spiddal, Clifden, Castlekirke, Roundstone, Silerna, and Achill. I had interviews with Rev. Major Dallas, their head, and obtained his permission to visit and examine them. I witnessed their demoralizing condition, but I never witnessed in the Church Education schools in the south, east or west, anything that appeared to be an unfair means of attracting Catholic children to them. I never witnessed what I saw when I visited National schools within a bow-shot of where you are sitting in this city—soup, food, clothing, even in National schools, under one of the Commissioners of National Education himself, as gross attractions to poor Catholic pupils in the school. I visited the schools; I drank the soup; a public man and myself visited those National schools, stirred the soup and drank it; and I wrote in the public newspapers the result of my visit. In kind or degree I never witnessed anything like that, I must say, in the Church Education Society's schools.

10890. Mr. *Gibson.*—What schools did you witness that in?—The King's Inns-street Presbyterian National schools.

10891. Who was the Commissioner?—The Rev. Dr. Hall was connected with it.

10892. Show how he was connected with it?—He was connected with it as a member of the Committee of the Presbyterian City Mission, and as officiating in it at Divine Service on Sundays. I had it from the teachers of the schools, and I had it from the public reports. I gave a full and detailed report in the *Morning News* of my visits. I beg to say that the schools are not now National. The Presbyterian body, as such, have in this city, like other religious bodies, what is called a City Mission. This building was the headquarters of their city mission, and bore on its front, in large painted letters, an inscription to that effect. There were various departments in it to minister to the bodily as well as the spiritual wants of the people; different societies of one kind or another had quarters in it. It was the temporary church of the mission. I visited the schools several times, spent two days there, and made a public report of what I saw and witnessed. The Rev. Dr. Hall, one of the Presbyterian Commissioners of National Education, was connected with this; the whole Presbyterian body were connected with it; they had a Serial or periodical in which the schoolmaster gave an account of his conversion (he had been a Catholic National teacher in Westmeath); and the members of this Commission—I believe the noble Chairman visited the locality. It is in King's Inns-street, and is separated by a line about half the length of this table from what is called Mrs. Barrett's convent National school. The two National schools, separated by a lane three or four yards wide, form so unique a specimen of the mixed system that a distinguished barrister, Mr. Butt, refers to them in his pamphlet, "The Liberty of Teaching." The Presbyterian school is on the one side and the convent school on the other, and only that narrow line twelve or fourteen feet wide separating them; when the windows were open the hymns and psalms sung in the souping National school could be heard in the other, and the prayers said in the latter *vice versa* could be heard in the former.

10893. Rev. Dr. *Wilson.*—Was Dr. Hall the manager of that school?—He was not the official manager.

10894. What personal connexion had Dr. Hall with it?—He officiated as a minister in the place; he was a distinguished member of the body, a member of the National Board, quite aware of the object and the working of the school, and patron of the mission.

10895. What official connexion had he with it?—The school was used by him as a church.

10896. Did Mr. Kavanagh himself visit that school?—Oh, certainly, five or six times, and spent many hours in it.

10897. Were you officiating in it on that occasion?—No, except going to protect——

10898. Were you officiating there in any sense?—What do you mean by officiating in some sense?

10899 Was it a National school?—Yes.

10900. Are all National schools open to the public?—Yes.

10901. Was it as one of the public or a Commissioner of Education that Dr. Hall entered that school?—As a Presbyterian minister, and an active patron of an odious scheme of which that school was a public symbol and centre.

10902. What connexion had he with this school?—He was a Commissioner of Education, and this was a National school, with the inscription, "National school" staring him in the face as he went in.

10903. What was the special connexion he had with this school different from mine or that of any other person in the community?—I consider that a Commissioner of Education is a person specially responsible for the school that he visits, and the practices of which he is aware.

10904. The *Chairman.*—How could he officiate as a minister of religion or hold services in a National school?—It is allowed to the Presbyterians.

10905. Mr. *Gibson.*—Did he, as a matter of fact, conduct any religious service in that school?—Yes.

10906. On what occasion?—On Sunday. I have the authority of the schoolmistress.

10907. The *Chairman.*—You say *it* is a church?—Oh, the schoolrooms are allowed for religious purposes, provided it is not what is called, *stated* public worship. Recurring to your question, my lord, which is a most important one—one of the earliest complaints of the Presbyterians was—that they were not allowed to use their schools for religious purposes,—for their prayer-meetings, psalmody, and so on. They first were allowed to have the parents and friends of the children to attend. Then it became very difficult to distinguish who were the friends of the children, and who were not; and so it came to mean the whole neighbourhood; and bit by bit the thing went on, the National Board continuing to state that they would not allow a sacrament to be administered there—not even baptism. Now, your lordship well knows that the administration of a sacrament is not an essential portion of Protestant

worship of any form; and, therefore, they could have public worship; but the unfortunate Roman Catholics could not have Mass celebrated, or public worship of any solemn kind, without a sacrament.

10908. Mr. *Gibson.*—Don't you know that the Board has no authority over the use of rooms on Sunday? Don't you know the distinction between vested and non-vested schools with respect to the use of school-rooms out of school hours?—*Now* there is a distinction.

10909. At all times?—Pardon me; no.

10910. Since the junction of the Presbyterians do you say?—I quite agree with you. Since 1840 it was made for them.

10911. But is it not since then you are speaking of Dr. Hall?—Yes.

10912. Was not that a non-vested school?—Yes; but I did not mean to convey to his lordship in any way that it was then a violation of any rule of the Board; on the contrary, that it was done *en regle;* for the Presbyterians were the parties that got the change made. I could not be so ignorant of the rules of the Board as to say that I complain of them for having broken the rule.

10913. Rev. Dr. *Wilson.*—Do you state, as a matter of fact, that the privilege to which you refer was not enjoyed by the Presbyterians previous to 1840 in the non-vested schools?—It was not in the same unlimited sense as it was in 1837, and still less than it was in 1840.

10914. I wish to know was that privilege enjoyed by the Presbyterian managers of non-vested schools previous to 1840?—No; not as it now exists.

10915. Can you state that as a matter of fact?—As a matter of absolute fact.

10916. Do you acknowledge the North of Ireland as a Presbyterian district?—I fully acknowledge part of it, only, as such. Presbyterians are nowhere a majority in Ireland.

10917. Were you in the north of Ireland previous to 1840?—No, not till the close of 1844.

10918. Are you aware that I was educated partly at a National school in my early days?—To your honour, you said so before the House of Lords, as I read in your evidence.

10919. Should you be surprised to learn that the same privileges which, as a minister in the north of Ireland I enjoyed after 1840, I am aware that Presbyterian ministers enjoyed long previous to 1840 in non-vested schools?—Your individual personal experience, if it were ten times as great, could not alter what I know as a matter of fact. I am aware of the whole official action and correspondence in the matter. I would be very sorry to gainsay any question of fact that you state of your personal knowledge. It counts as nothing, however, compared with my intimate knowledge of the whole subject from the beginning.

10920. Are you prepared to answer that question?—I am prepared to answer any question that you ask me on the subject.

10921. Should you deny the statement?—I totally deny——

10922. The *Chairman.*—You have not heard what the statement is.

10923. Rev. Dr. *Wilson.*—That the like privilege was enjoyed previous to 1840?—That what?

10924. That what you now state was a change effected for the Presbyterian ministers as to non-vested schools in 1840?—Put any question, if you please, to me, categorically, and I will answer it. You ask me, did the present privilege with regard to the use, before and after school-hours, of non-vested schools exist before 1840. I totally deny that it did. On the contrary, in order to show that it did not exist I will refer to a vote of the General Assembly in Dublin, in 1855, stating that the rule on the point was only then made satisfactory. Here are the Resolutions of 1855—

"To the modified regulations (of the Commissioners' new Rules, 1855) coming under the first head, so far as they apply to Presbyterian schools, your committee see no cause to object; on the contrary, the clear manner in which several important matters of detail which had been heretofore left in much uncertainty, have been settled and defined, is calculated to make the relationship between local managers and the Board much more satisfactory than formerly. The committee would specially refer to the *present* regulations respecting the use of school-houses on Sabbath and week days, both before and after school-hours (see Report, page 26, sec. 5, Rule 2), by which our right to employ them for the purpose of Sabbath-school instruction and for public preaching is *fully recognised* with the single restriction that they are not to be converted into stated places of Divine worship or used for the administration of the sacraments or rites of our Church. Your committee also observe with satisfaction that the responsibilities of managers and teachers as regards the instruction of children of a different communion has been very clearly defined by the following rule:—'Patrons, managers, and teachers are not required to exclude any children from any religious instruction given in the school, but all children are to have full power to absent themselves or to withdraw from it. If any parents or guardians object to the religious instruction given in any National school, it devolves upon them to adopt measures to prevent their children from being present thereat.'"

10925. Mr. *Dease.*—Have you had much knowledge of the schools in workhouses?—Yes.

10926. Is the number of children on the rolls of the workhouse schools a more or less reliable index of those actually receiving education than it is in the ordinary schools?—It ought to be more reliable on account of the permanence of the children in the workhouses; but, in addition, they don't conform to the practice of the National Board as to retaining their names for thirteen weeks on the school-books. It might cause confusion in auditing the accounts, as to expense, if it appeared that a child was fictitiously on the roll after it had actually left the house. In most of the workhouses the discharge of the name takes place from the school-books when the real discharge from the house takes place.

10927. That ought to make the attendance appear better?—So it does.

10928. And is it actually so?—It is so. Instead of the proportion being 3 to 1, as Dr. Sullivan elicited a while ago, it is less than 2 to 1. The number on the rolls in the workhouse schools is not double the average attendance, as, in the 145 workhouse schools connected with the National Board in 1867, the number of pupils on roll, during the year, was 18,744, whilst the number in daily average attendance was 9,653, or more than half.

10929. Is the instruction given in the workhouse schools on the whole better or worse than that given in ordinary schools?—In some the education given is excellent; but they form the exception. I presume you are aware of the fact that I was sent by the Government, during a whole year of my official life, 1853, to inspect all the workhouses in Ireland, and that I made a Special Report on each, and a General Report on all, the workhouse schools. I visited the North Dublin Union schools within the last couple of months, and found them to be in a state which I considered good and efficient—the boys' school particularly. Some of the other schools are not so good; but the workhouse schools should have been improving a good deal since my connexion with them, on account of the vast diminution in the juvenile pauper element. The number, I think, on the roll at the present moment, of all children under fifteen years of age, is not more than 20,000; at which, of course, whatever the defects in the education may be, we must sincerely rejoice.

10930. Is the position of the workhouse teacher better or worse than that of the ordinary National school teacher?—Better, in point of income, on the whole, but a great deal worse socially; for, if I may use a paradox, the teachers there work, or are on duty, twenty-five hours out of the twenty-four. The toil of the workhouse school teacher is incessant. Night and day the teacher is responsible; the schoolmistress is a sort of nurse, a sempstress, assistant matron, and so on, and night and day she is in charge. The schoolmaster is often an industrial teacher, assistant master, and so on; he has to go out and accompany the children in their walks, and has, in fact, hardly any respite from labour. Besides,

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on moral grounds, it is an objectionable, or at least an undesirable, position I should say, for women.

10931. Is the social status of workhouse teachers, lower or higher than that of ordinary teachers?—Lower. They have an entire reluctance, except in rare cases, to accept it.

10932. At what would you be disposed to value the general advantages of house accommodation, light, and rations usually allowed?—The cost of food and rations bears an increasing value. I have them here estimated at £18. That is the mere materials of living, and adding the value of light and residence, I should say £22 to £26 would be about a fair estimate. Or you could better determine the estimate of the Board of Guardians when you see that there has been an increase in the average cost of the support of a pauper during the last few years of from 2*s.* to upwards of 2*s.* 6*d.* per week.

10933. What is the amount you say you would estimate them at?—Value of rations £18 or £20, and, including residence, £22 to £26.

10934. In addition to salary?—The average salary of each of the 95 schoolmasters is £27 5*s.* 10¾*d.* this year; and of each of the 195 schoolmistresses, £19. I take these averages from the parliamentary estimate for this year—1868–9.

10935. That would make their income considerably higher than that of the ordinary teachers?—Somewhat higher; but I need scarcely remark that a teacher would much prefer having the command of the money, and the laying out of it, with a residence outside, to the semi-prison life, within a workhouse.

10936. Have you examined the returns as to the religious denominations of the pupils attending National schools, moved for by Mr. O'Reilly in the House of Commons, and published in 1864 or 1865?—I have; they refer to the year 1862. I have them here before me. They are of a most interesting and grave character. They are in four bulky volumes of Blue Book; and from the officers of the National Board not putting the totals to the bottom of them, you will find it very heavy work to wade through them in order to find the results.

10937. Do these returns, in your opinion, give the correct numbers of the pupils of different religious denominations in the National schools?—On the whole, I think, with regard to the numbers of the children of different denominations, the return may be accepted; but with regard to the number of children that are mixed at the time of religious instruction, or under proselytizing influences, I would receive it with very great caution.

10938. Do you consider that the National system of education is a less mixed, and so far, a more practically denominational system than it professes to be?—There never has been, at any time, in Ireland a scheme of education more thoroughly denominational than the National system; and it is becoming every day more so, save in one part of the country.

10939. To what part do you allude?—Where the people are more mixed, in three or four counties, which you may call the Scotch or Presbyterian district, the locality of the Plantation of Ulster.

10940. Do you know the Oldcastle school in the county of Meath?—Intimately.

10941. You at one time, I think, acted for the trustees in making suggestions as to its management?—When I was Head Inspector in Dublin, and having no official connexion there, the trustees, of whom your father was a very active member, and Mr. Naper, of Loughcrew, applied to the Board to have me go down specially to examine the schools, which I did, 1853, the very year that I was on the workhouse inquiry. I spent three or four days there, made a full inquiry into the school, and a report, which I ask you, as one of the trustees, to lay before this Commission, because I consider that excellent school as a type, as far as you can have security in a mixed school, of a perfect National school. I believe you adopted some of my suggestions.*

10942. We did, or the trustees of that time did, for I was not then a trustee. Are these schools conducted on the mixed religious system?—Oh, not at all in the sense in which it is ordinarily understood. There are paid chaplains; the Protestant and the Catholic clergymen of the parish are trustees *ex officio*, the Chief Secretary is another, you are another, and Mr. Naper is another. In that sense the school appears to be under joint management. Well, from the very beginning the practice of the school was that no child, on any account whatever, should be present at the religious teaching given to children of another denomination; and the paid and salaried chaplains who happened to be resident in the parish, looked after their own children respectively. I was present at the religious instruction. I examined the Protestant children in the Scripture Extracts, at the request of Archdeacon Stopford; and I examined the Catholic children at the request of the parish priest; and I was very much pleased, in every way, with the school.

10943. Do you consider then that the mixed system, which has failed to satisfy the Catholic portion of the Irish public as regards the schools of the National Board, has given full satisfaction to all classes and creeds in the neighbourhood of Oldcastle, in consequence of there being religious instruction for all the pupils, and of the several denominations of pupils being absolutely excluded from the religious instruction which is not their own?—It has given the greatest amount of satisfaction that it is possible for such a school to give; but I am far from leading you to suppose that I do not think there are difficulties and dangers with regard to even such a school.

10944. Have you given any attention to the state of the schools under the religious communities of Catholics in Ireland?—I have.

10945. Were any of the conventual and monastic schools aided by the Kildare-place Society?—Yes, both nuns' and monks'.

10946. On what terms?—The same terms as all others.

10947. Was any distinction made between the conventual or monastic schools and the ordinary National schools?—In the year 1839 a distinction was made with regard to payment; and in the year 1855 a radical change was made by the exclusion of, and denial of grants to monks' schools, and by a new restriction on the extension of convent schools.

10948. Did the Board deem those schools to be more denominational in their character than other schools?—Not at all. When they altered the system, in 1840, so as to bring in the Presbyterian body, as such, the explanation they gave of the denominational principle involved was this:—It might be said that any school under a clergyman of a particular denomination, with a teacher of the same creed, and attended mainly or exclusively by children of that communion, may be considered as a denominational school. For example, we have been aiding, from the beginning, with the consent and express approval of Government, the schools of the Roman Catholic communities, and no question whatever has been raised about them. They referred to the convent and monastic schools as a sort of set-off for having then aided denominational Presbyterian schools. That Report was written by one of the ablest men that ever was connected with the system, Right Hon. Anthony Richard Blake, one of the original Commissioners.

10949. Have these schools at any time been frequented by other than Catholic children?—Yes, and even now, but sparingly.

10950. Have you ever known the non-Catholic pupils of these schools to be tampered with in their religious opinions?—Never. In saying this, however, with regard to tampering, I take the obvious meaning of the word. I don't think it a fit place for a Protestant child, and I stated so before the House of Lords. If I were a Protestant I would not send my child to a convent school. I think the very atmosphere of the place——

10951. There is no sort of concealment?—Oh, no.

* For Mr. Kavanagh's Report on the Oldcastle Endowed School see Appendix No. X.

But I answered the question in the sense of aggression. I believe the nuns to be utterly incapable of taking any advantage, or acting basely, by way of tricking or giving bribes, or anything of the sort—from what I know of nuns, I believe them to be wholly incapable of any such conduct.

10952. It being the fact, as you have stated just now, that the great majority of the schools in Ireland are practically denominational, of what is it that the Catholics complain in the existing schools of the Board?—If there be a general or a physical necessity for it, such as mixture of the population, Catholics should submit to a state of circumstances which could not be helped; but in places where there is no mixture of the population it makes the oppression unendurable, that for the sake of a mere fiction, the youth of the Catholic millions should be restricted in devotional practices and religious influences, calculated to make them better men, better citizens, better in every way. I say it is utterly indefensible. For example, in the Board's Report for 1867, the 744,433 Catholic pupils on roll are thus distributed—

Catholics.	Schools.		Protestant Pupils.
360,877 in	2,365,	having	None.
333,565 ,,	2,649,	,,	24,814
13,228 ,,	132,	,,	14,825
36,763 ,,	1,039,	,,	108,582
744,433 ,,	6,185,	,,	148,221

How can the restrictions of a mixed system be defended in the first two categories?

10953. You consider then that the Catholics accepted the system originally on the supposition that it really might in practice be found not to be a mixed system?—The Catholics knew when they were taking it, that it could not be anything else than denominational in a large portion of the country; and they bore, to a certain extent, with the privations which the restrictions placed on them, until, bit by bit, from partial and sectarian administration, aggressions made on them, and deprivation of their rights—in a word, the extension of what may be called State education throughout the country, brought about that condition of things you are now sitting here to consider, and that every man of sense must have foreseen for many a year.

10954. What opinion has been expressed by the Board's officers of the general efficiency of the conventual as compared with the ordinary National schools?—Well, upon the whole, the Protestant officers are quite as warm and as loud as the Catholic in praise of them. Mr. Kelly, the original Secretary of the Board, and a Protestant, stated before the House of Commons in 1837, as also Rev. Mr. Carlile, that they had no such schools. Mr. Cross, his successor and a Protestant, stated before the House of Lords in 1854, that they had no such schools. Mr. Macdonnell, before the House of Lords, as also Rev. Dr. Henry, gave similar evidence. If I were about to select a person to examine these schools, I would have no objection to some of the Protestant officers of the Board; in fact, you have only to consider who the teachers in these schools are. I did not come here to speak of doctrinal matters, but the practical advantage Catholics have above their fellow Christians in those schools is, that the very highest in the land teach the poorest those very things that they want most. Many persons suppose that there is some connexion between degraded pupils and degraded teachers; whereas we have the highest in the land—the highest in their purposes and motives—teaching the very lowliest of the poor.

10955. Can you give the Commission an outline of the number of schools for primary education in Ireland that are directed by religious orders and communities of men and women?—I can give you a summary which I have made out. As you have had evidence already with respect to the Christian Brothers I may briefly dispose of them. They have sixty establishments attended by about 25,000 or 27,000 children. These schools have doubled in number within the last ten years; and further, they have got hold of the chief centres of population and influence in Ireland—a fact adverted to by your predecessors, the Endowed Schools Commissioners; the consequence of which is, that, bit by bit, from the weaker hands of the National Board, the schools, in the great centres of intelligence and population, are falling into the abler hands of the Christian Brothers. Next, as to the schools of the nuns and monks, these are in every county of Ireland at this moment. There is no county in Ireland that has not one or more convents, while twenty-eight of the thirty-two counties have also one or more monastic schools at the present moment; and both classes of schools have rapidly extended within the last ten years. On the building alone of the convent schools connected with the Board Catholics have expended £100,000; for which see Special Reports—Parliamentary Paper (No. 405—1864), moved for by Right Hon. W. Monsell, containing the Special Reports made by the Board's officers, on the convent and monastic schools in 1864. The nuns attending these schools are housed and lodged; and if you only estimate the cost of their support and maintenance, the same as that of any respectable teachers, or of the Christian Brothers, the whole sum must be enormous. I will submit an estimate of it. To £100,000 for the fabrics, add the cost of their residences and the support of the nuns in 140 or so convent schools; and all that enormous sum is raised on the voluntary principle. The trifling fees that are paid go for the repair of the schools, books, and other purposes. Then the outlying convent and monastic schools, unconnected with the Board, form another very large class. There are the Sisters of Charity, one of whose schools, in King's Inns-street, some of the Commissioners have visited. That order is largely spread over Ireland; you will find them in every leading town; yet that is the only school, of the order, in Ireland connected with the Board. That school of Mrs. Barrett's can scarcely be called a convent school, for there are only two nuns in it, the rest are all lay teachers. There are other religious orders besides the Sisters of Charity; for instance, on looking at the map before me, in the town of Drogheda there are the Dominican nuns. Their school had been connected with the Board and was withdrawn. The Kells convent school was connected with the Board and was withdrawn. The Cabra convent school was connected with the Board and was withdrawn. The William-street convent school, here near us, was connected with the Board and was withdrawn. The Castlecomer convent school was connected with the Board and was withdrawn. The Dungarvan convent school was connected with the Board and was withdrawn. The Waterford convent school was connected with the Board and was withdrawn. The Lismore convent school was connected with the Board and was withdrawn. The Carrick-on-Suir convent school was connected with the Board and was withdrawn. The Irishtown (Clonmel) convent school was connected with the Board and was withdrawn. The Tuam convent school was connected with the Board and was withdrawn. All the earlier established branches of the Christian Brothers' schools were connected with the Board but were withdrawn. A new teaching community of ladies, the Sisters of the Holy Faith, has been established in Glasnevin, and already they have large schools through the city, in Strand-street, in Crow-street, and in the Coombe. Over the whole island they tried the thing, and it was found unworkable. They could not submit, for the sake of the money they got, to the intolerable privations connected with the system. In his Grace the Most Rev. Dr. M'Hale's diocese there are neither monastic nor convent schools, of any sort, connected with the Board, he does not permit them.

10956. Do you speak of his diocese?—Not the province, but the diocese of Tuam. There are fourteen schools under Franciscan monks, not one of which is connected with the Board. The Christian Brothers' schools in Tuam and in Westport are, of course, not connected with the Board; while the nuns' schools in several towns—Clifden, Westport, Tuam, and Ballin-

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robe—all over the diocese—are not connected with the Board; so that a large amount, more than half the religious Catholic schools outlie the National system, a summary of which I will hand in.

10957. What is the condition as to warmth, light, and general comfort of the monks' and nuns' schools?—About as good as the community rooms in which they live, if not better. They are far the best in the whole island, not even excepting the expensive model schools.

10958. Is there generally a sufficient supply of books, maps, and school requisites?—I have never found even one instance in which there was anything like a serious deficiency.

10959. How are these supplied?—Out of the nuns' own funds, charity sermons, and fees.

10960. Have they any particular form of school statistics?—No; they observe strictly the rules of the Board on that point.

10961. Well, but in those establishments that are not connected with the Board?—Oh yes; I have examined the books and forms of the Christian Brothers' schools and they are very simple and very admirable.

10962. As regards the monks' schools?—I think there is a defect in many of those schools with regard to keeping daily rolls, which I regret. But as regards the numbers present, what we call Report Books are kept in all. But the Christian Brothers are very intent on their work; they say, most truly, that they are not eye-servants, and that with such a small staff as theirs it would take up too much time to keep so laborious a record as a daily roll, and therefore they don't keep it. I would rather they did. I pressed them very much to keep rolls, for a scheme of education without full statistics is like a ship without a log-book.

10963. Can you give the Commissioners any idea of the number of Catholic children in the National schools, and the number in all the schools in Ireland for primary education that are taught by the religious orders?—I think about one-third of the girls going to National schools are taught by nuns.

10964. Is that proportion increasing?—It is increasing rapidly. I may mention that in your own neighbourhood, Mr. Dease, a model school that had gone on very smoothly since the year 1850—the Trim model school, with an attendance of nearly 300 children daily in it. The parish priest, now the Catholic Bishop of Meath, thought that he had got quite enough of it, and erected a convent school which cost the people £10,000 or £15,000, and on the day that convent school opened the infants' and girls' model schools, as might have been expected, were left without any Catholic children. And this is going on in nearly every town.

10965. Mr. *Sullivan.*—The number attending the model schools is included in one of the returns that I asked you to put in?—Yes; but I mention that incidentally in connexion with your question to show you in detail the struggle against State schools; it is just a matter of a few years until they are completely paralysed. Trim had been one of the most successful of all—it was under me, as Head Inspector, for some years.

10966. Mr. *Dease.*—What social classes, generally speaking, attend the schools, under the nuns, or can you make a distinction between them?—There is this distinction, that ladies being the teachers, women of the highest birth, of excellent acquirements, and of good family, and who consider that they work, not for man, but for God, there is hardly anyone in the country who would have any objection to see his children, at least for a reasonable time, mixing with the pupils that go to those schools; because he would regard it the same as mixing with those that go to chapel or to church. And this does not at all apply to the other schools. The first person in the town might send his children to the convent schools, without objection to their mixing with those whom they would meet there, because the children are taken by the hand, well taught, tenderly cared, and their hearts reached by ladies some of whom had been in a better social position than themselves, no matter who they are.

10967. To what age do they go there?—They go at an earlier age and remain to a later age than in other schools, because the infant schools are practical nurseries, and because many of the elder girls are provided with situations as governesses, in schools, in shops, and in other positions, obtained by the influence of the ladies and of other persons that visit the convent schools. Mrs. Barrett, I suppose, had provided for at least several hundred girls from the school in King's Inns-street.

10968. Would it be correct to state that a number of people are deterred from sending their children to these schools because of the status of the other children being so low?—I would doubt either the man's sanity or veracity who would make such a statement.

10969. Mr. *Stokes.*—When children of the middle classes are sent to convent schools are they placed in rooms by themselves?—No; if National schools. In some instances there are children of a higher class in intermediate schools. There is a division of labour. From the nuns of the Sacre Cœur, Loretto, and Blackrock, near Dublin, the Sienna Convent, Drogheda—from Derry to Cork, and from Dublin to Sligo—there are some fifty schools, under nuns, for the education of young ladies.

10970. I do not refer to boarding schools of the higher class. But with regard to convent National schools, are you acquainted with any such school where the nuns get children better dressed and better paid for, that they give them a separate room?—I am not aware of any such instance. I am aware there are many intermediate, or middle-class schools, regular pension day schools—ranking above the primary or National, and below the regular boarding school. I will take a case that might lead to that impression.

10971. Rev. Dr. *Wilson.*—Will you kindly answer the question?—I am answering. Whether I am right or wrong, I don't suppose there is any other layman in Ireland has been in as many convents. Yet I am not aware that I ever met a single instance that could support the statement of Mr. Stokes.

10972. Mr. *Stokes.*—Have you never seen a case of that kind?—Never, such as you have stated.

10973. How many convent schools have you visited?—A great many. I have visited convents in twenty-seven of the thirty-two counties of Ireland. I visited lately every one in and about this city.

10974. Do you think that if a person visited two convent National schools, and found one in the way I have described he would be peculiarly unfortunate?—It might so happen. I say there are intermediate schools, where a fair fee is paid, and that there ought to be still more of these schools.

10975. I refer only to National schools?—In Queenstown, where I was on the 8th of May last, I found a very large and excellent intermediate school, there was a good intermediate school at the convent of the Sisters of Mercy, Galway, there is such a school in Stephen's-green convent, another at Tranquilla, Rathmines, and many others, scores, in fact, that I could name. In none of these intermediate schools are the numbers included, they are distinct and separate from the National, or poor schools. But to say you can go into a convent National school and find the children classified, whether in different rooms, or in the one room, and an aristocracy set up amongst the pupils—the children, in fact, ticketted, I totally disbelieve it. There may be a separate, existing intermediate school, the same as in other schools, socially graded; but that the children are sifted, riddled, and classified into paupers or free, a penny a-week, two pence a-week, and so on, I totally discredit it. The mistake might easily originate in reference to a school where there is a distinct intermediate school, a mistake very natural. I would be very sorry there were not many schools of that class. Wherever the nuns submit to the restrictions of the Board, they have a right to include the numbers. If there were twenty or twenty-five or thirty schools of that class I would not be surprised.

10976. When you say the nuns submit to the restrictions imposed by the Board, you mean they take the £20 a year for every 100 children they instruct, and draw money for monitors to teach these higher class children?—Yes; reminding you, however, that lay teachers in girls' schools upon the side of a mountain get three or four times as much for imparting inferior instruction.

10977. Rev. Dr. *Wilson.*—Do you acknowledge that in such schools there are separate rooms with social distinctions for the children marked off?—Yes, but not in National schools.

10978. Have you heard the ladies themselves acknowledge they must make such a distinction, and point to schools in which ragged children are, and say, "there is the Mercy school?"—So all their schools are *Mercy* schools. The religious communities, by a division of labour, recognising the various social classes from the aristocracy down to the outcasts of the workhouse or the prison, acknowledge the distinctions that, by the permission of Providence, exist in society, do their best to soften these distinctions, and provide education suitable for each class. They do that to be sure, and if they did not do it they would be fools.

10979. Mr. *Sullivan.*—Is there any real distinction in principle between the intermediate schools you have been describing and the higher boarding schools?—No.

10980. Are they not in principle of the same class though for different grades?—It is an acknowledgment of the social distinctions that exist in society. It is the same distinction that was recognised last night in the House of Lords, when a member proposed that day scholars be admitted to the grammar and endowed schools, a proposition that was negatived by a large majority.

10981. Mr. *Dease.*—In point of fact, is the education given to the poorest class attending these schools injured by the presence of children of a higher class, for whose teaching there is a special staff?—Not at all; and in connexion with the other subject I may add, that there are other orders, and one having the largest schools, namely, the Presentation nuns, would not conduct pay schools of any sort. Such a thing could not exist with regard to these, because the nuns instruct the poor alone, and consequently their schools are not large enough for them. The most neglected class in Ireland are the middle class of boys, both Protestant and Catholic. No body acknowledges that more readily, to their honour be it said, than the Presbyterians of the North of Ireland, in their desire for intermediate schools. In the case of the girls, the Catholics recognise this distinction, and amply provide for it. The Presentation nuns educate the poor; to whom alone their gospel is preached. There are other classes to whom also the gospel has to be preached, and for whom the Sisters of Mercy, the Ursuline, the Loretto, the Dominican, and other nuns provide.

10982. Mr. *Stokes.*—What is the difference between these schools and model schools to which you object?—The State, alone, pays—and liberally—for the one, the State pays very little for the other. I object to the model schools for this, as one of the many grounds of objection. You do not mean that £20 a year for teaching a hundred children is sufficient payment. You are under a mistake if you think the nuns have any advantage with regard to monitresses, instead, the nuns are supplanted in the schools, and get a less amount in capitation than is given in salaries to the monitresses themselves, while the appointment of the monitresses was most improperly taken out of their hands.

10983. Do you think there is any convent National school supported by the Board which charges a higher fee than is allowed to be charged in model schools?—No National school, but I am certain the fees in the intermediate schools, not connected with the Board, are much higher, in the main there is a tariff of 5*s.* to 10*s.* a quarter. I know, also, that no child of the same social class, such as the child of a deceased barrister or doctor, whether able to pay or not—I am sure that such a child would not be obliged to go to the National school because of inability to pay in the middle class school. But with respect to these intermediate schools connected with the convents, I beg to say there is a number of them into which the Inspectors are not allowed to enter. If I could, I would not have any of those intermediate schools connected with the Board, or allow the Inspectors into them.

10984. Mr. *Gibson.*—You state the objection to the model schools was that the rich attended them?—I objected to State aid in general being given to a large class of persons that ought and are well able to provide for the education of their children. I never said that that was the sole, or even a very prominent objection.

10985. Does that apply to the model schools?—It does specially.

10986. When did you come to that conclusion?—I always entertained the opinion.

10987. When did you come to that conclusion?—As long as I could think I must have believed that there was a limitation to the grades of social classes whom the State should aid as to education. But as to the poor, the State should admit them indiscriminately, without fee, if unable to pay, and at moderate fees according to the means of the parents.

10988. Allow me to read this passage for you, and to ask you whether you will now endorse this opinion which you formerly expressed—I read from the 17th report:

"If there is one remedy that more than any other would tend to allay social hostilities between class and class, and sectarian prejudices and antipathies between creed and creed, in Ireland, it is the successful working of institutions such as the Clonmel Model Schools. Poverty is arrayed against property, employed against employer, land against trade, creed against creed; here, however, these are all so blended, that the son of the labourer stands in the same class, and perhaps higher in it, and plays in the same playground, with the heir of his father's employer; the daughter of the wholesale merchant with the daughter of the struggling retailer; the professional man's infant with the equally clean though humbler dressed child of one of its father's tradesmen; pupils paying various rates of school-fees, and each ignorant of the rate paid by the other; children of every communion in the town, and who in school are separated merely during the time of instruction in that one point only upon which they differ. The parents of numbers of those children would hold no social intercourse with each other. The rich will learn, however, that the poor may be better conducted, cleanlier, more talented, and even, though mixed with, more respectful to those in higher social station than they had before thought possible; the poor will witness the example of the better domestic training and improved habits of the children of the rich, and they will find them kindlier, and more considerate for their less fortunate neighbours than they had supposed; Protestants, Catholics, Presbyterians, Unitarians, Wesleyans—those who had never before met on the same form or in the same class in Clonmel—will learn that the strictest and most practical attachment to religious principles which one conscientiously disapproves, forms no obstacle to the exercise of amiable and endearing qualities of a high order, and such as the various relations of citizens of the same country require to mutually exercise towards each other."

Are your opinions the same now as are expressed in that passage?—Certainly. My opinions have undergone no change whatever with respect to the facts of the case, as reported by me in 1850. I am very proud of the sentiments in that report, and of having written it. I have nothing to retract with regard to the then concrete circumstances before me. I may add that I had the co-operation and assistance of the clergymen of four creeds—Protestant, Catholic, Presbyterian, and Unitarian—in the town, at that time. I had secured in their co-operation a practical joint management, which long since departed from this place.

10989. Rev. Dr. *Wilson.*—In the abstract, do you still entertain the same opinion expressed in the passage read?—I never was of opinion that there ought not to be some limitation to the social class of persons whose education the State would aid.

10990. Mr. *Gibson.*—The question is, do you adhere to the opinions you expressed in the passage read?—Entirely. I gave no opinion on abstract principles; but with regard to the concrete circumstances of that school, which has long since ceased to be what I described it then.

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10991. Rev. Dr. *Wilson.*—But in the abstract, do you adhere to that opinion?—I do if the poor were not inconvenienced, if attention to the rich did not in any way detract from the usefulness of the school. The people of this country being mainly agricultural and industrial, I do not think the children, in a school, could be socially sorted like letters in the pigeon-holes of an office. They cannot be classed into penny-a-week children, twopence-a-week children, half-crown a quarter children, and so on. I cannot conceive National schools in the country districts, without some children of comfortable, and I will say, substantial farmers, or town National schools, without some children of well-to-do shopkeepers.

10992. You approved of the introduction of Latin and Greek into the schools?—Yes; under proper safeguards against abuse, and whatever opinion I had with regard to the need of such schools then, the opinion is stronger now.

10993. In general, and irrespective of the Clonmel school, do you adhere to the opinion expressed in the paper which you read before the British Association to this effect:—"The education now afforded"——?—"Now afforded;" you will recollect the word is "*afforded.*"

10994—

"It embraces a sound knowledge of our language, a thorough acquaintance with geography, an extensive course of elementary mathematics, the principles of political economy, and of formal logic, the outlines of history, and the general principles of chemistry, and of all the branches of natural philosophy—in addition, vocal music and drawing.

"It will at once be admitted that if with this education there were combined an elementary course of Latin, Greek, and one or more modern languages, thousands of our pupils, and many of our teachers, would be attracted to the higher schools and colleges of the country; numbers would win their way into the public service, and the influence of this would be felt down to the humblest village school in the most remote district in the island."

Do you adhere to the opinion there expressed?—It is not an opinion, but a statement.

10995. Allow me, if you please, to put my own question. Do you adhere to that statement?—I do; but in the same Paper I deplored that half the children were learning their letters, the same education is afforded now, and the case is still worse. I summarised the programme of education afforded, and said that I wished it to be extended in certain cases. I wish still more strongly now to see it extended, and in the same direction, with the addition of elementary physics and classics. I would not merely go up, but I would go down. I would deepen as well as widen. The results of that course of education are even worse now than then. I have nothing to retract or modify. Technical and superior schools of that class are more wanted now than even then.

10996. The *Chairman.*—Would you shorten the period during which the name of an absent child is kept on the rolls in the National schools?—I do not think you could practically make it much shorter than it is, because the attendance is so very irregular, if the teacher drew his pen through the name of the child absent for a month, and marked him "discharged"—from the variations resulting from agricultural employment, from sea-coast and from town occupations, from manufactures, and so on—you may see the fluctuations would necessitate frequent re-admission of the children. The attendance ranges from a minimum of one-third up to a maximum of two-thirds of the average number on roll. All these matters were well considered in getting up these accounts. Make the time shorter, as in England—limit it to a month—and you would only multiply re-admissions. If you thus swell the number of *names* on the rolls you only aggravate the evil. It would be wrong to make the time longer than three months. But there are ways of remedying the evils. I would still leave it three months, but take care that the statistical returns should be carefully prepared, so that they would be of a reliable nature—no fictions, no official or technical quibbles. I would put down exactly the numbers present daily in each school, and for the whole island. I would give that which I dare say was supplied to the Commissioners, namely, the number of days that each child attended. There is nothing reliable except the average daily attendance, as no child can be present in more than one school the same day.

10997. Mr. *Dease.*—Would it not be possible to recommence every school account at the beginning of the year, and by that means get rid of the difficulty of a child having given one attendance in the last three months of 1866 appearing on the school rolls of 1867?—That causes neither inconvenience nor exaggeration in the schools. It is when you come to tot them in the Board's annual report that the exaggeration and misdescription arise.

10998. I am asking in reference to the public report?—In the public report it is the easiest thing in the world to omit that item, and state in some other way the average daily attendance, or the number of distinct children that had gone through the schools in three or in six months. I would extend no return beyond three or six months, the number of distinct individuals, apart from mere names, that would check the thing. The migration from school to school would soon be checked by the operation of payment by results. No teacher would be allowed to present a child that had not put in a fair number of attendances in that individual school. By doing this you would soon prune down the returns to the truth. I would also require the teachers to institute careful inquiry, and record the results as to the migration from school to school both in the register, on the admission and the discharge of pupils; these should be checked by the Inspector between the schools in the same locality; and both teachers and Inspectors should inform the Board periodically of the operation of this migration, with a view to prune the public statistics down to strict accuracy.

10999. The *Chairman.*—In what sort of districts does the migration take place?—Towns and populous districts, chiefly. That is one point on which I was misunderstood in referring to the north. It is because there are more towns, a rural population more dense, and more schools in the north, that the abuse there is as marked. Next to that is Dublin. I was in ten schools this week. I visited a school in Queen-street, with a Roman Catholic clergyman showing the working of this duplication of names. We saw there "Gone to George's-hill Convent," "gone to such a convent," "gone to so and so." I attempted to count them, but the teacher laughed, and said, "Mr. Kavanagh, you have no business in going to do so." The clergyman said, "Do you return the number of these children to the Board?" "I do," said the teacher. "Why do you do so?" said the clergyman. "Were they not in my school—were they not on my rolls?" answered the teacher. The teacher returned them according to the rules of the Board.

11000. Do these children belong principally to families, the heads of which are lodgers or occupiers of houses?—There is not very much migration under the source referred to. In Dublin it is owing to the nearness of schools, and the whims of parents, the schools being open, and a large number of them being free. If a teacher looks crooked at a child, or if another child changes its school, they go, whimsically, from one school to another.

11001. Does this exist to a large extent except in some dozen great towns?—If I lay a number of coins on a table they will represent so many school basins in the country, the centre of the coins being the school. Each school basin, like a river, has its tributaries; families that form permanent sources of supply. On the edges there is a migration, but not within the school basin proper itself. It is chiefly in towns and populous districts the migration indiscriminately exists.

11002. Has that system of migration increased or diminished of late years?—I should say increased, because the schools have been improperly multiplied. The National Board, by the increase of the number of children on the roll, gets popularity and supposed cheapness. They pandered to the religious strife in the country, and allowed grants to two schools like

those in King's Inns-street, which were separated by a lane only three or four yards wide.

11003. Rev. Dr. *Wilson.*—Can you name any of the Board's officers who entertain the same views with regard to the fluctuation? You were a good while in the Board's service and you must be acquainted with several officers?—I am acquainted with nearly everyone of them.

11004. Can you name any of them who entertain these views?—I decline to answer that question. It would be like throwing some doubt on a fact that is obvious. You have only to go into the next school yourself and ascertain it. I could not be a party to asking any of these gentlemen to support my veracity in a thing so simple, so evident, and the truth of which is so easily tested.

11005. Allow me to put a question in this way. Since the last meeting I asked some of the Board's officers on the subject, in consequence of the evidence which you gave, and while they acknowledged the fluctuation, they say your statements about it are exaggerated?—The truth of the thing is so clear and evident *a priori*, that it does not admit of any discussion. I will make one simple proposal, if I must offer suggestions as to a practical way of conducting this inquiry. Ask the permission of Cardinal Cullen, and I engage it will be given, to have the rolls and registers of some few score of the City National schools brought in, and get your clerks to examine them. I offer you my services to assist in the examination. Let Mr. Keenan or Mr. Hunter stand by, and in a few minutes the accuracy of my statement will be seen. A question that Dr. Sullivan put to me settled it. If only 58 per cent. of the 496,457 children admitted in a year are entered in the First Book, where do the others learn Second, Third, and Fourth and Fifth Books? They must have been at the same or at other schools, nearly all National.

11006. You have not objected to name schools—do you still refuse to name any of the Board's officers?—Certainly. On the ground of self-respect I would not ask an officer in the service, though for some of them I entertain the warmest regard, to come and support my veracity on a matter I know quite as much about, to say the very least, as they do. I will refer you to a class of evidence worth ten dozen of such witnesses. Go to the schools, "search the official Scriptures." Go to the schools in Dublin and ascertain for yourself. That appeal is worth the opinions of all the people connected with the Board.

11007. Master *Brooke.*—You said the National system had become denominational except in some districts in the North of Ireland?—Yes.

11008. I think you said in those places where there were Presbyterian schools?—Presbyterians and Dissenters of various kinds. Where the people are mixed as to creeds.

11009. There the schools are less denominational?—There are waifs and strays; small religious minorities in these schools. You will find schools as close as here in King's Inns-street. So far back as 1845 and 1846, while I was examining in an Established Church National school in Cavan, the master of the Presbyterian National school, under a Presbyterian minister, had scholars standing at the door of his school, watching what was going on.

11010. Rev. Dr. *Wilson.*—How did you know the master had scholars standing there?—I witnessed it.

11011. What did you witness?—I witnessed the children. When I went to the school every movement I made going into or out of the school was watched.

11012. Did you ask those children were they sent by the master to watch?—I believe they were sent to watch every coming in and going out of the Inspector. I don't say improperly.

11013. Do you say as a matter of fact, they were sent by the master?—I believe that. It is quite common. There is no harm in it.

11014. What were the names of the schools?—Drumsimon and Ardmoan.

11015. What is the name of the master?—I cannot say. Mahaffy was, I think, master of the Presbyterian National school, and the other is an Established Church National school.

11016. It is simply an inference on your part, an impression, and you cannot state it as a fact that the master of the school under a Presbyterian minister sent scholars to watch you?—I have no doubt about it. A Catholic master would do the same. There is no crime or even grave fault in it. I don't want to impute any harm. I attach not the slightest importance to it.

11017. Master *Brooke.*—You said that none of the Protestant parochial schools in Dublin were connected with the National Board except one?—Yes. The only schools are those of St. Bride's, under the rector, Rev. Mr. Carroll.

11018. Does that statement refer merely to the city of Dublin?—To the immediate city. There are 62,000 Protestants in Dublin. There is not one Presbyterian school connected with the Board, but I have heard that one is about to be opened in Bolton-street. There was one under a Dissenting minister in Blackhall-place, but it was given up. There were two in King's Inns-street, but they are struck off the roll, and there is no Church of England school under the Board except the Rev. Mr. Carroll's at St. Bride's, at which I was the day before yesterday. I found they were on vacation. I visited them several times before. There is also a small National school, under a Dissenting minister, held in a Protestant church in Oriel-street, with a few pupils, which I visited lately. To the honour of the Established Church clergy, there is no other school of theirs in Dublin connected with the Board, nor, according to the Report for 1866, one school in Belfast belonging to the Established Church clergy connected with the Board.

11019. Rev. Dr. *Wilson.*—Some of the Board's officers having already expressed doubt as to the extent of the fluctuation, could you not be disposed to name anyone whose evidence we would have on the point?—Certainly not. It is ten years since I left the service of the Board. You don't want me to refer to these gentlemen to get a character from them on a matter that I have been investigating. Anyone who knows anything of schools would see it. I am not imputing blame to anyone. His Eminence Cardinal Cullen has been at this investigation for many a day. You will find when he comes before you he will tell you a good deal about it from his own observation.

11020. The *Chairman.*—At the present moment have school founders the option of conveying the sites either to the Board as a body, or to trustees named by themselves?—Yes.

11021. Are both these classes of schools on the same footing as to repairs?—Now they are, except that the Board pays the whole expense of repairs of schools vested in themselves, and only a portion of the expense of the repairs of the others.

11022. What portion of the expense of the others?—For the repairs of schools vested in local parties, the rule is that the people of the locality pay one-third and the Board two-thirds. In the case of schools vested in themselves, the Board pay the whole expense.*

11023. What further arrangement do you desire as to the system of trustees?—Abolish the system. Either found a public department, or better, make each religious body a corporation, as is done in Canada and other countries, and let each have power to hold property for educational and charitable purposes. Mr. O'Connell, in 1846, brought into the House of Commons a bill to incorporate the Catholic bishops and clergy for such purpose. A plan of that sort was proposed by the Poor School Committee in England. Mr. Stokes, a member of this Commission, was secretary, when they issued a document, recommending

* This is a mistake, for which see explanation at subsequent examination, 13th July, Q. 12,264, p. 513.

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that the same ought to be done in the case of the Catholic bishops in England.

11024. Might the founders of the schools convey the sites, under the present law, to the Commissioners of Charitable Donations and Bequests?—Yes, there is nothing to prevent them from transferring sites to anyone they like in that way; but I am not sure the Board would approve of that sort of trust.

11025. Which Board?—The National Board. One condition they always attach is, that they must approve of the trustees. I have never known an instance of any other than three individuals being trustees. I have never known a corporation, or other body, in its public capacity, being a trustee. So far as I have known, it has been always individuals.

11026. Mr. *Sullivan.*—If all the vested schools in the country were vested in the Board of Charitable Donations and Bequests, and were repaired by the Grand Jury, how would that work?—I would not give to any local body, constituted like a Board of Guardians or a Grand Jury, any control, whatever, over school property, either as to repairs, ownership, or otherwise. From my experience in Ireland of Boards of Guardians and of Grand Juries, as to public institutions, I would give them no control over the schools, or over education. With all its faults, and they are legion, I would prefer the National Board.

11027. Only as to repairs?—I would give them no control whatever. Anyone who would propose a system of local rating for schools in Ireland must have no notion of the country. Look to the wretched condition of the poor in the workhouses, and to the action of Boards of Guardians in regard to the education of destitute juveniles.

11028. Mr. *Gibson.*—Would you give the money to the trustees?—I would aid them with funds just as now. I would make no change; I would require them to give local support, as in England, but only to the extent that they are able.

11029. The *Chairman.*—If they hold those things under trust, which trust would imply certain conditions, what practical difference would it make whether the legal estate vested in a religious body or in the National Board?—I think as to the ownership of the property it makes very great difference whether the State comes into the parish, owns the school, and exercises the legal and official rights connected with the patronage. I may mention to you that the trust-deed refers only to the building grants, and the legal property, but does not affect the continuance of the school, by salary, books, training, and other yearly aids. There has been a lamentable instance in Ireland where law proceedings were taken by the trustees to compel the Board to pay salaries and other grants to carry on the schools, when the Board refused. There was a case referred to Mr. Brewster, the present Lord Chancellor. He decided, at once, that the trust-deed affected only the legal property in the school and premises. The Board might alter their rules and regulations with regard to salaries, and withdrew them as often and on whatever ground they liked. This, alone, would break down all confidence with regard to the early scheme, and make even local vesting more and more objectionable. The Board said to the trustees there are certain rules violated. The trustees said, we have observed the rules in the trust-deeds. The Board says there are new rules since, and, as you refuse to observe them, we stop the salaries. Rev. Mr. M'Namara, patron of the Phibsborough schools, submitted a case to Mr. Brewster, and he decided that the trust-deed referred merely to the legal possession of the premises.

11030. Suppose such a change as you advocate made, what security would the National Board have after they had supplied large sums of money to erect buildings, that they would continue to be employed for the purposes of the Board?—A greater security than now. They have now but the security of three individuals. There they would have the security of a public body. It is very little likely the property would be alienated when built by a public body for a public purpose. All the security that the Board has now is three individuals. Very many of these are persons who should not be selected as trustees. I beg to remind you that the National Society in England is a corporation, and I advocate only the same privilege for the people of Ireland of every religious denomination.

11031. Mr. *Gibson.*—Are you sure the National Society is incorporated?—Yes; it is incorporated by Royal Charter.

11032. Mr. *Dease.*—With regard to monitors, by whom are the monitors appointed in the English schools?—Every appointment is made by the local managers. No appointment is made by the State, except Inspectors, and even these are *presented* by the religious bodies.

11033. Is the system the same in our schools?—No; the Inspectors select and recommend, and the Board appoints the monitors. The patrons have only a veto against the appointment.

11034. Is the Irish monitorial system, especially as regards the working of convent schools, compatible with the principle of guarding local rights laid down in Lord Stanley's letter?—In direct collision with it, and with the statements in the early reports and official documents of the Board. They constantly reminded the public that the National schools were not the schools of the Board. "The National schools are not," says Lord Stanley, in 1833, in answer to a deputation from the Synod of Ulster, "so much the schools of the Government as of local patrons and managers, who submit, voluntarily, to certain regulations, in order to entitle them to receive aid from the Government." Yet, now they go into these schools and appoint a staff of 3,600 paid monitors or junior teachers that costs £27,000 or £28,000, or as much as the whole original grant given for National education. This is a serious invasion of local rights, the evils of which are not fully understood.

11035. Speaking of the want of local aid towards schools, to which you have just alluded, have you ever met instances of lay patrons of schools giving aid to a teacher by paying the school-fees of children who have attended a certain number of days during the quarter, in the hope that it might act as an inducement to children to give something like a regular attendance?—I have heard something like that. I know that on the Earl of Besborough's property at Pilltown, upon which there is a large number of schools, either by employment in the demesne or otherwise, some premium is set by Lord Besborough or his agent, in a few of them, to see and induce a better attendance. But with regard to this constituting any feature or practice in the country, I could not say that it does.

11036. It has not been in any way a practice?—Not at all, I am sorry to say.

11037. The *Chairman.*—During your experience as an Inspector of the National Board, did any cases of proselytism in connexion with the National schools come before you?—Thousands, in this way; by proselytism you don't understand a person going openly and changing his religion; if a Protestant, going openly and reading his recantation; or if a Catholic, going to a Protestant church. Your lordship means, I am sure, on the way to a change of religion, attending either by compulsion, by inducement, or otherwise, at a religious instruction different from that he professes. In this sense there are and were always cases; but I never met a single instance, in my personal official experience, of a Catholic teacher or a Catholic child in a National school becoming, by the instruction received in the school, a Protestant; but with regard to proselytizing practices there is a Return, moved for by Major O'Reilly, now in my hand, one of four volumes, from which it appears that the large number of 18,000 children, chiefly in Ulster, were attending religious instruction actually given by persons of a different religion. The details of this return are signed by the patrons and teachers of the several schools, and merely passed through the hands of the officers of the Board to be laid before Parliament. I shall submit an analysis of such return at a future sitting.

11038. That return would refer to a later period than the time when you were an Inspector?—Yes; five years. I have been writing and agitating a good deal about it. My interest in the subject did not cease with my official connexion. I will give an example from the return before me that will illustrate the proselytizing practices. In the Galgorm school, on the first page, the teacher is a Presbyterian. The monitor is a Dissenter. In the year in question ten Catholic children were attending the religious instruction, which consists of the Authorized Version of the Scriptures and prayer, at the opening and closing of school for all the pupils; these ten Catholic children attended the school at the time of religious instruction, and their parents are said to have got a notice from the teacher that they attended. Cases like that. There are many thousand such cases given in the blue-book before me.

11039. Do you think that the attendance at religious instruction in that manner modifies the opinions of many children in after-life?—That it would modify their opinions is highly probable. If a child is in a school hearing that his doctrines are in contravention of Scripture, that his clergy are teaching him falsely, that such and such a tenet is not rational or Scriptural—I cannot suppose that if that goes on from the time a child is five or six years of age till he is fourteen or fifteen, that it will not have some effect upon him.

11040. Mr. *Gibson.*—Have you known any instances in which it succeeded?—Yes.

11041. Mr. *Dease.*—Is it not the fact that Catholics are absolutely forbidden to take part in prayers of another denomination?—Absolutely.

11042. Rev. Dr. *Wilson.*—With regard to Galgorm school, has there been a case of any change of religion?—I have already told you that in my official experience I never knew of one case in a school under my own inspection, but there have been many instances.

11043. These children you say are in the habit of listening to controversial instruction?—Clearly.

11044. Are you aware of that as a matter of fact?—If I produce to you a return signed by a Presbyterian teacher and patron, and verified by the official signature of the Board, I believe then.

11045. As to what?—As to the facts they state.

11046. What facts?—They state the nature of the religious instruction given, who imparted, and who were present at it.

11047. What is that?—I read it. The Authorized Version of the Scriptures, and prayer at the opening and closing of the school for all the pupils. This statement is set forth on the face of the Time Table in the public schools.

11048. And in connexion with that instruction, does the teacher indulge in any controversial arguments?—I never was in the school. I can answer no question, except from the return before me, and my general knowledge of the habit of imparting instruction in Presbyterian schools.

11049. Then, as a matter of fact, you don't know?—I know nothing whatever except as I read in the return before me.

11050. Can you describe the nature of the religious instruction given there, except that it is reading the Scriptures in the Authorized Version?—No; and also prayer.

11051. Are you aware that Roman Catholic parents in the North of Ireland don't object to reading the Scriptures in the Authorized Version?—Some individual Roman Catholic parents may not; but the Roman Catholic Church does.

11052. Are you aware, as a fact, that they do not object?—I am not aware of it.

11053. Should you be surprised to learn that Roman Catholic parents put the Authorized Version into the hands of their children, and authorize them to join with others in reading?—I could conceive a case, but it would astonish and scandalize me.

11054. Are you aware of the distance between Galgorm and Ballymena?—I don't know the distance.

11055. Should you be surprised to learn it is not two miles?—I would be surprised at nothing about it. I know nothing about it, except that it is in Antrim, but I know Ballymena very well.

11056. Could you expect Roman Catholic children to attend National schools in Ballymena under Priest Lynch?—I would expect Catholic children to attend schools not two miles off under Very Rev. Father Lynch. You are as ignorant of the circumstances of this case as I am, beyond what appears on this return.

11057. Should the Roman Catholic children prefer to go to his school?—If they were near to it they would.

11058. If Bishop Dorrian the other day said that he expected Roman Catholic children in Cullyvackey, a mile further off, to attend National schools under Priest Lynch, but who did not so attend, what would you say?—I believe, from the evidence I have seen from time to time, that such is the case with some Roman Catholic children, but they are wholly exceptional.

11059. I have taken the case to which you referred. Is the name given of the manager of the Galgorm school?—No; it is simply stated Presbyterian.

11060. The name is not given?—It was given in the original return sent in, but was struck out. It would not fit in the folio page. It would have required another column.

11061. What provision would you make for Roman Catholic children in small minorities in such places at a considerable distance from schools under Roman Catholic management?—I would make what provision I could, if I had no alternative but a mixed system. That is, compel the Board to go back to the provision in the original system, and put out the children at the time of religious instruction. I would go back to the original system.

11062. Mr. *Gibson.*—What original system?—Of requiring such children to be put out at the time of religious instruction.

11063. Rev. Dr. *Wilson.*—In what capacity would you do that. Would it be as a Commissioner of education?—I mean as a public man, as an educationist, and as a citizen.

11064. Who are the parties to exercise the authority of putting out the children?—The patron and the teacher of the school.

11065. Would you give to any patron and teacher a power and authority over the children which the parents are not disposed to exercise?—Certainly not. I have always stood and will always stand up for the right of the parent, as the first natural and legal right.

11066. Have you not said the parents of those children in the Galgorm school received intimation that the children were receiving religious instruction?—I did not say they received it. I said I found by the return that the notice was said to be issued or sent to them. "Number of pupils specified by creed to whose parent or guardians notification has been given" under such a rule of the rules and regulations—that is the heading.

11067. So far as the return is concerned the notification has been given?—So it appears, and I have no reason to doubt it.

11068. The *Chairman.*—Do you think a large number of boys above twelve years of age in schools is advantageous?—With regard to the labouring poor, I have no desire that beyond reading, writing, counting, and general intelligence, that they would be kept in schools so as to infringe on what you would call the fair labouring years. I am no theorist on that point. I think the great mass of the children ought to set about earning their bread at twelve or thirteen years of age. I think if you had a good system of education, rational and practical training, teachers fairly paid, good inspection, good books, I do believe such a thing is completely possible. I believe the problem of education would be to turn the vast majority of the children out, boys especially, at twelve or thirteen years of age as industrial recruits in the battle of life.

11069. Supposing a system of payment by result established, should you propose to fix a maximum age beyond which the State should not pay for children?—At present I would not. Education is so

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backward, that while there is a hope of the children learning anything, I would either admit them to a day school or if not to an evening school. I might, hereafter, make a restriction with regard to day schools or restriction as to the minimum age as to evening schools, but at present I would not. I don't commit myself to the opinion that in a few years when the schools are got into better working order, it would not be advisable to fix some maximum age, but at present I would not. It is not worth while, considering now, the schools are so backward. There is a considerable number of scholars at twelve years of age. That is one of the great differences between Irish and English schools. In England the number at twelve years of age is very small. The average age of the children in schools in Ireland is nine and a quarter to nine and a half years—much higher than in England.

11070. Supposing a system was established more denominational than the present, how would you protect Protestant minorities in the South of Ireland in the manner that the conscience clause in England seeks to protect small minorities?—I will answer your lordship's question immediately by first saying that in a large portion of Ireland there are absolutely no Protestants, or, at all events, Protestants to go to primary schools. From the investigations to-day and on the previous day you see clearly that a family consists of somewhat more than five persons. One-fourth of the population is of school age. To get even one child to go to a National school, you must have a population of a few persons. There are 199 of the 2,428 parishes in Ireland that have not even one Anglican Protestant. There are 1,261, or more than one-half the 2,428, that have not even one Presbyterian, and there are 1,386 of the 2,428 parishes that have not even one Dissenter. There are 575 of the 2,428 parishes that have only from one to 20 members of the Established Church. To that part of your lordship's question I will now address myself. Apart from the 199 that have none, there are 575 that have from one to 20 members of the Established Church. You don't mean to affect the whole system of State education for these extreme minorities.. It would be a sort of speculative justice that no legislator would take into account where he had to deal with a practical question of the sort. Four into 20 and you have five. That would give you a maximum of five children, of whom, were they all of the poorer class, you might have two attending the school. You would not in the few of these 594 parishes that have a stray Protestant allow the one Protestant to govern the school, and determine its religious economy and practices. It would be government by minorities.

11071. What I asked you is this—in these cases, where there are small minorities—I think you said 575 would be the number—if a system more denominational were established, what provision, analogous to the conscience clause in England, would you propose to make in these cases?—If you ask my own private opinion, I declare that every school should be the same, as every church, namely, for one denomination. No one is coaxed, induced, or enticed to go into Marlborough-street church, into George's church, or into the beautiful Presbyterian church near this. I would have the school with the doors open wide, and I would exclude no one. I would have the religious system and discipline of the school strictly laid down. I would deny the secular teaching to no one. If other children came there, it would be wrong on the part of teacher or patron to level any of the instruction of the school at the faith of such a child. I would have no objection to turn out the child, at the time of religious instruction, if the parent made a request to that effect, or if I stipulated to do so, in consideration of State aid. I would place no restriction, however, on references for instruction in morals. If it were a higher moral sanction to appeal to the Bible or to the infallibility of the Catholic Church, or the authority of her teaching, I would place no more restriction on such reference or such appeal than in the family. It is indefensible, and cannot be carried out. If minorities choose to go to the schools with these broad facts stated, they do so at their own risk. I am not for an exclusively denominational system, nor for forcing it where the circumstances of the country do not suit it; if there are any parties that agree to have a mixed school, let them have it, and let such school receive aid. The Catholic archbishops, in their late interview with Sir George Grey and the Government respecting the primary schools, expressed these opinions—preference for the denominational system, but freedom to others to adopt the mixed system. So far as others are concerned, if there are districts like Galgorm, where a school can only be made up by putting them all together, and having a conscience clause, I am for supporting such a school, but for the denominational system, so far as the general condition of the country is concerned.

11072. Have you ever had any experience of the Connaught Mission schools?—I have been through them all.

11073. What is your opinion of them as to their efficiency in elementary secular teaching?—It is very low. I make great allowance for them. The children in them, except in the case of orphanages, are of a very neglected class. From 1846, for several years they were the waifs and strays of famine; or victims of desertion, or of ill-conditioned parents. I have been in Achill schools; in the schools near Maam and Clifden. I have been over what is called the Mission district, and I found scarcely one medium school. The secular education in them was merely secondary. They were hearing rather than reading Scripture, and flippantly talking controversy. You would not, I am sure, ask my opinion about them on moral and religious grounds. I could not be more opposed to anything—societies organized and subscriptions raised throughout the three kingdoms to deprive the unfortunate Catholics of Connaught of the only one solace left them in their poverty—that is their faith.

11074. Do a large proportion of the children educated in these schools either become or remain Protestants in afterlife?—I would certainly say the children, especially the orphans, would. I may mention an incident to you in connexion with this. I received letters a few years since from Ballina, stating that there was a National school in Charles-street, in that town, in which the Catholic children were being interfered with. The Roman Catholic bishop and clergy there were friends of mine. At my own expense I went across Ireland to Ballina to see that National school. Attached to that National school I found an orphanage in Charles-street, Ballina. This was the mart where the waifs and strays of the famine were bought—poor unfortunate widows were selling their children like little pigs. Unfortunate creatures that were in the lowest condition—some attracted by food, and others were brought into the orphanage. And the funds of the National Board were used within the four walls there to maintain an orphanage beside it. The Rev. Mr. Armstrong, a Presbyterian clergyman, and *agent* to their Mission in Connaught, was the patron.

11075. Mr. *Gibson*.—You stated you would allow any child to be present during secular instruction in the schools and oblige the teacher to turn him out during religious instruction; that you would insist upon that; you would deny no child secular instruction, but not interfere with his religious tenets?—Certainly. I think it unfair to interfere with a child's faith.

11076. Are you aware that the Church Education Society and the Christian Brothers insist upon the right to give religious instruction at all times?—I am for the same in point of principle.

11077. In a Church Education school, or a Christian Brothers' school—in a school kept according to your plan, how would you protect an unfortunate Presbyterian child, or any other dissenting child in the school from receiving different religious instruction, when the lesson presented an opportunity to the teacher for giving such religious instruction?—It is simply impossible. This is no new view of mine. In the House of Lords, in 1854, I used the phrase "sympathy of

numbers." The play-ground is a place of conversion; the mixed system of education could not work, and you have put a fair case.

11078. I ask you is it not your own plan?—It would not work.

11079. You abandon that plan, then?—I don't go back of it in any way. It would not work. I would have your Presbyterian schools the same as your church, and the same as to the Roman Catholic or Established Church schools. There is no other way of managing schools in more than three out of four parts of Ireland; but I said I am not for forcing that on every body. If anyone prefers mixed schools where there are small minorities, let them go together and have such schools.

11080. Rev. Dr. *Wilson.*—Did you say, in answer to his lordship, that education in the South of Ireland should be purely secular, so that there should be no sort of proselytism?—No—I never said that.

11081. You did not intend it?—I did not intend anything of the sort, nor did I say it.

11082. Without risk of proselytism, what provision could you make for a Protestant child when there were only three or four, and when they must receive some education?—In proportion to the smallness of their number, I would be generous to them; but let the landlords that have a rental of £17,000,000 a year, and give less than half a farthing in the pound for the education of the children in the National schools—let them come forward, and, with the Protestant clergy and others of the same denomination, provide, with the aid of small grants, for the education of such extreme minorities.

11083. Should you be disposed to say the State should give £30 a year to a teacher for teaching these three children?—Certainly not; no country can legislate for extreme minorities. If we did we should legislate for Jews in this Christian country, and because a Jew goes to school, abandon, in deference to him, the Christian tone of the school.

11084. Are you not aware there is a large number of Roman Catholic minorities in the North of Ireland?—I am aware there is a Roman Catholic minority in four counties, but a very substantial one.

11085. What provision would you make for the counties in the North of Ireland where there might be small minorities, say of not more than six or eight Roman Catholic children?—I would leave the Roman Catholics in the economy of their religious household to take care of themselves, and as they have declared for the denominational system leave them to provide for those cases.

11086. You would make no provision for them?—Certainly not. I would let them provide for those cases themselves, and not permit impertinent interference or patronage on the part of others, not Catholics, in reference to such cases.

11087. With regard to the little children that you say were sold, like little pigs, in Ballina, how much was given for each?—The price went up and down, like the transactions in the stock market.

11088. Who bought them?—Parson Armstrong, as they call him, but who is not an Anglican, but a Presbyterian clergyman. He was always in the Ballina market, buying them up for the Presbyterian mission there founded.

11089. Do you adhere to your statement that the funds received for that National school from the National Board, went in any way to support the orphan part of the institution?—Certainly; the school being an integral portion of the establishment.

11090. Who received the school moneys?—The teacher, I presume.

11091. He received the grants that were paid by the National Board?—Yes. If you like I can produce my notes which I took. I spent a day in it, and published the results in the Dublin papers.

11092. As a matter of fact the school fees went to the teacher?—Yes, but it is the Board's grants, to which I refer.

11093. Then why say they were applied to proselytizing purposes?—The school is an integral portion of the Presbyterian mission.

11094. Are you aware of any teacher so generous as to give his fees in the support of such an institution?—I am not aware of any. There was a Presbyterian mission society; the teacher in the school had been a Roman Catholic, and became a Presbyterian. He was brought to the North of Ireland until his studies were finished; he was then brought back to his native town, where he had abandoned his father's religion, and he was then thought fit to conduct this National school. If you like, Dr. Wilson, I will give you my notes upon it.

[Adjourned.]

(A).—Joint Letter from the Head Inspectors to the Commissioners of National Education.

Referred to at Question 10780, page 431.

To the Secretaries, Education Office.

Head Inspectors obliged to submit this remonstrance.

Gentlemen,—Considering the position which we have the honour to hold under the Commissioners, it is with extreme reluctance we are obliged to appear before them with complaint or remonstrance in any matter personal to ourselves. Changes, however, have taken place within the past year in relation to our duties which oblige us, *on public grounds*, to submit for the information of the Commissioners our opinion on the very objectionable nature of some of these changes.

Services of Head Inspectors.

II. We respectfully beg leave to remind the Commissioners of the many and deeply important improvements which have taken place in the practical working of the National System of Education since 1846, when the office which we hold was created. During the first fifteen years the annual reports of the Board were confined to a general statistical summary of the number of schools and pupils, to a statement of occasional changes in the rules and regulations, and to an account of the objects, the struggles, and the success of the system; and the detailed information which these reports mainly embodied was lists of schools, with the number of scholars in each, and the amount of the grant enjoyed.

Classification of Teachers.

III. Previous to the creation of our office there were quite as many varying standards of classification for the teachers as there were school districts, and even in the one district the standard changed with the Inspector in charge. Since our appointment we have framed programmes of qualification required for male and for female teachers, for pupil teachers, and for monitors; and the annual examinations of teachers which we held have stimulated them to advance their literary attainments and conduct their schools with greater efficiency, securing to them, at the same time, higher salaries and an improved social position.

This important duty assigned to us by the Commissioners enables us to recommend the removal of incompetent teachers, and the promotion of the meritorious, and protects the District Inspectors from any attempts that might be made to influence them in the discharge of so important a trust. Apart altogether from the educational influence of this great measure, the administration of which mainly rests with us, it involves the determination of salaries, which amount to close upon £100,000, or over two-fifths of the entire annual grant for National education.

Model Schools.

IV. The rough outline of the scheme of district model schools was first published in 1846, the same year in which our office was created. Eleven (twelve if West Dublin be included) of these institutions are in operation, two are in course of erection, and others are contemplated, and under the Commissioners the chief direction and management of these establishments have been committed to our charge. Taken collectively the success of the district model schools*

* Writing of these in January, 1854, Sir Robert Kane says—"In what are called the model schools, originally intended as model primary schools, but which have become really secondary schools of a very high class—as, for instance, in Clonmel—the instruction given furnishes the sons of the middle class with the best and most practical education that can be had anywhere for a mercantile career, where the parents do not propose putting the boy through a complete University course."—From *Journal of Industrial Progress*, No. 1, page 5.

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has immeasurably exceeded the most sanguine expectations of the Commissioners, and from our intimate acquaintance with the circumstances of these institutions, the public interest which they have excited, and the still higher educational ends which they can readily be fitted to serve, we anticipate for them a future usefulness of greater extent, and in the benefits of which new classes of the people will participate. Besides these there are sixteen model agricultural schools the exclusive property of the Commissioners, and the literary department in each of these establishments is under our management and direction.

The district model schools have secured united education, united not only as to different religious persuasions, but also as to different social ranks and classes; they afford the best practical education yet offered to the people anywhere in the empire, and as nurseries and training institutions for teachers, the numbers and distinguished success of those taught in them place them in the highest position as *practical* and *cheap* training schools.

Superintendence of the Inspection.

V. One of the most important of the functions assigned to us by the Commissioners is "to exercise, under their direction, a general superintendence over the inspection department," and with a view to this object we have visited and reported upon considerably over one-third of all the National schools in Ireland; and as during the past years much of our time was devoted to other duties connected with our office, and which are not likely to be again called forth to the same extent, we hope within a few years to be able to complete the inspection of nearly all the schools in Ireland. By this means we are enabled to judge of the manner in which our whole staff of District and Sub-Inspectors discharge their duties, and to correct, where necessary, not only defects and abuses in the schools, but also in the inspection of them.

General Reports of Head Inspectors.

VI. Our General Reports, which, since 1847, have been included in the annual proceedings of the Commissioners, exhibit the working of district model schools, the result of the examinations of teachers all over Ireland, and the condition and prospects of the ordinary National schools inspected by us, and not only the patrons and teachers, but the general public, the press, and Parliament, have, for the past years, referred to these reports, and largely quoted them in every controversy, whether as to the principle, or as to the practical working of the system of National Education.

Investigations.

VII. We are frequently called on to hold inquiries and investigations, some of them of a very grave nature, and involving deep public as well as personal interests, and any improper discharge of these duties might be attended with most serious consequences.

Our Council Invited.

VIII. Finally, since our appointment, the Commissioners have been pleased to mark their sense of our judgment, our skill, our knowledge of the feelings and sentiments of the public, and our devoted faithfulness to them, and to the system of education which they administer, by inviting our opinions and suggestions upon every important question, whether of principle or practice, connected with not only our own immediate department, but also with other branches of the institution.

Object of our Appointment.

IX. In announcing our first appointment, the Commissioners stated (Report for 1846, § 51), "Lastly, with a view of giving full efficiency to our system of inspection, we have appointed four Head Inspectors, with increased salaries, who will, under our direction, exercise a general superintendence over this important department."

We beg leave to state that up to the middle of last year we had exercised this general superintendence to the full extent contemplated at our appointment; and, as we are justly proud to be able to state, to the entire satisfaction of the Commissioners; and we deeply regret to be compelled to call attention to recent occurrences which tend materially to impair our efficiency in henceforth effecting the important object of our appointment.

Recent Occurrences.

X. In January, 1855, we were summoned by the Commissioners to meet in Dublin, for the purpose of holding a conference.

We were then detained in the Education Office until April, during which period we were occupied as follows:—

Detailed Summary of Work done in Spring 1855. *Re-casting School Districts.*

1. We examined the provisional re-casting of Ireland into fifty new school districts, as sketched by Messrs. Hunter and O'Galligan, and we revised the work and made a report on it, which was acted upon by the Board.

Allotment of Districts.

2. We allotted those districts to the local Inspectors, and owing to special steps taken by us, we were able to locate each officer in his own district, in time for the Easter examination of teachers.

Examination Papers.

3. We made out, and put through the press, the sets of Examination Papers for 1855.

Joint Reports on thirty-nine Special Subjects.

4. We submitted our opinions upon thirty-nine special and most important subjects, referred to us by the Commissioners, embodying our views in joint reports upon the several subjects.

Examined and dealt with, a year's arrear of work in Inspection Office.

5. We read, examined, compared, and noted 11,000 reports by the District Inspectors upon the ordinary National schools, we wrote some of the letters which were called for by the nature of the reports, and we directed the entire Inspection staff (then temporarily augmented) in working off about *one year's arrear of business* which had accumulated in the department.

Mode of expediting Official business.

6. While so engaged we framed and lithographed numbers of circulars and skeleton forms of letters suited to separate classes of abuses, irregularities, and defects, all of which had hitherto been dealt with by manuscript correspondence, and we devised various modes of expediting the despatch of business in the Inspection branch.

Report upon Re-organization of Office.

7. As all this work was conducted under the personal inspection of the Resident Commissioner, at his suggestion the Board directed us to draw up a report on the Re-organization of the entire Department, and on other departments connected therewith, and that report, then submitted by us, forms the basis of whatever improvements have since been introduced in the mode of conducting the routine of those branches of the office.

New Books, Forms, &c.

8. We drew up several new books, forms, &c., connected both with the official establishment and with the Inspector's duties in the country, and we prepared entirely new forms of school accounts, rolls, report book, and register, the superiority of which will soon be felt in the more correct statement of the numbers under instruction in our schools.

Inspectors' Code.

9. The code of instructions for the guidance of the Inspectors, was then drawn up by us, and although we are much gratified to learn that it met with the entire approval of the Board, we regret that in publishing it in the Annual Report, our suggestion to omit a few of its passages (personal to the officers), and confine them to official circulation only, was not heeded. We also have learned by experience of its practical working, that a few of its regulations and provisions require modification.

Advantages derived from the Conference.

10. During the three months in which we were engaged on all this duty, a mere outline of which we have here sketched, ample opportunities arose, from which we derived mutual advantage. The Commissioners were then engaged in framing the new rules and regulations; we had the honour and the great advantage of frequent interviews with the Resident Commissioner (in fact his presence for a considerable portion of each day), and with several other members of the Board, and the very nature and variety of the duties assigned to us, brought under discussion every principle as well as every practical detail of the whole question of National Education.

We resume our ordinary duties—Mr. M'Creedy's Appointment.

XI. In April we closed our labours in the office, and we resumed our ordinary duties, with the exception of Mr. M'Creedy, who was instructed to remain in *temporary* charge of the direction of the Inspection Office for a few months. This temporary arrangement has been protracted from April, 1855, up to this date, and we beg leave to refer to a few points in its working which are, in our opinion, highly objectionable.

Style and Character of Official Correspondence.

1st. Complaints have been made by the great majority of the Inspectors connected with us, of the tone, spirit, and

terms of many of the letters addressed to them from the Education Office, and the indisputable character of this statement is admitted in the fact that it has been deemed necessary to issue a circular to all the Inspectors (B. O., 9, 11, 55), informing them that "the style of some of their letters was declamatory, and that, but too often, both in tone and in substance, they were disrespectful and offensive," the first time in twenty-five years that such an admonitory circular was issued. To our great regret it has come to our knowledge that some of the most faithful and zealous officers of the Board, smarting under the infliction of such communications, have been driven to abate that cordial and ardent zeal which in no branch of the public service is more needed than in the department of popular education; and to discharge their duties, if not entirely in a routine, mechanical, and perfunctory manner, at least without the heart and earnestness which can alone inspirit duty, and produce, through it, the highest results. We are further grieved to have to assure the Commissioners that in more than a few instances so distasteful has the service been rendered, owing to the change of treatment towards the officers, that any other respectable employment, even if less lucrative, would be desired by gentlemen who had hoped to continue their lives in the Board's service.

Complaint is also made, although not to the same extent, of the style of the correspondence addressed from the Inspection Office to the managers of the schools throughout the country.

We would respectfully call attention to the kindly, considerate, and dignified tone of the letters addressed to the Inspectors up to the year 1838, and even to the contrast between the correspondence for the past year, and that at any previous period; but, passing from our own institution to a similar one in England, we beg leave to request the attention of the Commissioners to the published proceedings of the Committee of Council on Education, in which will be found models of official style well worthy of imitation.

Recent tendency to increase the Clerical business of the Inspectors—results.

2nd. The tendency of the system pursued by the office for the past year in reference to the duties of the District Inspectors has been to needlessly multiply and extend reports, forms, returns, &c., thereby throwing a greatly increased, and often unnecessary, amount of *mere clerical* labour upon the Inspectors, which lessens the time which should be devoted to the main duty of their office—the examination of the pupils, and those other matters directly bearing upon the *education* of the people—and which also leads them to fear that informality in clerical routine is a more serious fault than incompetency or neglect in the more important business of school inspection.

Head Inspectors had for nine years made out (conjointly) the forms connected with Inspection. Recent departure from this—results.

3rd. Since the termination of our labours in Dublin in April, 1855, numbers of new forms in relation to the inspection have been introduced, and others altered, about which we have not been consulted. This was an unwise departure from the practice of the previous eight or nine years, during which every new form of official document introduced (with the exception of our journal, which was partly a financial return) in connexion with the duties of inspection was the joint production of the whole of the Head Inspectors.

The advantages of this system would be evident, *a priori*, to anyone who considers the various special tastes and antecedents of the members of our branch of the Inspection Staff, and the recent departure from it has practically exposed this ill-judged measure.

Primary Report (District Inspectors') on National Schools.

The form of *Primary Report for the District Inspectors* was submitted to us only in a casual way at our meeting in Spring 1855, and although we suggested changes in it which were adopted, it continues to be clumsy in its mechanical arrangement both of subjects and of details; all the objects aimed at in such a report could be clearly set forth in less than half the amount of writing at present required; and lastly, the most important portion of the whole report—that in reference to the results of the examination of the classes—has proved a complete failure. Some of us pointed out early last year the looseness and ambiguity of this portion of the report, and also suggested the means of preventing the erroneous results which it was sure to produce. These were unheeded, however, and a recent circular sent by the office explanatory of this portion of the report fully admits that from the widely different meanings attached to the several headings in it by the Inspectors, the results which these gentlemen set forth *refer to no common standard, have little positive and no relative value, and are utterly useless for the purpose of educational summary or tabulation.* Even now, after the promulgation of that circular, and after the report has undergone various corrections and alterations, it requires to be entirely re-cast and simplified in order to meet the object of such a document.

Another striking example of the evil effects of the recent exclusion of the counsel of the Head Inspectors may be seen in the irregular manner in which the new form of *register* is being opened in all our schools. Provision was made in the printed form of instructions by which teachers would learn how to open the new accounts; but some of us suggested (and very wisely) that as that would be a mere temporary matter it were better to make such instruction the subject of a circular. This portion was thereupon struck out of the proof copy, and as no intimation was given to us that the new books were about to be issued, they were sent out to all the schools without this explanatory circular, and the result is that in very few cases have the registers been correctly opened.

Observation Book.

Again, a new form of Observation Book for the Inspectors has been issued, wholly without reference to us, and in most respects it is quite unsuitable for its object. Without going into technical details it may be seen on comparing the old form of Observation Book with the new, and the latter with the School Programme, that as the specialities of Arithmetic, Grammar, Geography, and Extra Branches have now disappeared *as distinct headings*, the Inspector is expected to record within the compass of a *few inches* (2 by 4 wide), the proficiency and answering of each class, not merely in Reading and Explanation, but (say third class) also in Dictation, Penmanship, Grammar, Geography, Arithmetic, &c.; a thing quite impossible. Laxity, vagueness, and want of detail were the chief defects in the manner in which some of the Inspectors heretofore recorded the results of their examinations; and instead of attempting to correct these, adherence to the new form of Observation Book renders this correction impossible.

Inspectors' Annual Reports, &c.

Lastly, teachers' reports, assistants' returns, and District Inspectors' annual reports, have all been drawn up and issued within the past year without reference to the Head Inspectors, and these documents contain defects which our perusal would have corrected.

In reference to the form of annual report of the District Inspectors, which in Spring 1855, we found *privately printed*, but not circulated, we beg leave most respectfully to express our surprise that such a document should be drawn up and approved without any reference to five-sixths of those officers then charged with the superintendence of that department; that during our three months' conference it was never referred to us for consideration; and finally, that it should be circulated amongst the officers under us without even the courtesy of a copy of the document being first forwarded to us. Circulars in reference to convent and industrial schools, as to the general lesson, as to suggested improvements in the mode of paying the teachers' salaries, as to the notices respecting religious instruction, and on other deeply important subjects, have been sent to the District Inspectors; and although these should naturally have been first sent to us, either for our opinion or for our guidance, we were often indebted to the courtesy of our subaltern officers for a knowledge of the existence of such official communications, and further, some of these, as well as other documents issued to the Inspectors, have never yet been seen by us.

New Form of Head-Inspectors' Journal objectionable.

4th. We beg leave to submit to the Commissioners our disapproval of the form of journal recently introduced for the Head Inspectors, the summary at foot of which is wholly inadequate to set forth any correct statement of the duties executed by us, and in common with all the other forms recently introduced by the office in reference to inspection, it contains useless repetition of details.

5th. We were deeply pained within the past year to witness the serious controversy which arose owing to the mode in which reports of some of the Head Inspectors upon investigations held by them had been dealt with in the office under the practices recently introduced. As we feel prohibited from entering into the merits of a question upon which the Commissioners have already expressed their opinion, we would respectively submit that all our more important reports, letters, &c., *especially all reports of investigations* held by us, should be *bonâ fide* laid before the Board in their integrity, accompanied by such remarks only, or such notings as would draw out, arrange, and classify for the Commissioners the leading points in the subject—matter requiring their decision.

July 8, 1868.

James Wm. Kavanagh, esq.

We also beg leave to suggest that we should be permitted to mark such of our letters and reports as are not of an ordinary character with the word "CONFIDENTIAL," and that all such communications should be opened by the secretaries or by the chief clerk in the inspection department, and dealt with by officers not below these in official rank. Further, their contents should be regarded as strictly confidential; they should have a separate registration, and their circulation be restricted to the Board-room and these higher officers.

Infliction of Punishment on Teachers too severe.

6th. The punishments inflicted upon teachers, owing to unfavourable reports upon their schools within the past year, have in numbers of instances been of an extremely severe character, especially in the cases of depression, not only by a single grade, but frequently by a whole class. Weighty reasons, some in reference to the institution, and some to the social circumstances of the country, should, in our opinion, have suggested a different and milder course. As in legal, so in official life, if either the code or its administration be too severe, Inspectors as well as jurors will, humanly speaking, consider the nature and extent of the punishment, and modify their verdicts accordingly, looking rather for extenuating circumstances, or for grounds of acquittal, than for a conviction of the party on trial.

Promotion withheld from Teachers recommended by Head Inspectors.

7th. Punishments have not only been numerous and severe, but awards have been refused, *even when recommended by us under the existing rules of the institution.* Some teachers who were examined by us last year were refused the promotion which their skill, scholarship, and efficiency merited, on the ground that the average attendance was too low in their schools. Previous intimation of this intended interference with our authority should have been conveyed to us, and if the practice be persevered in, the adoption of *a modified capitation scheme* is the only means of extending equal justice, to the general body of the teachers.

Usual Annual Conference of Head Inspectors prohibited in 1856.

8th. For the first time since the office of Head Inspector was created, a conference was denied to us this year. We forbear to offer any remark on the circumstances which appear to us to have suggested this most injudicious prohibition. Each Spring, from 1846 up to 1856, the Head Inspectors met regularly in conference in Dublin, arranged their Examination Papers for the current, and discussed the work of the previous year; reported upon such topics as were usually submitted to them by the Board, and took common counsel together as to the general working of the system of National education. Such annual conference cannot, in our opinion, be dispensed with, the nature of our duties, and the settlement of several of the details connected with their discharge require it, and a great part of our public efficiency has mainly arisen from these meetings. Even this year considerable inconvenience has arisen from the manner in which the Examination Papers were brought out consequent on the refusal to permit us to decide on them, as heretofore, in conference.

Lord Monck's Report on the Office ignores our services in Organizing the Inspection Department in Spring, 1855.

9th. Considering the services we had rendered in organizing the Inspection Department, as may be seen in our report on the subject, the arrear of business therein which we worked off, and the number of forms and processes which we introduced for the more expeditious despatch of business, we were surprised and disappointed to see by the Report of the Treasury Commissioners upon the official establishment, that not only no recognition is made of our services, but the credit of the work is actually given to one of our colleagues, now temporarily attached to the central establishment, who, strange to say, was *the only dissentient from* us, in recommending those very schemes of improvement to which any recent successful working of the Inspection Department is mainly, if not wholly, owing.

Summary of Objections.

XII. Reviewing all the grounds here set forth, considering the terms and object of our appointment, and our official status up to May, 1855, we feel bound to state that our relations to the office and to the District Inspectors have been materially interfered with during the last year, and in a manner and to an extent seriously detrimental to our public usefulness. An attempt has been made to transfer to a member of our corps, now in the office, that general superintendence over the entire Inspection Department, which, under the direction of the Commissioners, it is emphatically *our* province to exercise, and an assumption of professional skill and knowledge has been exhibited, which, considering who the members of our corps are, and what has been our training and experience in connexion with education in Ireland, can only result in exposure before the Commissioners, and an evil to the best interests of the institution. This gradual interference with the duties and privileges of our office has gone on *tentatively* for the past year, and had we at a much earlier stage appealed to the Commissioners against it, we might have been charged with motives which cannot now influence a single individual amongst us. We unanimously feel that it merely requires such an evil to be made known to the Commissioners, and its correction, so far as it is possible, will speedily follow. Debarred from our annual conference, where opportunity was offered to us to privately represent to the Commissioners, at the office, any grievances under which we laboured; now, however, no other means of redress is open to us than by official appeal of this kind, and to such we have resorted only in the last extremity, and with the most sincere reluctance. Their faithful servants for nineteen to twenty-two years, we shall ever dutifully bow, in this as in all other matters, to whatever changes, alterations, or improvements the Commissioners in their wisdom may deem fit and necessary in reference to our department, while, at the same time, we shall ever feel it an imperative duty, as well as a privilege, to lay before them the result of the united experience which we have gained in the practical working and direction of the National system throughout every part of Ireland.

Salaries.

XIII. The second portion of our letter is rather personal in its object, and refers to our salaries, &c. In the early part of last year the Commissioners were pleased to increase and arrange the salaries of the several grades of the inspection staff, by which our incomes were fixed at £400 a year, with 7*s.* 6*d.* daily personal allowance, when on duty, which allows us to sleep at home (except on Sundays and holidays), and 12*s.* 6*d.* daily personal allowance, when our duty requires us to sleep from home. At that time we submitted to the Commissioners a joint letter signed by the six Head Inspectors, in which we showed clearly that in order to extend to us an increase of salary, proportionate to our rank, as compared with that granted to 1st class District Inspectors, and bearing in mind the wider intervals between all the higher grades, as we ascend in any scale of classified salaries, ours should commence at £500.

Report of Lord Monck, &c., on Education Office—Salaries of Clerks.

XIV.—Since we submitted that letter to which we beg leave to refer, an important report upon the organization of the Official Establishment has been made to the Treasury by the Commissioners of Inquiry, and wherein a large augmentation of salaries is recommended for the several classes of clerks employed in the office. The salaries of first-class clerks, *as proposed by the Commissioners of National Education*, commence at £280, and advance to £360 per annum—average while rising thereto £320, with the maximum or further promotion after five years.

Comparison on First Class Clerks and First Class District Inspectors' Salaries.

Now, under the new scale of salaries to first-class District Inspectors, each officer's salary begins at £320, and rises to £370—mean during five years £345, maximum £370 afterwards. In this, however, the Inspector's travelling expenses are included, so that the proposed salaries to first-class clerks are *higher* than the net incomes of first-class Inspectors. We rejoice at the merited promotion of the gentlemen in the Official Establishment, and we refer to it here in order to point out the claims which the older and abler of the District Inspectors have for such proportionate augmentation in their salaries as will mark the higher qualifications required for their office, the arduous and more important duties which they are called upon to discharge, and the superior position which the Commissioners have always assigned to them in the general scale of official rank.

Relative Official Rank of both Classes of Officers.

XV.—In their Report for 1846 (s.s. 43 & 54), the Commissioners in pointing out the several avenues to advancement which they had then opened to talent, and the gradual steps by which alone they test its fitness for further promotion, state—"Others we have placed during the last few years as apprentice clerks in our office, where they may be gradually raised to the *higher* clerkships, and in time may *possibly become Inspectors*," thus clearly pointing out the relation of the higher clerkships to the general body of District Inspectors (then not classed), and seven of the gentlemen on the present Inspection Staff, had been so promoted from the Central Establishment. We beg leave, therefore, to request that the Commissioners may be pleased to maintain the relative rank heretofore enjoyed by the Dis-

trict Inspectors, by assigning to them salaries which will indicate it, and also that the salaries of the Head Inspectors may be increased to a degree corresponding with our position.

Salaries of English and of Irish Inspectors.

XVI.—As there is a tendency to place the salaries of the civil servants of the State in Ireland on a footing with those granted to persons holding similar offices in England, we beg leave to again call attention to the scale of salaries paid to Her Majesty's Inspectors of schools. Each *Sub*-Inspector's salary is £250 a year, and 15*s.* per day personal expenses; each Inspector's £450 (some few £500), and 15*s.* per day personal expenses, the expenses of locomotion, &c., of both classes of Inspectors being defrayed by the State. The Inspectors are all District Inspectors, just as in Ireland, and the Sub-Inspectors assist those in charge of larger districts, but there is no office analogous to that of Head Inspector which we hold, owing, no doubt, to the denominational division of the grants and the impossibility of submitting any two classes of religious schools to common general inspection.*

The personal allowance of 15*s.* a day is uniform, and is granted to each Inspector, and the Sub-Inspector, irrespective of where or how he was engaged on the day, provided he was on any duty, and in addition it is paid for all Sundays and holidays, unlike the Board's practice.

Daily Allowance Vacation Commutation.

XVII. We beg leave to refer the Commissioners to the Report to the Treasury upon the organization of the Privy Council Office (Educational Department), in which it is strongly recommended that the personal allowance of 15*s.* per day, should be granted to Inspectors when on vacation, as the stoppage of it prevents persons of family and limited means from enjoying their annual vacations, so necessary for their health; and further, this suggestion is made in order to encourage the Inspectors to travel and inquire into the state of education in other countries. It is also recommended that the practice of daily allowance for personal expenses is objectionable and should be given up. An equivalent fixed annual sum to be allowed as a commutation in its stead.

Injurious Effects of Board's Rule.

We have laboured under this great disadvantage since 1846, and owing to which it will be found that in that whole period the amount of vacation taken by any of us is not such as our health, apart from any other circumstance, would require. The gentlemen in the Official Establishment and the professors suffer no diminution of income by taking their vacation, the Inspectors (District and Sub) lessen their outlay in travelling by taking their vacation, we alone, as a class of officers, must give up at the rate of at least £120 a year during our vacation, and this we cannot afford, nor should such a rule exist.

XVIII. Another anomaly, in our instance is, that whilst the Sub and District Inspectors have graduated salaries to mark, within certain limits, each year of satisfactory service, and whilst this also applies to all the gentlemen on the establishment in the office, the Head Inspectors' salaries are a *uniform minimum*, beyond which there is no recognition of length of service; so that the officers of one and of twenty years' service, may enjoy the same income.

Purchase of Books.

XIX. A very considerable sum is expended by us each year in the purchase of educational and other works, in order to keep ourselves acquainted with the current progress of the age.† And although we can never hope to render some of this expense unnecessary, the extension of the Commissioners' Library, and sending supplies of books to us, as from a circulating library, would diminish our outlay, and confer many most important advantages.

Requirements of new Scale of Salaries.

XX. Content with having submitted the disadvantages under which we labour in respect of salaries, &c., to the consideration of the Commissioners, instead of proposing any precise numerical scale, we deem it more respectful to suggest that in determining our official position by the indication of income, the Commissioners will be pleased to bear in mind the following circumstances:—

1. The scale of salaries of the higher clerks as proposed by the Commissioners.
2. The relative position of higher clerks as compared with Inspectors.—(See Report, 1846.)
3. The office of Head Inspector, the nature of our duties, the moral and financial interests affected, and the services which we render to National education.
4. Salaries and allowances of the English Inspectors as here set forth.
5. Necessity for a minimum and maximum rate of salary to mark length of service, as in the Official Establishment, and in the other departments of the inspection.
6. A commutation of our rate of personal allowance, so as to relieve conscientious scruples, and prevent the unpleasant and derogatory discussions which the present rule produces.
7. Should the commutation of our personal daily allowance not be settled, that it be granted to us at the *English rate for every day in the year*, Sundays, holidays, and vacations, as proposed for the English Inspectors.
8. A liberal scale of retiring allowance, free from all deductions from our salaries, and this to be applied to the entire Inspection Staff, and to the whole body of teachers.

Humbly submitting our whole case to the kind consideration of the Commissioners, whose attached and faithful servants we are, and to whom, not only collectively, but individually, we felt it our bounden duty to submit these our views,

We have the honour to remain, Gentlemen,

Your very obedient servants,

(Signed), JAMES W. KAVANAGH,
J. PATTEN, M.A., M.D., M.R.I.A.,
W. H. NEWELL, LL.D.,
TIMOTHY SHEAHAN, M.A., T,C.D.,
PATRICK J. KEENAN,
Head Inspectors.

P.S.—As the Head Inspectors had not time to make out manuscript copies of this letter they struck off twenty-one copies of it by lithograph—fifteen for the Commissioners, one for the Office, and five for themselves—but beyond this it has no circulation, nor are any other parties, whether in the Board's service, or otherwise, aware of its contents.

May 31*st* 1856.

(B).—"BOARD'S ORDER, 6TH JUNE, 1856.

"The Commissioners having considered a joint letter, signed by the Head Inspectors, expressing objections to the arrangements for conducting the business of the inspection department, commenting on certain orders of the Board, and praying for redress of those alleged grievances; the Head Inspectors are ordered to be informed that the Commissioners have received the above letter with the utmost surprise and disapprobation; they consider it to be marked, throughout, with an amount of indecorum, indiscretion, and insubordination never before exhibited by persons engaged in their service. That such a document should have proceeded from the very men who ought to serve as models of prudence and fidelity, adds greatly to their offence, and to the pain and astonishment of the Commissioners.

"The Head Inspectors are further informed, that as it appears, from every part of the letter, that they disapprove of the views of the Board on many most important particulars, and that they are discontented with their position, they are distinctly to understand that, if they are not satisfied with it, their proper course will be to withdraw from the service, and that the Commissioners are prepared at once to accept their resignation; should they decline to do so, they must be prepared for instant dismissal should they ever take such another step as that which has now drawn down upon them the severe condemnation of the Board.

"Nor will it be enough that they abstain in future from all active insubordination; they must, in their whole conduct, evince the most cordial co-operation with the Commissioners, and the most cheerful obedience to their will, when conveyed through the officers of the Central Establishment.

"The Head Inspectors are reminded that the Commissioners have always given due consideration to all reasonable suggestions which they have submitted to them."

* Some idea may be had of the relative duties of the Irish and the English inspection from the following statement.—There are in England 6,500 elementary, and 39 normal schools subject to the inspection of 41 inspectors, who last year were only able to visit all the normal and 4,800 of the elementary schools, leaving 1,700 schools not visited within the year. In Ireland we have about 5,000 ordinary, and about 50 model schools (district and model agricultural) all of which at an average received rather more than two inspections last year from a staff of 5 Head, 50 District, and 6 Sub-Inspectors. Further, we are intimately acquainted with the practice of the inspection in England, some of us having visited many of the Schools under the Committee of Council, and accompanied the Inspectors in their visits to them; we have also copies of all the forms and returns which they use; and the mode of conducting the Irish inspection is far more detailed and more laborious. The English grant for Education from 1839 to 1856 amounted to £2,000,000, of which £210,000 or about *one-tenth* was spent on *inspection*. In Ireland the expense (now at its highest) is only about one-twelfth of our grant, and in the aggregate since 1832 is not *one-twentieth*.—(See Oxford Essays, 1856, National Education, by Rev. F. Temple, H. M. Inspector.)

† The cost of Parliamentary and other returns ordered by some of us—at a few shillings—and charged in our quarterly accounts, is disallowed, although they form as indispensable materials for the discharge of our duties, as common stationery.

TWENTY-EIGHTH DAY.—DUBLIN, THURSDAY, JULY 9, 1868.

PRESENT:

The Right Hon. The Earl of POWIS, *Chairman.*

The Right Hon. and Most Rev. The Lord Bishop of MEATH.
The Right Hon. LORD CLONBROCK.
Sir ROBERT KANE, F.R.S.
Rev. DAVID WILSON, D.D.
Rev. BENJAMIN MORGAN COWIE, B.D.
JAMES ARTHUR DEASE, Esq.
JAMES GIBSON, Esq.
SCOTT NASMYTH STOKES, Esq.
WILLIAM K. SULLIVAN, Esq., PH.D.
LAURENCE WALDRON, Esq.

GEORGE A. C. MAY, Esq., Q.C., D. B. DUNNE, Esq., } *Secretaries.*

July 9, 1868.

The Right Hon. ALEXANDER MACDONNELL, sworn and examined.

The Right Hon. Alex. Macdonnell.

11095. The *Chairman.*—I see by the returns that the original number of members of the National Board was seven?—Yes.

11096. Are you aware for what reason the number was increased in 1838 to ten?—So early as 1838 they found that it was important to have a reasonable number of persons present at the consultations of the Board, and that the original number was not sufficient for that purpose.

11097. Was the increase in 1838 with reference to circumstances of administration, or to balance the representation of the different religious communities?—I think both those points were taken into consideration.

11098. Was there any special reason for the further increase from 1839?—It was thought very desirable at that time that the Chief Secretary, Lord Morpeth, should be a member of the Board.

11099. Did he attend the meetings of the Board?—Very regularly. He was almost constantly present when in Ireland.

11100. Have any subsequent Chief Secretaries been members of the Board?—No.

11101. I see that in 1848 the number was increased to fourteen, and in 1850 to fifteen. Were there any special reasons for these increases?—I think the chief object was to balance parties as fairly as possible.

11102. The last increase I see was in 1861, when five members were added, increasing the total number of members to twenty. Was that increase made in order to equalize the number of Roman Catholics and Protestants?—The object was to equalize the number of Roman Catholics and Protestants. After the fullest consideration Mr. Cardwell, who was then Chief Secretary, was of opinion that it would be a most important matter to have an equal number of Protestants and Roman Catholics on the Board, and the number was then increased from fifteen to twenty. There are now ten Roman Catholics and ten Protestants.

11103. Were the meetings of the Board uniformly held weekly?—Originally they were always held weekly, but within the last two years, a fortnightly meeting has been considered to be sufficient in the summer months.

11104. Do you have any special meetings, either monthly or quarterly, to which important business is postponed to facilitate a special attendance?—That was tried for a short time, but it was found not to be of any use, and we have no special meetings now. We have them weekly, or fortnightly, as the case may be, in the summer and winter.

11105. Do you find as large a number as twenty as satisfactory a constitution of the Board as a smaller number in earlier years?—I consider that the equalization of the numbers was so important a thing for the successful and just working of the National system, that it was of the utmost consequence at that time to raise the number from fifteen to twenty; and at all times I should have thought it desirable to have an equal number of Protestants and Catholics on the Board. I have never found any inconvenience at all arise from the number of the Commissioners. On the contrary, the difficulty is to get a sufficient number for the weekly or fortnightly meetings.

11106. Looking at the special duties of the National Board are you of opinion that a representative board, such as now exists, is preferable to a board composed of a small number of paid Commissioners, or a single Government officer?—I am convinced that the system never could have had anything like the success it has had—I am convinced it could not have lasted two or three years—if it had been handed over to a small board of stipendiary Commissioners; I feel perfectly convinced of that. It may be said, indeed, that it was necessary to have a representative Board with a stipendiary assistant at the commencement of our operations, when it was more necessary to have constant changes taking place in the gradual development of the Board than at present, and there is a good deal of truth in that. It is very possible that though the paid Commissioners might have been entirely unsuccessful at first, they might be reasonably successful now; but my own decided opinion is that the time has certainly not yet come when we could dispense with a representative Board. It is of vital consequence that it should be continued.

11107. That being the case, should you suggest any change either in the numbers or in the constitution of the Board?—I think the number is sufficiently large now. I should see, myself, no danger at all from its being increased from twenty to twenty-four or twenty-eight, in case it were necessary to give satisfaction to the several denominations that compose the country. I think, however, twenty is a very sufficient number at present.

11108. Rev. Dr. *Wilson.*—You have mentioned Mr. Cardwell as having increased the Board; was it of his own motion, or at whose suggestion, are you aware, was it that he proposed the increase?—Is it necessary to answer a question of that sort? I am perfectly ready to answer it if the Commissioners think it right. I, myself, was exceedingly favourable to it.

11109. The *Chairman.*—We do not wish to have any communications you may have had of a confidential character.—I am not quite certain that I suggested it to Mr. Cardwell, but from the moment it was mentioned I expressed my strong approbation of it, and my conviction that unless it was done the Board could not be carried on successfully.

11110. Rev. Dr. *Wilson.*—When the Board was a smaller Board I understand it was very unanimous in its decisions, was it not?—There was certainly much less discussion, so far as I am aware, at the Board in the early times; there was a very small Board, and it consisted of persons all living together on the most friendly terms.

11111. Were those discussions principally in reference to the literary instruction of the children and the appointment of teachers, and so on—were those discussions confined to the education question, as such?—The discussions were very much with regard to the same subjects upon which the discussions now take place.

11112. Have you found any practical inconvenience

in consequence of the increase of the Commissioners from time to time?—I never had, and on the contrary I think it has on the whole been very useful for the general carrying on of the system.

11113. Has the increased Board not interfered with the efficiency and the despatch of business connected with the National system?—I think not. I admit at once that the great matter is to have a perfect equality in point of numbers between the Protestant and Catholic members, and if that could be effected by having fourteen instead of twenty I don't think there would be much evil, but I cannot see that there would be much advantage.

11114. You could have the same equality or balancing of parties with a Board of ten or six?—No doubt you could, but you would have far less chance of having superior minds—far less chance of being able to consult with members from different parts of the country, acquainted with the feelings and interests of the country at large, and who could bring other important matters to bear on our discussions.

11115. Considering that the system has been nearly forty years in operation, do you think it desirable now to have such a Board?—Decidedly so, because it has not at all attained its completion at present. During the last ten years, as the members of this Commission are aware, most important changes have been recommended, and very important changes have taken place, and I think the system, instead of having arrived at its full maturity is only yet in its infancy.

11116. Considering the extent of country covered by the school system now, when do you expect it to arrive at maturity?—I cannot attempt to say that. It would be an unwise thing to say it. All I say is that during the last eight years most important and salutary changes have been recommended, and many of them adopted.

11117. At the time of the last increase did you ever hear it alleged that the increase of the Commission itself would necessarily interfere with the unanimity that previously characterized the Board?—Nothing could be more remarkable, in my opinion, at the time of the change than the silence on the part of the Protestants of the country with regard to it. It gave unmixed satisfaction to the great bulk of the country—the Roman Catholics—and there was no occasion on which the Protestants of the North objected to it. They never called a meeting to remonstrate against the change. I was anxious that there should be meetings of that kind, as I knew there were some persons talking and reasoning against the change, and I felt anxious that the matter should be submitted to public discussion, but it never has been.

11118. Is your opinion that in consequence of the increase in 1861 the character of the Board has not considerably changed as an administrative body?—I believe as an administrative body it stands as high with the public as ever it did, and the best proof of this is that the schools are constantly increasing in number, and the Protestants, who were for a long time holding off from our system, are now 89 per cent. more numerous in connexion with it than at that time. I do not, however, mean to say that the Protestant supporters in the North think the system has been admirably administered.

11119. Have not the debates been much more frequent and protracted, and the protests more numerous since the increase of the Commissioners to the Board?—I imagine it will be found that there is far less business now brought before the Board, as a Board, than there was twenty years ago, and the debates are not so numerous as they were twenty years ago.

11120. Who transacts the business of the Board?—It is transacted partly by the Board itself when there is any matter of great importance brought forward. On other occasions it is transacted by the chief officers—the Chiefs of Inspection, the Secretaries, and myself.

11121. They are the parties who largely administer the affairs of the Board?—The administration of the Board is in a great degree carried on by these gentlemen.

11122. Have not the members of the Board been more frequently occupied with discussions on the religious aspect of the education question than in reference to the secular instruction?—The questions that arise out of the religious differences in the country of course form a considerable part of the discussions of the Board, and they have formed a considerable portion from the first.

11123. Should you say there is fully as much time occupied in the discussions and deliberations in regard to the religious element as to the promotion of secular instruction on the united system?—I should say on the whole there is more time taken up in considering purely educational questions than religious. It is only occasionally that the religious element comes into consideration.

11124. Do you think that the action of the Commissioners in supposed difficult cases has been a uniform action?—I think on the whole there has been very considerable uniformity.

11125. Should you say that it has been such as to give confidence to all representative parties in the country interested in the education question?—Certainly not. I know nothing in the world almost that gives unmixed satisfaction to a nation like ours. But I think that, considering the unparalleled difficulties under which we have been placed, it is extraordinary how well satisfied with our decisions the country at large has been. I am not aware that amongst the vast number of cases in which we have had to decide between applicants of different religions; with regard to the fate of our own officers; and the thousand questions that arise in the administration of our system; that any case has arisen in which the public have been decidedly against us.

11126. I presume you are aware of the allegation made by parties outside as to departures from the rules of the Board. Should you say the Commissioners have often departed from their own rules?—I am sure they have never departed from the great fundamental principle of the system, and that any changes that have apparently taken place have been in reality a bringing back of our system close and closer to the great principle of principles, that there shall be no interference whatsoever with the religious feelings of a single child attending a school—Protestant or Catholic.

11127. Mr. *Dease*.—When you say, "bringing it back," are we to understand that it is your opinion there was a departure?—I think there were certain things that have taken place that without being intended to be departures from Lord Stanley's original system, were not in perfect harmony with it. I think the system has now been restored almost completely to the scheme as it was originally sketched out by Lord Stanley in his first letter to the Board of Education.

11128. May I ask the point to which you allude when you think there were departures from the original scheme?—I have always been of opinion that Lord Derby never intended that either a Protestant child should receive Roman Catholic instruction in a National school, or a Roman Catholic child Protestant instruction without at least the express consent of its parent, if even that should be sufficient.

11129. What were the particular alterations that were made in the rules of the Board that made it possible for that instruction to be given at one period?—It gradually came to be the practice of the Board not to prevent children of one denomination receiving religious instruction from a teacher of another denomination without the consent of the parent, provided the child voluntarily partook of such instruction.

11130. What is the rule as it exists at present?—It provides that no child of one religious denomination shall receive religious instruction from a teacher of another denomination without the express consent of the parent.

11131. Since when was the change made?—About two years ago.

11132. Since or previous to the publication of these returns, known as "the O'Reilly returns"?—Subsequent to "the O'Reilly returns."

July 9, 1868.

The Right Hon. Alex. Macdonnel.

11133. Rev. Dr. *Wilson*—Are the other Commissioners composing the Board in the habit of attending regularly at the meetings of the Board?—There are twenty Commissioners, and I don't think that our Board often consists of more than eight or nine. A good number of them, as you are aware, live at a distance from Dublin, and cannot be very often present. Many of them are engaged on important business of their own, and cannot be present at all times, or even frequently.

11134. On what occasions do they usually attend the Board?—Whenever there is anything of importance to come forward I find there is no difficulty in getting a sufficiently large attendance. If it is anything that really affects in an important manner the well-being of the system, I have always found the Commissioners most willing to attend. They are also, I may say, very regular when any situation is to be disposed of, and I don't wonder at that. We may naturally expect it.

11135. Practically, I presume that not more than half a dozen of the members of the Board attend with regularity?—There are generally about six or eight. It is one of the great advantages of having a large number of Commissioners, that you have a far better chance of a sufficient number to form a quorum.

11136. I suppose the majority of them are occupied with public or official engagements, or in such a way that they could not be expected to attend with regularity?—I find no difficulty in getting any of them—such as, for example, judges of the land—whenever there is a matter of real importance that requires their attendance.

11137. What do you mean by "matters of importance?"—Anything at all that touches religious feeling, or any appointment of importance, such as that of a secretary or chief of inspection. It is exceedingly desirable that a large number should be present, and take an interest in the matter, and I have no difficulty in getting a good attendance.

11138. Are not these appointments made in accordance with the seniority or merit of the respective officers?—No doubt, but not entirely so. They are made with reference often to religious denominations. They are made, to some degree, with reference to the seniority of the several candidates, but chiefly with regard to the comparative merit of the candidates.

11139. What should you say as to the composition of the Board in the future being much smaller than at present?—I think that is not desirable at present. I admit, at once, the chief object is to have perfect equality between Protestant and Catholic. Everything must be subservient to that. If that was secured by having twelve instead of twenty it would still be unfortunate to change the numbers, but it would not at all be fatal to the good working of the Board.

11140. You have stated that it would be a matter of vital consequence to the Board to alter the present numbers. What are the vital points?—What I meant to express was that I thought the vital point was that the number of Protestants and Catholics should be equal.

11141. Then the vitality simply applies to the equality and not to the number?—I think the number is comparatively of little importance. Yet it is of importance to have a large number, for the purpose of securing the presence of superior men who understand the system of education and know the country, and sympathize with the religious denominations to which they belong.

11142. Is it still your opinion that a small paid Board would not be better for the administration of the system than the Board as it at present stands?—I think that would be utterly fatal to the system. I cannot conceive a small paid Board that would not consist of some three members—one a member of the Church of England, another a Presbyterian, and another a Roman Catholic, and I am certain the people would never be satisfied to hand over the administration of the system to three persons, two of whom were Protestants, and only one of the same religion as the vast majority of the people.

11143. Do you think the representatives of the vast majority of the people are satisfied with the present Board?—I believe if the question is put to them, whether assuming that the united system of education shall be maintained by the British Government, will you have a paid Board named by the Government or have a representative Board as it stands at present, they would infinitely prefer the latter. I have no hesitation in stating that I am convinced if an attempt be made to substitute for the present system of a representative body, assisted by a paid Commissioner, and by the officers under him, a Board of three paid Commissioners, two of whom would be Protestants and one Roman Catholic, that the system would at once go to pieces.

11144. Now, what is your answer to the question as to your opinion in regard to the representatives of the vast majority of the people—I use your own expression—being satisfied with the present Board in its administration?—Do you mean the representatives in Parliament?

11145. No; I mean the people of this country?—The people of this country, I believe place great confidence in the present Board. A great number of them do not like the united system of education, but they believe the thing that makes that united system tolerable to them is the fact that it is administered as it is administered.

11146. Mr. *Dease*.—With reference to the last question, does your reply as to the preference of the public for a Board like the present one over a paid Board apply merely to the supposition of a mixed system being strictly adhered to. Would that apply, were the present system to be altered to a denominational system?—If the present system were upset, and in its place a denominational system were to be established, and this denominational system were to be in a certain sense administered by any Board at all, that Board, I take for granted, must be a paid Board. I have not considered the point sufficiently, but I do not see how you could have a representative Board, consisting equally of Protestants and Catholics, who should administer, instead of a united system, a denominational system.

11147. Your answer was intended then to apply altogether to a mixed system?—Yes, to a mixed system. I tried to explain that if a National system, as it stands at present, is to be maintained by the British Government, your only chance, in my opinion, is to continue the present Board, with a paid Commissioner, and the officers under him, and not employ a mere stipendiary Board.

11148. Mr. *Sullivan*.—Is it not of importance that the general public should be represented in the council of education, quite irrespective of administration?—Of great importance.

11149. Would it not be desirable that the outside public should have some voice in the conducting of affairs?—I think that the more the public can be consulted in the administration of the National system, with reference to their feelings and notions, it would be all the better, provided this could be accomplished without anything of the turbulence of a public assemblage.

11150. Is not that the function of the present Board—does it not represent that?—I consider it represents the interests of every part of the public in a very remarkable manner.

11151. Rev. Mr. *Cowie*.—Have you considered the proposal that has been made of late for placing the whole education of the country under a minister of public instruction?—I should, on the whole, not be very favourable to having the National system of Ireland placed under a minister of public instruction who resided in London, and who was to have the general administration of the education in England, Ireland, and Scotland. The circumstances of this country are so peculiar that—but I speak with diffidence on the point—I do not think that it would do to place the education of the Irish people at present under one minister of public instruction, sitting in London, and presiding over the general education of the empire.

11152. Is it not the Chief Secretary who now answers in Parliament any inquiries about your operations?—Yes.

11153. Have you found this a convenient method of answering inquiries through the Chief Secretary?—I have never found any practical difficulty in that way. It would certainly be extremely desirable if the Chief Secretary for Ireland could always be a member of our Board, and take that constant interest in its working that Lord Morpeth did when Secretary for six or seven years.

11154. Is that compatible with his other duties?—I have no doubt that the Chief Secretary for Ireland could at all times, if he pleased, attend at our meetings during the four or five months he is in Ireland, and that he would derive a great deal of practical knowledge from attending those meetings, and would be far better able to discuss matters in Parliament than he would otherwise be.

11155. Have you ever found that from his want of familiarity with the working of the Board, his answers to Members in the House have been inadequate?—We have never found any practical evil arising from that. I have often regretted that the Chief Secretary for the time being was not more thoroughly familiar with our business than he is or can well be, but I am bound to say I have never found any serious inconvenience from the fact of the Chief Secretary not being a member of the Board. I think it would be very desirable that he could always attend our meetings when he is in Ireland.

11156. You say that the continued administration of the education of the country on the mixed system requires a Board like the present. Should you consider that if you allowed denominational training instruction it would be a departure from your principles?—I am clearly of opinion that the more united the training is of Protestant and Catholic pupil teachers the better. I am, however, quite confident that if we cannot get any one great denomination to avail itself of our State training, it would be exceedingly desirable to give them ample means to have a training for themselves, provided all that portion of the training which depends upon the domestic requirements of the pupil teachers was carried on at the expense of the particular denomination.

11157. Would you not consider that allowing such a departure from your practice would be fatal to the present administration?—I think that far from being fatal it would be most favourable to its successful working, and that unless something of that sort is provided, and provided soon, the worst consequences will ensue. At the same time I am clearly of opinion that no part of our system has worked more happily than the united training of Protestants and Catholics in our normal school in Marlborough-street.

11158. You know that certain complaints have been made of the inadequacy of the payments made to the convent schools for the work they did. What is your opinion upon that point?—I think the payments have been quite inadequate, and one of the many excellent things I look forward to—if it were introduced in a modified form—is the system of payment by results, which will get over that difficulty completely.

11159. Complaints have been made here before the Commission of the difficulty of getting the repairs of schools executed by the Board of Works. That has been frequently before us. Do you know of any way by which that difficulty could be removed?—It would be a very easy thing to have it remedied. I am quite sure if his lordship (the Chairman) would make a representation to the Government that upon inquiry he had found much inconvenience was experienced by the people of Ireland from the slowness with which repairs were executed for the National schools, it would be found, after inquiry, that the delays arose from the insufficient number of hands maintained by the Board of Works; and the Government would at once direct that the means of that Board should be largely increased.

11160. The *Chairman.*—Do you think it would tend to prevent the delay in executing the repairs if in the future the Commissioners were to append to their report a table of all cases in which applications for repairs had been made and remained unsatisfied?—I should be very sorry to do anything of that sort without giving a full opportunity to the Board of Works to set the thing right as soon as they could. I think it is of very great consequence that the several Governmental Boards should work harmoniously together; and I, as a general rule, am against making complaints upon a Board with which we are connected; but I have no doubt, if these delays continue to exist, that it would be necessary to make some representation to the Government.

11161. Do you think there would be any difficulty in taking that course provided a twelve months' notice was given to the office of the Board of Works, so that they might not be taken by surprise?—I see no objection to that. I see nothing but good that could arise.

11162. Lord *Clonbrock.*—Is there any great advantage in leaving all these works to be done by the Board of Works? Would it be possible for repairs and the building of schools to be done under the Board of Education?—That was the plan adopted at first, and it worked on the whole with tolerable success; but I don't think it would work at all better than at present. The Treasury were very anxious to have the business transferred from a Board of gentlemen who knew very little of such matters to another Board, whose whole business and duty was connected with those matters; and I think they were right. Of course, in a change of that sort there were inconveniences in the transition; but in the long run I think it was a wise course on the part of the Treasury to transfer the building business from us to the Board of Works; and all that is necessary now is that the Board of Works should have a larger staff of officers than they have at present. I believe if their staff could be considerably increased it would meet the emergency, and their works would be satisfactorily done, and done better than we could do them.

11163. You don't think there is a want of harmony existing between the two Boards?—No, certainly not.

11164. Is there any special department for these works?—The secretary and the architect of the works.

11165. I mean for these works alone?—Not solely for these works, but these are the persons with whom we communicate.

11166. Would there be sufficient work to have a special officer attached to the Board of Works, whose business with his staff would be to attend to these things entirely?—Yes; I think it very possible there is quite sufficient work connected with the system to occupy the whole attention of such an officer.

11167. Do you not think it would be of great advantage if there was a department of the Board of Works entirely devoted to the purposes of your Board?—Without understanding the matter very well, it seems that it would be a desirable improvement.

11168. Mr. *Waldron.*—The complaints are not so much that the repairs are not done as of the great delay in doing them?—Yes.

11169. Rev. Mr. *Cowie.*—Do you attach any importance to the diminution in the number of vested schools? At first, in a certain period of your history, you had schools vested. Do you attach importance to the vesting of schools?—Scarcely any. I can see no great superiority in the vested schools over the non-vested. The essential difference between the two is, that in a vested school the pastors of the children of all denominations have a right to give religious instruction to their children before or after school hours, or at convenient times. They have not that right secured to them in the non-vested schools; but, unfortunately, the right is one that is so little used, even with regard to the vested schools, that, comparatively speaking, it is of very little importance.

11170. Do you see any objection to the Government undertaking under certain conditions the repairs of the

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non-vested schools?—I have always thought if the Government could undertake to keep the non-vested schools under repair on the condition that during the year previous to the repairs being done, the rules of the Board were attended to in the school, it would be an advantage and a perfectly just thing.

11171. You would not think the public money was badly spent in repairing buildings not belonging to the Government?—I should confine the repairs to doing those simple repairs which arise from year to year in any school. I should entirely dissent to any extensive repairs that would amount to the reconstruction of the schools. That ought to be done by the people in the locality in the case of non-vested schools.

11172. Mr. *Sullivan.*—You would have no objection to having the schools vested in local trustees repaired by the State?—Not in the slightest degree, provided we have proof that the rules of the Board have been attended to in the previous years.

11173. In the case of schools vested in local trustees the objection that Mr. Cowie refers to would not arise—that they would be alienated from the public use?—No. There are the three classes. There is a school vested in the Board which is kept in repair—there is a school vested in local trustees for the purposes of National education, that is not at present repaired by us and ought to be; and thirdly, there is the non-vested schools, with regard to which I am of opinion it would be desirable, if we had the means, to keep them in repair, so far as the yearly repairs would require; but I would not give money for the reconstruction of the schools.

11174. The *Chairman.*—In the case of non-vested schools, would you confine the assistance to keeping them in tenantable repair?—Yes.

11175. Rev. Mr. *Cowie.*—Do you see any way in which the State could help the Church Education Society schools?—I am very sorry to say I cannot see how that can be done until they abandon their leading rule, which is, that every child attending their schools must necessarily read the Bible.

11176. Not even upon payment by results after examination?—I think what I have said involves the whole principle.

11177. Would you on the same ground find a difficulty in helping the Christian Brothers' schools?—Of course, the same ground, and if you made any concession such as you allude to to the Church Education Society schools, *a fortiori* you must give it to the Christian Brothers' schools, which are not proselytizing in their nature, and are supported principally by the poor. If you make the concession to the richer part of the country you cannot refuse to make the same concession to the primary schools of the Roman Catholics, and then our whole system goes to pieces.

11178. You suppose it does. Suppose the payment consists of two parts—the salary to the teacher and a certain proportion from payment on the results of examination in secular subjects, could you not to the schools outside of the Board give something without payment to the teachers?—I cannot see that anything of that kind could be done for the Church Education schools that must not be done for all the Presbyterian and Roman Catholic schools; and I can see nothing but danger in that, for there is still such an extreme desire on the part of the great majority of the Roman Catholic priesthood to get the schools under their own command that I think they would give up a great deal of the advantages they derive from us to have the schools in their own possession provided a reasonable sum was given to maintain them.

11179. If the advantages which they forego from you are replaced by the voluntary offerings of the people, would not that be a great advantage to the public?—I think not. I never could see a great advantage in a system being supported wholly or in part by voluntary contributions. The money must still come out of the public wealth, and whether it is from the State, or entirely or partly from different localities, I don't see how the public wealth can be affected in the matter.

11180. Rev. Dr. *Wilson.*—Would you regard that as the introduction of a new principle opposed entirely to the fundamental principles of united education?—I think so, and no man could have a greater desire to do everything that is just to the Church Education Society.

11181. Mr. *Gibson.*—If a teacher in the course of secular religious instruction is at liberty at any time to introduce dogmatic religious instruction, do you consider that his is a school in which children of different religious creeds could take advantage of the secular instruction, it being leavened occasionally, and possibly at all times, with religious teachings?—I think it would be impossible for any child of a different religion from the teacher to go with safety to that school.

11182. Don't you consider such schools as religious in every department when a school is always open to the introduction of the religious element?—I think they are denominational in the strict sense of the word.

11183. Mr. *Stokes.*—Do you consider your system, as at present administered, to be divisible into two parts—one consisting of religious instruction, and the other of secular instruction?—Those are the two chief parts, and they are in the main kept distinct from each other.

11184. Was it not given in evidence before the House of Lords' Committee by yourself and other witnesses that religion in fact permeated through all the instruction given in the National schools?—So it does, in this sense. We entirely exclude anything like sectarian religious teaching from our secular education, but we deliberately decline to make that secular education exclusively secular, and every part of our books is penetrated with a religious spirit in my opinion without anything at all of a sectarian character. It is impossible for any child to be educated in our schools, and to read our several books, from the First to the Fifth, without receiving a great deal of true religious education.

11185. Is this the difference between your system and the system of the Church Education Society, that the Church Education Society requires the Bible to be read in a particular version, and you insist upon books including religion, but not the words of any particular version, being used in your schools?—The great majority of the people of Ireland entirely object to reading the Bible, authorized or otherwise, as a part of the united education of the school.

11186. Do you think that the people feel more averse to reading the Scriptures in any version than to receiving religious instruction from the books of the Board?—The religious instruction given in the National school-books is of so general a nature, so perfectly free from anything that can give offence to a Protestant or Catholic conscience, that hardly any person has objected to them; and I believe that nothing but good has arisen from the circumstance that the notion of religion, instead of being excluded from the school-books has been largely introduced into them.

11187. Do you say that no portion of the instruction given in a National school is purely secular, apart from arithmetic?—There is a very large portion of our common school-books that in the very nature of the thing cannot contain religious sentiments or religious information of any sort, and so far it is entirely secular; but taking the books throughout they are penetrated with a true Christian spirit, without giving offence to any party, Protestant or Catholic.

11188. In a Board equally balanced—as you consider it essential your Board should be—is it not the case that the settlement of delicate questions must fall to the hands of the chairman, who has a casting vote?—There is no chairman at all.

11189. Would not the decision fall to the hands of the gentleman who happens to take the chair?—Such a thing never has taken place; and if any important question happened to be decided upon at a certain meeting, it would be known from the programme of the day's business that such a thing had been done. It would be known by the absent members, and their attention would be drawn to it.

11190. How is the chairman elected?—There is no chairman.

11191. Has no member of the Board a casting vote?—No.

11192. How would you settle a question upon which the Board was equally divided?—Such a question never has arisen.

11193. In a Board equally balanced between Protestants and Catholics, don't you think such questions would cause trouble?—It never has occurred, and I hope it never will, and I believe it never will.

11194. What is the practical advantage of having equal numbers?—I think that considering that the wealth and intelligence of the country is possessed in a very large degree by the Protestants of Ireland, and as the £350,000 a year which we receive from the State comes principally from Protestants, it is a right thing that one-half of the Board should be Protestants. I am equally certain that, as four-fifths of this people and the children attending the schools are Roman Catholics, it is a wise thing to allow them to have a half of the representation.

11195. In such a large Board as you have at present, have you found much difficulty in preserving that official secrecy which from time to time must be necessary in conducting public affairs?—I value secrecy very low; it is of little consequence. Almost all the important matters that have taken place during the last eight or nine years, when there were differences in the Board, were known in the North of Ireland the day after they took place at the Board, and I myself was always happy that it was so.

11196. Is there exercised by the large Board any official control over the inferior officers independent of what you yourself exercise—does the Board as a Board control its officers?—I think our Secretaries are extremely good officers. They give great satisfaction to their principals, and I think both our Secretaries are desirous to give satisfaction to the Board, who, on their part, are well satisfied with the conduct of the Secretaries.

11197. Practically, do these permanent officers who, as you say, do their duty well, conduct the work, except on rare occasions, when important questions are brought forward?—The great part of the business is done by the Head Inspectors, Chiefs of Inspection, the Secretaries, and the paid Commissioner, and everything of importance that passes from any of these hands, and requires further consideration, is brought before the Board.

11198. Does it not follow from the division of the Board into two classes of different religions, that your chief officers must also be divided in a similar way?—Our chief officers are half Protestants and half Roman Catholics.

11199. Does not that division interfere with the promotion of the two classes?—Not seriously; I don't think it does.

11200. Has it ever happened that a gentleman who should have been appointed Secretary has been kept in an inferior grade?—I am not aware of the case.

11201. Are there not officers, senior to one of the present Secretaries, serving under him on account of religion?—There are persons senior to our present Secretary who, if the thing had gone by pure seniority, instead of a regard for religious differences, would have had a preference to him. I don't think there is any one of them, however, who, in point of real merit, would have been superior.

11202. Rev. Mr. *Cowie*.—Is it not possible for an officer of the Board to be senior in standing, and to be next, say, for promotion to the highest office, and because he happened to be of the same religion as the other Secretary he would be passed over?—Certainly.

11203. That must be a grievance?—It must be a grievance; but it is a grievance not to be compared to the greater grievance that would arise from not having a person as Secretary whose appointment would give satisfaction to the greater portion of the population, and who would understand the interests and feelings of the Church to which he belonged infinitely better than the other man would.

11204. With respect to mere official business, do you find that two Secretaries are more efficient than one?—I think that it is very desirable to have the two Secretaries, even for the efficient discharge of the business of the office, regard being had merely to the efficient discharge of the duties. If one of them is ill, as, for example, one of them was ill for nearly a year, it is desirable that we should have a man to attend to the duties of both. Then again, one of them is absent for six weeks on vacation, and it is desirable that the other should be present, and all things considered, not merely with reference to public opinion, but to the efficient discharge of the duties, it is desirable to have two Secretaries.

11205. Mr. *Stokes*.—You anticipate with pleasure some increased allowance to convent schools?—I do.

11206. What advantage do you contemplate as arising to the State from that increase?—I think the chief advantage would be that it would be an act of justice, which I think is the greatest of all advantages.

11207. Do you think that convent schools should be put on the same footing with other schools?—I don't say they should not, provided we are satisfied, as I believe the Commissioners are, that the education given in them is at least as good as it could be in any other female National school.

11208. It has been stated at the Commission that many of the non-vested schools are in a deplorable condition. If the people would more willingly accept the conditions of the Board as to vesting schools, would not the character of the school-buildings improve throughout Ireland generally?—If the State were rich enough, and willing to build an immense number of schools at its own chief expense—two-thirds of the money being given by the State—I can see great advantage to Ireland that would accrue; but I see no possibility of that being done. I should think that one-tenth of the money that would be required for that purpose might be given to the non-vested schools, for repairs and so forth, so long as they are carried on in strict conformity with the rules of the Board.

11209. In regard to repairs, would you be disposed to give to non-vested schools, at the cost of the State, fittings, such as desks and benches?—I do not think that there would be much objection to supplying a part of the furniture to a non-vested school, that has for a certain length of time been carried on admirably well.

11210. Do you remember in your old school that the same desks and benches are in use now that were introduced in the time of Queen Elizabeth?—I am not sure they are there still, but I remember very well when the name of Dryden still appeared cut in the desk at Westminster.

11211. What distinction would you draw between desks and walls?—Merely that the one would cost the public very little. Providing desks would be a trifling expense to the public and a very great advantage to the localities.

11212. Would you say that the universal preference of the Irish people was in favour of denominational schools?—Not at all. I think that if the question could be submitted to the Irish people themselves, and that they were to vote secretly on the subject, nine-tenths of them would be in favour of the National system of education.

11213. Is it not fair to infer of a man's opinions from his acts?—I think not at all.

11214. Mr. *Dease*.—In reference to that last question, Mr. Macdonnell, I would like to ask you this—is it not the fact that Roman Catholics, whose wealth enables them to educate their children themselves, almost invariably, if not invariably, send their children to be educated in denominational schools?—I am not aware of that. I believe that the great majority of the National schools are now attended not only by the destitute poor but by the artisan class and by the small farmers and shopkeepers. I believe that that process is going on increasing every year, and that

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our system has become not only a united one, as regards people of different religions, but as regards people in different classes of society more or less.

11215. I am not speaking of those who take advantage of National schools. I am speaking of those who would pay for the education of their children. Is not it the fact that Roman Catholics of the upper classes invariably, or almost invariably, send their children to be educated in denominational schools where religious teaching is made part and parcel of the school teaching? Are you not aware of that?—I am not aware sufficiently of what is the fact. I think it extremely likely. From what I have heard I think it is extremely likely that it would be found that the Catholic aristocracy and the Catholic gentry send their sons and daughters to denominational schools. But I conceive that that is a totally different question from the question of the education of the poor. The rich man's child is taken from the domestic life and sent to a distant school. I can quite understand that both Protestant and Catholic parents who send their sons and daughters, at the age of 14 or 15, to distant schools in England or Ireland or elsewhere, would much prefer sending them to a school where they would be educated according to their own religious opinions.

11216. You consider, then, that their position is more like that of the parents of teachers who happen to be sent up for training, where they reside?—Yes.

11217. Lord *Clonbrock*.—You have stated just now that there was a large amount of religious instruction conveyed in the school-books of your Board?—Yes.

11218. Now, the question I want to ask you is—do you not think that that religious instruction will vary very much according to the opinions of the person giving it, supposing him to be particularly imbued with a spirit of religion—that, in fact, a Protestant instructor will make that religious instruction more Protestant, and a Roman Catholic will bend it the other way—don't you think that is likely?—That is a very important question, my lord, which I have very often considered. The danger of introducing anything at all connected with the Christian religion into our school-books arose from that circumstance. A person might say, "If you introduce a particle of it it will enable contentious, mischievous, or, perhaps, very religious people, to use it as a peg for hanging their religious opinions upon." That was the danger. The advantages were palpable and very great of having our books penetrated with a true religious spirit, without the slightest attempt at anything of generalized Christianity; but the fact is that we never have had a single complaint of such a thing, although people are so extremely jealous of any attempt of the sort. I do not think we have ever had a single complaint of the teachers availing themselves of that opportunity of infusing their own religious opinions into the children of another sect.

11219. But does it not strike you as being singular that that should not take place. Is it possible for any person to discuss even any subject of religion without giving it more or less the bent of his own mind—even almost involuntarily to the person himself?—The religious matter is brought in in such a manner that it does not call for or admit of particular instruction, and the teacher himself must know perfectly well that if he were to attempt anything of that sort, with regard to a Catholic child in the one case, or a Protestant child in the other, a complaint would be lodged against him, and he would be punished. I must say, as a general rule, it will be found that the teachers of Ireland are exceedingly careful not to introduce, during the time of secular instruction, anything at all of a proselytizing nature.

11220. You stated awhile ago that the original rule about the children attending religious instruction had been changed?—Yes.

11221. That formerly they did attend religious instruction not their own?—Yes.

11222. And that now that has been altered—that the voluntary remaining on the part of the child is not enough, but that it must have the sanction of the parent?—The parent must give his express consent.

11223. Does that mean that no child of one denomination is allowed to attend the religious instruction of another denomination without the express written consent?—The express written consent must be given.

11224. Mr. *Gibson*.—Is not it the fact that the books of the Board pass a very severe scrutiny before they are adopted; that they are submitted to the different Commissioners of different religious creeds; and that, therefore, everything objectionable to any particular creed is removed before they are put into the teachers' hands?—That is the case.

11225. And, therefore, we may assume that any religious element they contain must be perfectly unobjectionable even to the most fastidious?—I conceive that is the case.

11226. Sir *Robert Kane*.—In answer to a question from Mr. Dease you mentioned that you thought that the circumstance that Mr. Dease referred to of the Roman Catholic middle classes sending their children for education to denominational schools, was more analogous to the case of the persons who are sent up from the country to Dublin to be trained as masters, than to the case of the persons who are pupils in the ordinary National schools. Do you mean by that to draw a distinction between the scholars attending upon the one hand day schools, and upon the other hand boarding schools?—My chief view was that. Where the young person is taken away entirely from his family I can well understand that a parent would be very anxious that he should be placed in some institution where his religious education would be fully provided for, especially between the ages of fourteen and eighteen. I conceive Mr. Dease's question referred chiefly to the case of persons of the upper and opulent middle classes who send their children to denominational schools in England and Ireland.

11227. When you consider that the circumstance that where children are sent away from home, and where they require to live and to have their domestic existence in the places of education, those places are denominational, and preferred by the parents as denominational, does not necessarily involve a preference of a denominational system for ordinary day schools?—Certainly; I think it does not.

11228. So that such an argument does not apply to the position of the National system of education, as a system of day schools over the country for the reception merely of day scholars, who reside with their parents?—Quite so. I conceive that you would find no objection at all on the part of the most opulent Catholic parents to send their children to National schools, the children residing during the time under their fathers' roof, and I think further that you would find exactly the same feeling on the part of the more opulent Catholic parents with regard to their children between fourteen and sixteen or seventeen, attending middle class and classical day schools.

11229. You have been for many years familiar with the state of the country—so far back as the potato famine of 1845; are you aware that it was owing to the universal distress of that period that almost all the day schools which had previously existed throughout the country for the middle classes ceased to exist, through the pupils not being able to attend?—I believe that during that time a great number of middle class schools were extinguished; but I think that the working of the National system itself has caused the extinction of a great number of the rough middle class schools that existed in every part of Ireland previous to the establishment of the National system. That process took place, I imagine, to a greater degree during the time of the famine than at any other time, because two causes were at work. There was the general depression of the country, and the action of the National schools, which were constantly absorbing more and more the education of the people, not only of the lower classes but of those a little above them.

11230. Then it is your belief, from your knowledge of the country, that the National school has, to a certain extent, perhaps to a considerable extent, replaced the middle-class and secondary schools which had existed in the country previous to the famine?—To a very great degree; and that in consequence of this circumstance justice requires that either the Government ought to establish middle-class schools to replace those, or to enable us, which I think would be the right thing to do, to establish some 500 National schools of a higher order, and give a rough classical education in addition to the elementary education that is now given by the National schools.

11231. To, in fact, superadd to the primary education which was the original province of the National Board, a department of secondary education?—Yes; provided always that the secondary education does not in any degree at all deteriorate the elementary education of the poor. I think it would be an unmixed advantage if that secondary education was in a safe way engrafted upon the primary education now given by the National schools.

11232. The *Chairman.*—And in those 500 schools would you have primary education carried on concurrently with the secondary education?—Concurrently, as was the case in the schools to which Sir Robert Kane referred, and which were extinguished to a very great degree by the working of the National schools. In those schools there was a very tolerable primary education given to the poor, and a very tolerable rough classical education given to the middle classes who attended those schools.

11233. Sir *Robert Kane.*—That class of secondary schools that you suggest would probably be purely day schools?—They would be day schools. I see no reason why the teacher of that school should not only be allowed, but encouraged to have boarders if he could. I think that would be an unmixed advantage.

11234. Mr. *Stokes.*—Are there not ample endowments for education which might be made available for that purpose?—I have no doubt that there are.

11235. Rev. Dr. *Wilson.*—Have they been made available for that purpose?—Not with regard to National schools.

11236. Was there an Endowed School Commission sometime ago?—Yes.

11237. Did that Commission report in reference to such institutions or endowments as are referred to by Mr. Stokes?—I do not think that it gave a regular report. I think that the members differed with regard to their conclusions.

11238. Yes, they differed, but there was a report. Has any practical action been since taken upon their report?—I think not.

11239. Sir *Robert Kane.*—Then am I right in supposing that your opinion, based upon knowledge of the country and the subject of education, is that where there is merely education carried on as in the day school, and the scholars reside with their parents, you believe upon the whole that the people of Ireland would approve of such a system of united education?—I believe that they are fully satisfied with it, and that all that remains is to make a few improvements, which, I am sure, could easily be suggested to the Government.

11240. But am I right in supposing that you consider that where the school is a residentiary one, where the pupils live at the school, where the school is, in popular language, a boarding school, that there the necessity for the religious instruction and the religious guidance of the domestic life of the students renders it practically necessary that the system should be denominational?—I do not think so myself at all. I believe that there might be middle class schools, classical and commercial, in which both Protestants and Catholics not only would be educated in the day but reside together night and day in the same establishment, and that there would be no danger to the religious opinions of either Protestants or Catholics in those establishments. But I believe that that is an opinion that is not generally entertained. I think that most people, both Protestants and Catholics, in this country are of opinion that it would not be well to have their children educated in schools at a distance from home unless those schools were, so far as domestic life is concerned, carried on upon either the Roman Catholic principle or the Protestant.

11241. Do you base your personal opinion, which you have now expressed, on your experience of those institutions under the control of your Board, in which pupils of different denominations reside together, and have resided together without practical inconvenience?—Chiefly upon that experience. I have seen for the last twenty-nine years great numbers, coming from every part of Ireland, Saxons and Celts, Protestants and Catholics, between the ages of eighteen and twenty-five, the age of the passions, when men are most unmanageable, generally, and I have seen them living in perfect harmony together, not only during the day when they were attending their secular instruction, but during the evenings; and I have never known a single case amongst them where there was any religious quarrel, and thousands have been educated in that way. I consider the fact of immense importance to be universally known. It is creditable, not only to human nature, but especially to Irish human nature, for I believe there are few countries in the world where such a thing could be stated with that perfect truth with which I now make this statement.

11242. Then you consider that a preference for denominational schools, where the pupils are to reside and live, does not necessarily imply an objection to united education in the day schools where the pupils do not reside?—Certainly. I myself would wish that all my fellow-countrymen could be induced to be trained under our system here—Catholics and Protestants. I can see no objection at all to it, for I have seen nothing but good arise from it. On the other hand, I think it would be most unjust to prevent either Protestants or Catholics, who conscientiously objected to that united training, and preferred on the whole to be trained in establishments carried on by themselves, from having the power to do so.

11243. You mentioned in answer to a question by the Rev. Mr. Cowie, that you would approve, if I understood you aright, of training establishments conducted upon denominational principles to supply teachers for such managers of schools as might object to taking teachers from the central establishment in Dublin?—I entirely approve of that; but let it be distinctly borne in mind what I understand that training establishment to be. It is to be in accordance with the proposal in Mr. Fortescue's celebrated letter on the subject, viz., that wherever there was a school of 150 children on the average, males and females, and where there were fifteen pupil-teachers employed in the schools, and the rules of the Board were as strictly enforced as in our model schools in Marlborough-street, that the parties should be allowed to have domestic establishments at their own cost attached to the school where their fifteen pupil-teachers should lodge at night. The school itself was to be a strictly National school, carried on as strictly, according to the rules of the Board, as the model schools are carried on in Marlborough-street. The only difference would be that instead of lodging together, as has been the case hitherto in the training establishment in Marlborough-street, erected by the State, the pupil-teachers of the school should be lodged in a house provided for them by the parties who established the school.

11244. In fact their residence might be separate, but the system of instruction should be common?—Yes; and that not a word should be said or a thing done from morning to night in that day school, that could not with perfect safety be said or done in the presence of Catholics and Protestants equally.

11245. And have you reason to suppose that, had the arrangement suggested in Mr. Fortescue's letter been carried out, it would have given satisfaction to the authorities of the Roman Catholic Church in Ireland?—I have inquired into that as well as I possibly could.

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Of course, it was my duty to take every pains that I possibly could to arrive at the truth with regard to that question; and I am bound to say I believe that had that letter been carried into effect—were it, in fact, at any time to be carried into effect—the result would be, that the great bulk of the Roman Catholic clergy would be to a great degree satisfied with the arrangement. To suppose that that, or anything else, would get over all the objections which a Church like the Roman Catholic naturally entertains against mixed education would be foolish; but I believe that that arrangement would go as far as anything could do to diminish their opposition, and to gratify them very much.

11246. Are you acquainted with the arrangements of the training institutions in England that are more or less in connexion with the Committee of Privy Council?—In a general way.

11247. Their arrangements with regard to masters, and with regard to the training of masters and mistresses are different from those which you describe as being proposed by Mr. Fortescue's letter?—In England, the whole system of education is carried on upon the denominational principle: in Ireland upon the united. We are trying here to save the united principle, which we conceive to be essential for the peace and prosperity of Ireland; and we conceive that the true way of getting over the difficulties that surround it, is to make some concession to Roman Catholic feeling, such as I am now describing, and I believe it is perfectly possible to do it. It will not get over all their difficulties; it will only diminish them.

11248. The *Chairman.*—Would it be inconsistent with the present system of the Board, if the teachers who come up for training in Marlborough-street were lodged in boarding-houses according to their religious denominations?—I should be very sorry indeed to see any change take place with regard to the present working of the training system in Dublin, because so far as it has gone on, and so far as it has met with the approbation of the public, it has worked exceedingly well. But if I find that either my Protestant or my Catholic fellow-countrymen conscientiously object to being lodged with persons of another persuasion during the night, I think that it would be a very just and wise thing to yield to that point, and to allow them to be lodged either in our training establishment or, if they preferred it, to be lodged in certain places, selected by their own clergy, and approved of by their parents, elsewhere.

11249. You do not think that that separate lodging need interfere with the united education during the day-time in the schools?—Not in the slightest degree.

11250. Mr. *Gibson.*—Are you aware that in Scotland, teachers attending the normal training school do not live together, but board wherever they please?—That I should rather object to. I think in Scotland it may be safe. I do not pretend to give an opinion on that subject. But here I certainly would require, if a concession of that sort was made, that there was full proof given to us, the Commissioners, that the place where the teachers in training lodged at night was a properly conducted place.

11251. Do you think that were each teacher, as he comes up, to place himself in connexion with some minister of religion in Dublin, under whose superintendence and in attendance upon whose place of worship he might be, that would remove a great deal of the objection which might be felt otherwise?—I think it might.

11252. Making this minister responsible for the pastoral oversight of and attention to the teacher, whether he were a chaplain paid upon the part of the particular denomination, or whether he were a minister generally?—I think the thing would work very well. I think the upshot would be that the Roman Catholics would generally be boarded in some place—the males in one place, and the females in another—selected by their spiritual superiors here. I believe and trust that almost all the Protestants would prefer to be boarded, as at present, in our central establishment, and I think that possibly a good number of the Catholics might, on the whole, prefer to be boarded, as at present, in our establishment. The great majority, if not all, of the Catholics would probably be boarded in places selected by their spiritual superiors.

11253. Rev. Mr. *Cowie.*—Mr. Gibson's question supposed a payment to the religious person, the clergyman or whoever he might be, in charge of these pupils. Do you think that that would present any difficulty to your Board?—Certainly not; if the education was what we in our consciences believed to be equivalent to the expense.

11254. Did you ever pay any chaplain who attended to the religious instruction of the young people of Marlborough-street, of any persuasion?—We never did. The Archbishop of Dublin, Dr. Whately, very much to his honour, did. He paid £25 a year to the Church of England chaplain; but he was the only person who did.

11255. Did not Archbishop Murray pay anything?—No; Archbishop Murray never paid anything.

11256. And did the Board ever pay any spiritual person?—No. The Board was very anxious at one time to have paid the chaplains of the different religious denominations for the pains they took. I think it was nothing more than what justice required. For instance, there was Dr. Kirkpatrick who has acted as Presbyterian minister, with the greatest devotion to his duty for, I think, fully twenty years—I believe I am understating the thing—and he has never received a penny of compensation for this most important duty, which he has performed in the most admirable manner.

11257. I wish to understand this distinctly from you—you do not consider that it would be any departure from the principle of the Board if certain clergymen of different religious denominations were engaged by the Board to attend to the religious instruction and moral well-being of those young people?—I think there would be nothing at all contrary to the principle of the Board if that was done; and I think that justice and true policy require that it should be done. For if we call up three or four hundred persons from every part of Ireland from their own homes and their own pastors every year for half a year to be educated in Dublin, it is a very monstrous thing that we should not provide for their spiritual as well as for their secular education.

11258. And is it not to be expected that you would get a very inefficient supervision of those young people from clergymen who are so very much occupied by their ordinary concerns as the clergy of Dublin must be unless you specially provide for it?—I am bound to say that the duty has been hitherto very well done by the Protestant clergy—by Dr. Kirkpatrick, who has been the Presbyterian chaplain over the Presbyterian teachers, and by Mr. O'Mahony, who was appointed by Archbishop Whately.

11259. Was it not done by Canon Power in old times?—In old times it was done by Dr. Power and others in the most exemplary way, quite as well as it was done by any Protestant chaplain, but since the Roman Catholic Church conscientiously objected to our model schools that practice has been abandoned.

11260. But you never paid Canon Power anything—did you?—We never paid the Roman Catholic chaplain anything.

11261. Rev. Dr. *Wilson.*—Can you say if any teachers refused to be trained in connexion with your united non-sectarian system of education owing to their own conscientious objections?—Not that I am aware of. I believe that the objection proceeds entirely from their Church, but they have, no doubt, a conscientious feeling that they ought to obey that Church.

11262. On a former occasion you referred to a certain interdict; are you aware that many of the teachers have regretted such an interdict, and desired to be trained, if permitted by the clergy of their own Church?—I have no doubt that they are very sorry that the

interdict ever passed; but I am sure that that interdict having passed, they have a conscientious feeling that they ought to obey it.

11263. The teachers?—Yes.

11264. Is it not proof of the contrary that some teachers come up from schools to be trained, aware that they are not likely to be employed by the same managers again?—That shows that those individuals when told that if they come up to be trained here they must be prepared to lose their schools, are willing to submit to that great punishment.

11265. And does it not show that their consciences are not influenced by that feeling?—If it was put in that way by their spiritual superior—if he told them that whether they remained teachers of that school or not their duty as good Roman Catholics was not to come up to be trained here, they certainly, in my opinion, would be resisting the authority of their superiors, and so far as that goes it would show that they were willing to resist their spiritual superiors in that respect.

11266. And exercise liberty of conscience?—Yes.

11267. Was it from the knowledge of this circumstance that the Commissioners dispensed with the certificate of the clergyman in the case of some teachers summoned for training?—No; I think not; I think the dispensing with the certificate was a thing that took place long before the present difficulties arose.

11268. In reference to a certain class of your schools a witness on a former day stated "They are objectionable to the prelates; the prelates have uniformly objected to them from time to time, and have made it obligatory on the consciences of the children to withdraw from them." Now, are you aware that many children, even, have resisted this restriction in reference to such model schools just as well as the teachers have?—The parents of many of our children have declined to send their children any longer to the schools in consequence of their Church being opposed to those particular schools; and such, I conceive, was very largely the case with regard to the Presbyterians before the junction. I believe that that was very generally acted upon with regard to the Presbyterian population up to the junction of the Presbyterians, and has been carried on to a very great extent by the Church of England children. They obey—and very naturally obey—the commands of their spiritual superiors.

11269. I am referring to the fact of those who do not obey any Church, but who act on their own notions of liberty of conscience. Do not Roman Catholic children, for instance, attend certain classes of schools in opposition to any interdict?—Certainly.

11270. Just as your teachers come for training notwithstanding the interdict to which you refer?—There is a small number of Roman Catholic children who still, I am happy to say, attend our excellent district model schools; but instead of being four-fifths as they ought to be of the attendance they are about a third of the attendance at those schools, and those children attend because their parents, on the whole, see no danger in the thing—just as was the case with regard to the Presbyterians. The Presbyterians before the junction between them and the National Board took place, in spite of the opposition of the Presbyterian clergy, attended to a fair extent our National schools in the North of Ireland; but when the Board, wisely in my opinion, made certain arrangements with the Presbyterian Church, there was immediately a great influx of Presbyterians into our schools; and just the same would take place with regard to the Roman Catholics now if we were now to act exactly in the same spirit that we did with regard to the Presbyterians in 1840, and make some reasonable concessions to them. I have no doubt that a vast number of Roman Catholic children who now cannot be got to attend our district model schools would return to those model schools.

11271. Are we to understand that you, as the Resident Commissioner, acknowledge that concessions, from time to time, have been made to Churches?—From time to time we have considered any representation that was made by this or that Church, and where we found that it was a reasonable complaint they made, or concession they asked for, we have acted accordingly.

11272. Do you acknowledge that you have made concessions, in the matter of principle, to any Church?—No; I do not think we have.

11273. Now, whose are those conscientious objections to which you refer? You have stated, in answer to a question of Sir Robert Kane, that there are certain parties who may have conscientious objections to remain together with teachers of another denomination, for training, and you admit the case of such parties. Who held those conscientious objections? Who are they?—The Roman Catholics.

11274. Are they the parties who come for training, or their clergy—I wish to know whose are the objections?—The conscientious objection, I conceive, proceeds from their pastors. Then, that conscientious objection is stated by the pastor to his teacher, and the teacher is governed by that, and would infinitely prefer, when he finds his clergyman is of opinion that he ought not to be trained together with Protestants in Marlborough-street—would infinitely prefer to be allowed to be trained with his brother Catholics in some other establishment separately.

11275. And do you think that you, as a Board, administering the funds of the State, are at liberty to allow the conscientious objections of the clergyman to interfere with the free action of the teacher?—If there was anything in the conscientious objection on the part of the clergyman that rendered it necessary for the teacher to do a thing which in his conscience he believed to be a criminal thing, I should be very sorry to yield to it; but if I find that the teacher himself, when it was stated by his pastor that it was his duty to do the thing, adopted that opinion, I should be very unwilling to resist the teacher's wish.

11276. But do not many of the teachers disapprove of the line of action pursued by their pastors, and come for training in opposition to it—is that the fact?—They come here because they are exceedingly anxious to obtain a training; but they would infinitely prefer to have that training carried on in a way that was acceptable to their Church, than in a way that their Church denounces.

11277. Are you aware of that as a matter of fact?—I have no doubt at all about it.

11278. Should you be surprised to hear that the teachers prefer being trained under the united system to a denominational system?—I am not at all aware of that. I have no doubt that those who were trained under a united system were very well pleased with it; but I am convinced, from my long knowledge of the Irish people, and of the Catholic people especially, that when they are told by their clergy that it is dangerous for their faith to be trained in common with Protestants, so far as domestic life is concerned, and that it is desirable that they should be lodged in a separate place superintended by their own Catholic superiors, that they would infinitely prefer that plan to the other.

11279. What is the proportion of Roman Catholic children at your model schools in Marlborough-street?—One-third Protestant, and two-thirds Roman Catholic.

11280. What is the number on the rolls altogether of Roman Catholic children at present?—Altogether about 2,343 attend in the course of the year.

11281. How do you account for so many of them attending your model schools in Dublin although their archbishop is so opposed to such a model school system?—They have from the first attended the model schools in Dublin. The Archbishop of Dublin, Cardinal Cullen, has never positively interdicted their attendance at that model school, and they have continued to attend it.

11282. Has there not been an interdict at all events as to the model schools in general, if not the model schools in Marlborough-street in particular?—I do not know that there ever was a special prohibition against attending the model schools in Dublin.

11283. Is there not a general prohibition which includes all?—I do not know how that is.

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11284. Mr. *Sullivan.*—In most of the model schools in which there is still a considerable attendance of Roman Catholics, is it not the fact that there has been no diocesan interdiction at all as yet?—So far as I know there has been no diocesan interdiction of the attendance of the Catholic children at our model schools in Dublin.

11285. In most of the other districts in Ireland where there is a considerable attendance of Roman Catholics, is not also the case that there has been no interdiction?—I believe that that is the case. I believe what has taken place is that when any new model school has been established an interdict of some sort has taken place and has generally been successful.

11286. That is to say, up to the present it is a mere expression of opinion, but no ecclesiastical action has been taken in enforcing that expression of opinion except in a few instances?—I believe so.

11287. Rev. Dr. *Wilson.*—Has any diocesan interdict gone forth in reference to the model schools in Cork?—I am not aware that there has. I am aware that there is a very tolerable attendance.

11288. We have had it in evidence that there is a very small attendance of Roman Catholic children?—It is small in comparison with the number of the population at large. I believe there are only 12,000 Protestants in Cork, and the great majority of the children attending that excellent model school are Protestants, not Catholics.

11289. We are further told that there is a great number of Roman Catholic children attending Dunmanway model school, which is under the same bishop - how do you account for that?—Dunmanway had been established long before the strong feeling against our model schools existed on the part of the Catholic authorities, and the attendance has continued very good, and there are no other schools in Dunmanway, I believe, except our model schools.

11290. Then are we to understand your opinion is, that the Bishop of Cork omitted Dunmanway on account of its age?—I cannot pretend to say what his reason was. I think he acted very wisely in not prohibiting attendance at a school which had worked so well.

11291. Now could not this plea of conscientious objection be made equally to apply to the entire system, such as training under any circumstances, or allowing Roman Catholic children to attend where Protestant children attend, or, on the other hand, Protestant children to attend where Roman Catholic children attend?—Certainly.

11292. Must not the plea of conscience be such as rational and reasonable men will admit?—Of course it ought to be.

11293. The late Dr. Doyle was a Roman Catholic prelate, and are you aware that he approved in all good conscience of the design of the Commissioners in the matter of training their teachers?—He approved of it, but whether he approved entirely of the domestic life being carried on together, I do not think appears at all in any portion of Dr. Doyle's writings.

11294. Did Archbishop Murray approve of it?—Dr. Murray certainly approved of the concurrent training. So far as I know he never disapproved of it.

11295. And Dean Meyler?—And Dean Meyler; but every one of those prelates would very likely have preferred on the whole if they had the power to accomplish it, that the Roman Catholic teachers, receiving all the benefits of united education and training during the whole of the day, should during the night be allowed to be brought up in a house where they would have every facility for their private worship, and would have their religious life superintended by the clergy of the Church of Rome. I can quite understand that a man who is extremely favourable to the united education of the pupils at large, and even the united training of the teachers of the several denominations, would infinitely prefer that the domestic life should be kept distinct from the work of the day, and that the teachers should be lodged, the Protestants in one establishment, and the Catholics in another. And when Mr. Cardwell himself came to examine into our system here he expressed to us the greatest astonishment how we could get Protestants and Catholics to live together in the same training establishments, and said that even Protestants could not be brought to live together, he thought, in England—Dissenters and Church of England Protestants—in the same establishment, and that in England the difficulty could not be got over with regard to even Protestants; but that with regard to both Protestants and Catholics it seemed to him to be a thing that could not be accomplished. I told him that the thing had been accomplished here, and that it has given a great deal of satisfaction.

11296. In answer to a question on a former day, and now keeping in view Mr. Cowie's question upon training institutions, you said you did not consider it possible to force teachers into institutions to which they had a specific objection. Do you think that the Government, on the other hand, should be forced to establish or endow a training institution in opposition to their own plan, hitherto considered the best for the purpose?—The Government established a system of united training for the teachers of Ireland; so long as that gave general satisfaction to the people of Ireland, the Government supported it very generously, and very effectively too. The Government now find that it has failed—failed at the root—and that, the Roman Catholics, who form four-fifths of the teachers of Ireland, are practically excluded from the benefits of education, and that when they are excluded from the benefits of education, millions of Catholic people in Ireland will be deprived of a good education, unless some plan is devised by wise men to overcome this difficulty. A good plan has been now proposed, and it is for the Government fully to consider it.

11297. Who excludes them from the benefits of your training institution?—It is themselves who do not come. It is their clergymen, who are their spiritual guides, whose duty it is to direct them rightly. They have decided that on the whole it is not safe for the Catholic teachers of Ireland to be trained, so far as their domestic life is concerned, in common with Protestants.

11298. Do you think they are directing them rightly?—That is not for me to say. I think I should be a great coxcomb if I were to decide on such a matter as that.

11299. Are not the teachers willing to come, if not kept back by authority in such cases?—It is hard for me to answer that question. I have no doubt at all that the Roman Catholic teachers of Ireland, if their clergy did not interdict them, would come up here to be trained; but I believe that being told by their spiritual advisers that it is a wrong thing for them to come to be trained here, that nine-tenths do and will continue to obey their spiritual advisers.

11300. You, I presume, read the reports of your Head and District Inspectors, which appear in your annual report?—Yes, I do.

11301. Are you aware that your Inspectors have testified that many of the teachers are willing to come, but for this authority?—I have no doubt that that is the case, that if it were not for this interdict, not only some but all would come. I believe that the teachers would naturally come up here, if it was not that their spiritual superiors were of opinion that there was something dangerous in the matter.

11302. What was the design of the Board in dispensing with the clerical certificate?—The certificate is not dispensed with, but it has not been absolutely enforced for a great length of time.

11303. What was the object of it?—I do not know what it was. I know this, that it would be very possible for a Presbyterian minister or a Church of England clergyman to give to a most worthy man a certificate; and that it would be quite sufficient for us, while insisting on a certificate in every case, to be content with the man's producing a certificate from some respectable person.

11304. What was the design of the Board in dispensing with the certificate from clergymen?—It was

done a long time ago and was a matter of little or no importance. I know this, that it would be very possible for a priest or a Presbyterian minister or a Church of England clergyman to object to giving to a most worthy man a certificate, and that it would be quite sufficient for us instead of insisting upon a certificate in every case to be content with the man producing a certificate from some thoroughly respectable person.

11305. As a matter of fact was not this dispensing with the certificate the result of the interdict of the Roman Catholic Bishops?—My recollection is that we dispensed with the certificate long before the interdict took place, but it is a matter of no importance whatever. It has nothing to do with the real questions we are discussing.

11306. Would separate training institutions be, in your opinion, admissible in connexion with a system which professes to be one of united or non-sectarian education?—I believe it would be perfectly consistent with united education, and the best proof of it is that vast numbers of persons who have been educated entirely apart from our training establishment carry on their schools with perfect impartiality, and that if you cannot get them to be trained together it is infinitely better to have them trained separately, if that is the only way in which they can be trained.

11307. You recollect what you stated here was the basis of the system of National education, the report of the Commissioners of 1812?—The fourteenth report of 1812.

11308. You regard that as the basis of the present system?—That was the first report on the subject of National education.

11309. Lord Stanley in his famous letter refers to that report especially; you have read that report?—Yes.

11310. Would separate training institutions be, or not, in your opinion, a direct violation of the principle of the Commission of Inquiry of 1812, upon whose report, as a basis, the National system was founded?—I am not aware. If you read any passage on the subject——

11311. I will read this passage:—"We have applied our efforts to the forming of a system, which, whilst it shall afford the opportunity of education to every section of the lower classes of the people shall, at the same time, by keeping clear of all interference with the particular religious tenets of any induce the whole to receive its benefits as one undivided body, under one and the same system, and in the same establishment." Would not the training people in such institutions be a direct violation of the principle of that report of the 1812 Commission?—I rather think that passage alludes entirely to the day schools—the day National schools. I do not think there is anything in that passage that even alludes to training; but supposing it was pointed expressly to the training of teachers together, and that they said in 1812 that no system of training would be tolerated except a system under which Protestants and Catholics were trained together from morning till night, and were boarded together in the same establishment, still if, after thirty years of experience, we find that their recommendation was not a wise and proper one we should change it. How could they, in the year 1812, pretend to legislate on such a delicate subject as this? How could they, in 1812, pretend to know one-tenth as well as you and I now do, what is the best course to be adopted in this country? We have had their report constantly before us—an admirable report it is—but drawn up by men who had no practical experience at all of popular education. There was not a Catholic upon that Board. We have had the experience of half a century since—we have been working the thing for thirty years; we now tell you it is of essential importance to train the teachers of Ireland; and if you insist upon their being trained together, in the way they have hitherto been, not only during the day, but living together in the same apartments at night, the system will fail.

11312. As a matter of fact are the teachers in your central training establishment at present, as well as in the past history of the institution, careful in attending to the religious duties of the teachers who come to the training department?—I believe that even since what may be called the interdict passed against the united training of Protestant and Catholic teachers, our Catholic and Protestant teachers have bestowed the greatest attention upon the religious education of the teachers belonging to their respective Churches.

11313. Have you found that all along, and to the present hour they live in the greatest harmony?—They live in perfect harmony together. Nothing has occurred either before or since the interdict that makes me change in the slightest degree the opinion I have always entertained and expressed so strongly here that if the bulk of my countrymen could approve of the system of training that was established, I should be too happy if it were continued exactly in the way it was before. But finding that four-fifths of my countrymen take a different view, it is, I say, right for us to take their objections into consideration and act accordingly.

11314. Your own opinion remains unchanged, that the non-sectarian system is the best?—I think it is the best, and that though this change should take place the non-sectarian character of the system would remain intact.

11315. You think it is the best for the country?—Yes.

11316. Rev. Mr. *Cowie.*—The plan I have referred to is that of persons being domestically brought up under the direction of their own spiritual pastors, and enjoying the benefit of the training and general education in Marlborough-street under the professors; would you call that sectarian?—Certainly not. So far as the domestic life is concerned it is sectarian, but not more sectarian than our whole system is. Our whole system consists of 900,000 children educated together in 6,500 schools during the day, but every one of whom goes home every evening, and in that sense is brought up in a sectarian system.

11317. Rev. Dr. *Wilson.*—Is it your opinion there should not be distinct separate training institutions as a whole?—If I had the power of governing the feelings and wishes of my fellow-countrymen, I should like them on the whole to approve of the system of training that existed of old; but inasmuch as the great majority of them conscientiously object to that, I conceive their objection ought to be received with due consideration.

11318. To the extent of granting separate training institutions in the educational department?—To the extent of allowing them in Dublin to be lodged in houses approved of by their spiritual superiors and their parents.

11319. But not a separate training in the literary department?—I should like to have that united as it is intended to be.

11320. Are you aware there are some parties who think there should be separate denominational training institutions?—There are parties who are extremely anxious to have training institutions under local government, and not under State government. I tried to describe that, as well as I could, in a former part of my examination. I said there was to be a school—150 children, with 15 pupil-teachers—the whole day's work carried on strictly according to the rules of the Board, but that the 15 pupil-teachers trained should be allowed to be boarded in some place approved of by their spiritual superiors, and which we had nothing to do with except to know that it was a proper establishment for them to belong to.

11321. Are you not aware there are parties who maintain there should be strictly denominational institutions?—I am not aware, and I think it exceedingly unlikely, that such a proposition has been made to the Government.

11322. Should you be opposed to that?—I should be opposed to that as long as I found it possible to educate the majority of my countrymen effectually, without making a change in that respect.

11323. Do you regard it as safe, so far as religion

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and conscience are concerned, to have the children of different religious denominations all together in the same school?—I certainly do, because I have had twenty-nine years' experience of united education in Ireland, and I have never known a single case of proselytism to take place during the whole of that time. I believe that both Protestants and Catholics educated in these schools have become more and more attached to their own religions than before.

11324. If so would it not be equally safe to train adults together?—I should like it very well, so far as I am concerned, and I think the adults would be trained together in the day departments of those schools we have been discussing.

11325. Would it be in harmony with the system as originally designed to say they could not be safely taught together?—I conceive it is perfectly safe for Protestants and Catholics to be educated together under the National system. The best proof of that is that there never has been a case of proselytism during the thirty-six years the National system has lasted.

11326. Mr. *Waldron.*—Have you had much trouble about the repairs of school-houses vested in trustees?—A good deal.

11327. Schools vested in trustees?—In general, I believe the schools vested in trustees are in tolerable repair, but it would be very desirable, both in point of policy and justice, that we should do the repairs, provided that during the time the repairs were needed, we found the school carried on strictly in conformity with our rules.

11328. Have you ever had to resort to legal proceedings to have repairs executed?—We have often threatened. The only persons we are able to compel to do the repairs are the trustees themselves. These trustees are, generally speaking, persons who have kindly undertaken the trust without having any direct interest in the school. It is the clergyman, whether Protestant or Roman Catholic, who generally acts as manager of the school. The trustees are, generally speaking, gentlemen who allow their names to be used, and would consider it very hard if compelled to pay £20 or £30 for repairing the school. But in general, if the school is not kept in good repair, we find that, by withholding the salary, we get the repairs done.

11329. In no case have you been obliged to resort to proceedings?—I don't think we have in any case applied to the courts.

11330. Mr. *Sullivan.*—With reference to the introduction of classics into the schools, would there not be a great danger that the teachers in such schools would neglect the principal teaching of the school?—I think before the principle of payment by results is applied, there might be some danger. But even if that principle were not enforced, we have very full means, through inspection, of seeing that the school is properly carried on with regard to the main objects—the teaching of reading, writing, and arithmetic to the poor—we have full means of seeing that that duty is amply performed. If it were not we should not pay the teachers at all.

11331. Would you appoint a special teacher for classics distinct from the other?—In the common schools it would probably be the same person who would be the teacher of the elementary school and the classical; but we would not pay him anything if we found that the first requisite was not performed—that is, giving adequate instruction to the poor in the subjects of reading, writing, and arithmetic.

11332. Mr. *Dease.*—In an analysis from the returns of the number of schools, and the number of pupils of different denominations, taken from "the O'Reilly returns," I find there are, omitting decimals, 39 per cent. of the schools that are all Roman Catholic, 2 per cent. Protestant, and 57 per cent. mixed; then, on looking more closely into the numbers of which the minorities are constituted, I find that of those schools where there is only one pupil forming the minority there are 436; where there are only two pupils there are 416; where there are only three pupils there are 313; where only four pupils form the minority there are 216—making, in round numbers, of this class of schools, 1,500; where there are not more than four on the rolls in any one school, there is 1,500 out of 3,500, or nearly one-half. In the face of this return are you prepared to say the National system of education is a mixed system?—I think, the whole thing considered, it is astonishing how large an amount of united education exists. Out of 175,000 Protestants who, I think, attend the National schools, 155,000 attend in schools that are attended more or less by Catholics. It is very true that in a great number of these schools the minorities attending are extremely few in number, sometimes one, sometimes two, sometimes three, sometimes four, sometimes five; but in every single case it is of vast importance that it should be known that the united system should be maintained. In proportion to the smallness of the numbers attending the school it is necessary they should be protected. You are to remember the great good that is done by the united system is not merely that the minorities are protected from oppression, but that the majority are taught not to oppress. Even where there is only one Roman Catholic child in a school attended by the sons and daughters of Protestants and Orangemen, in the North of Ireland, what a glorious thing it is that that child is perfectly protected from the slightest insult or oppression; that every one of those Protestant children are taught that they must abstain from doing or saying anything, in attending school from ten o'clock until three, that can give offence to that poor Roman Catholic child. That is an immense advantage. But united education does not consist merely of the education of children within the same walls. I conceive that the fact of the 900,000 children in all Ireland being brought up under the same system of education, governed by the same body, by the same Inspectors, by the same teachers, above all, reading the same books—those excellent books prepared by the National Board, every one of which, without being compulsory, is used voluntarily in every one of the 6,500 schools—this is united education. You and I might have been educated in Oxford—one at Christ Church, another at Oriel—we might never see one another, but we should have been educated under the same system. We should have been taught to read Aristotle and Thucydides, though we had not been in the same college, and though we never saw each others face, yet I would consider we had been educated together, and so it is with regard to our National system in Ireland.

11333. Rev. Dr. *Wilson.*—With regard to minorities where there are one, two, or three pupils, may not many of these pupils be living in a district where they would have an opportunity of going to a school of their own religious denomination if they preferred it?—That, I think, is the very danger of having a denominational system of education. There are 738,000 Roman Catholics attending our schools; of these there are 30,000 that attend Protestant National schools—that is, National schools that are under Protestant patrons or teachers. In general these Roman Catholics are to be found, as you describe, in ones, twos, threes, fourteens, and fifteens. Supposing that the united system is done away with, then these children must either attend the new Protestant school, which would be denominational, and exposed to proslytism, if so, or they must establish in every single case a school of their own, which is not possible, because even now they attend these National schools only in small numbers, and it is almost demonstrable if they could attend a good Catholic National school in their neighbourhood, they would do so in preference to a Protestant National school. It is almost certain these children would be forced, under your denominational system, to attend a Protestant denominational school in place of a National one, or would be forced to establish a National school of their own; but how could they do that? Their numbers are now, on your own showing, three, four, five, six, or ten. That would not supply the materials of a school. Remember always one of the great advantages of education is the bringing of a considerable number of children together. The

emulation created by numbers is of immense importance to both Protestant and Catholic, and if a denominational system in place of the present National one were established you would be forced to establish a great number of small denominational schools in every part of Ireland, or what would be still worse, would be forced to go to a denominational school of the other sect.

11334. Would the position of the minority in the case that you suppose be worse than the position of the minorities, as at present, in England?—That I don't enter upon. I don't know the case of England. Certainly, if Protestants had to attend Catholic schools and Catholics to attend Protestant schools without protection, I think this very much to be deprecated in England or in Ireland.

11335. Mr. *Gibson.*—You are referred to the Fourteenth Report of the Commissioners of 1812, with respect to the education of teachers in Roman Catholic establishments. I want to draw your attention to a particular point in that report:—

"We are persuaded that a more essential service could not be rendered to the State than by carrying into effect a practicable middle mode of supplying a succession of well qualified instructors for the children of the lower classes. It fortunately happens that there are in this country such establishments, which we are persuaded might with little difficulty give effectual assistance towards this great national purpose. This the Governors would find no difficulty in arranging with the Governors of the several institutions. In such arrangements, and indeed on the whole of this part of the scheme, much of course will depend on the discretion of the Commissioners, and we recommend that they should be directed and required to apply themselves immediately to the prepartion of a sufficient number of well qualified masters, to undertake the conduct of such supplementary schools as they should from time to time proceed to endow. The progress would naturally be slow, and time would thus be allowed for competent masters to be prepared for them."

By that report, the Fourteenth Report of the Board of Education of 1812, which was the basis of Lord Stanley's letter, therefore contemplates the possibility of that advantage of Roman Catholic institutions, as well as Protestant institutions for the preparation of well qualified teachers (book handed to witness)?—I conceive in reading over this that they intended the training of Protestants should be entirely in Protestant establishments, and of Catholics in Catholic establishments; and that they do not in this passage at all contemplate that Catholics and Protestants were to be trained together in Protestant establishments, and also in Roman Catholic establishments.

11336. Bishop of *Meath.*—I think you said you thought it would be for the interest of the public in this country that the primary system of education should be supplemented by a class of intervening classical schools above the grade of our present ordinary National schools?—What I said was, that there might be, out of the 6,500 National schools selected, about 500 very largely attended schools, and very well conducted by the teachers, in which 500 schools we should be able to have a certain amount of rough classical education superadded to the elementary.

11337. Have you calculated whether that would increase very much the expense?—I don't conceive it would increase the expense of the system. I think it would be calculated to add considerably to the gains of the teachers, which is a very important consideration. The teachers of these 500 schools would have a very considerable accession to their income, in consequence of combining the elementary with the classical education of the pupils.

11338. Have you drawn up any plan—any scheme in which your ideas are embodied?—There was a plan drawn up by the Board, and which was submitted to the Government, on the subject.

11339. You think that a modification of the rules of the Board might be made, so far as regards the training institutions, if there was a demand for it on the part of the great majority of the people?—I do.

11340. Are you of opinion that if the great majority of the people called for denominational education throughout the schools of the country that that demand ought to be complied with in the same way?—I think it is very difficult to conceive a case where the great majority of a country—an enlightened country—called for any measure of that sort in which it would not be extremely desirable to fall in with the wishes of that great majority; but I conceive that if the thing called for is a thing which is manifestly injurious, both to themselves and the community, we ought to resist it; but when it is a thing advantageous to the community, or not decidedly disadvantageous to the community, then I think we ought readily to accede to the wishes of the majority of our people.

11341. Do you think that the present National system might be changed to a denominational system without doing injury to the country?—I think that if the present National system was abandoned and a denominational system established, nothing could be more ruinous to the welfare of the country than this would be.

11342. Do you think that if you bring up the teachers in separate denominational institutions, in accordance with the wishes of a large portion of the community—do you think that the same principle should not be ultimately applied to making the National schools themselves denominational?—If I found in both cases there was no danger in yielding to the wish of the great majority of the people I would yield. In one case I see nothing but ruin; in the other I can see nothing but advantage, because the moment the great majority of the people of the country are of opinion the present training system ought to be modified in the way spoken of, I see no danger in yielding. But if it were proposed to abandon the present National system or to abandon the connexion with England, or anything of that sort, we ought to resist the popular wish for the sake of the people themselves.

11343. Do you consider your present system in Marlborough-street for educating teachers is superior to a system of denominational training for them—I mean in separate institutions?—If the country could conscientiously approve of the united training of the teachers, and that the expense was not too great, I should be entirely for continuing the united system; but if I find that the great majority of the people are extremely anxious to have a change introduced with regard to the training of the teachers, and that the consequences of that would be, that the general education of the country will be vastly improved by the increased number of trained teachers, I should be entirely for adopting that change.

11344. What do you consider the great advantage of the combined system of training you have here?—I think, on the whole, it is of great advantage for the Protestants and Catholics of Ireland to see, from what takes place in the training of the teachers, the Protestants and Catholics can live together, and that they are educated together in the most perfect harmony. And I think further, that inasmuch as a considerable number of our schools are to be carried on on the united system, it is of importance the teacher of the school should be a person who has been himself brought up in a school of united education.

11345. Do you consider that the combined system of education exercises a very beneficial moral effect on the teachers themselves?—Yes; though I am bound to say that I am not aware that the teachers who have not been trained together as Protestants and Catholics exhibit anything like a partial or sectarian spirit in their schools; yet I cannot but believe that those who are brought together in the way our teachers have been hitherto will be better formed on the whole for carrying on the National schools. Let us, however, always remember that united education is far from being the chief object of the National system; it is a most important, but it is a subordinate object. The great object is to educate the people as well as you can—to educate them free from suspicion of proselytism—to give every facility for the religious education of the people; and fourthly, to educate them together. We must never sacrifice the primary object we have in

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view, which is, the good education of the people. Subordinate to that, though a most important object, is the *united* education of the people.

11346. Do you think that the education of teachers in denominational schools would have an effect the contrary to the effect the education here has, and in some degree narrow their minds, make them less fitted, so to speak, for carrying on united schools, if it was desirable to have united education?—I think on the whole it would be more favourable for united education than bringing them up in separate training establishments; provided that that separate training establishment consisted of a great National school, carried on strictly according to the principles of religious liberty, and where Protestants were as much secure against all religious interference as Catholics during the whole of the day. I cannot believe that the fact of these pupil teachers being taken to a separate training house of their own, where they would be able to say their prayers together, and be superintended by their pastor—whether Catholic or Protestant—I cannot believe, my lord, that that circumstance would have anything but an infinitesimally small influence on the impartiality of their minds in afterlife as teachers.

11347. We are speaking of rather different things. You seem to contemplate by these separate training institutions, institutions where the secular education should be given to all combined, and where their domestic relations should be separate?—Yes.

11348. That is not the class of separate training-schools I am thinking of. I am thinking of the class spoken of the other day by a witness—namely, distinct denominational training schools—Roman Catholic for the Roman Catholics, Church of England for the members of that Church, and so on?—Well, with regard to that, we never had that question brought before us at all. The only question we have had, as practical men, to consider was, whether the alterations proposed in our training system by Mr. Fortescue, in his celebrated letter, was a wise one or not, and it is with regard to that, and that alone, all my answers have been given. That is the only question I have ever fully considered. I should think that any training establishment that was carried on on purely denominational principles, would not be desirable.

11349. That is your impression?—That is my impression.

11350. That a purely denominational training-school would be, in fact, as objectionable as a purely denominational primary school?—I should guard myself. I think it would be a very different thing indeed. I conceive that a teacher brought up in a purely denominational training establishment, when employed by us as a teacher of a National school, carried on on the great principle of religious liberty, might, on the whole, be an impartial man, and a good man, but that he would not certainly be so well prepared as if brought up at our own training establishment, or at such a one as is contemplated by Mr. Fortescue's letter.

11351. The objection is of the same kind, but very different in degree?—Very different in degree, but degree is everything in these cases.

11352. Mr. *Sullivan.*—If one of the great advantages to be gained by united education, is to teach Protestants and Catholics to live together, how do you explain the fact that in the part of Ireland where there is the greatest mixture of religious beliefs in schools, the North-east of Ireland, there is also the greatest tendency to social separation?—That is a question that has been often forced on my own mind. I asked myself, if, with all the advantages of united education, the feelings of the Roman Catholics and the Protestants in the North of Ireland are so hostile to each other, what would they be without it—what would they be without that, and all the various improvements that have taken place during the last fifty years? No country in the world has been more improved than Ireland in those fifty years; and yet I find after all these great improvements—Catholic emancipation, improved police, improved agriculture, improved education—that still there are most bitter hostile feelings existing in the North of Ireland. But what would the North be without these things? Remember that the North of Ireland is peculiarly situated. More than half the population is Catholic, and there is not a single Roman Catholic gentleman—in the position of a country gentleman—in it. They have no natural aristocracy. The whole power of the country is with the Protestants, and it will be a work of great time and great governmental wisdom, to introduce anything like harmony between those two entirely separate nations that exist in the North; whereas, in the South and West of Ireland, there is a Catholic gentry, and there are a great many advantages for the Catholics which don't exist in the North. The more you turn that subject in your mind, the more you will find that if it were not for National education, improved police, and good government, the state of Ulster would be far worse than it is in this respect.

11353. Mr. *Gibson.*—Does not the united system teach the great lesson of mutual forbearance?—Yes.

11354. Rev. Dr. *Wilson.*—Are you aware that Mr. Keenan, your Head Inspector, testified that during the political riots in Belfast the greatest harmony prevailed amongst the children of different religious denominations in the model schools there?—I am perfectly aware of that. While the Roman Catholics of the Pound, as it is called, and the Protestants in Sandy-row were ready to destroy each other, their children were living in the most perfect harmony in the National schools. While a man quotes the political state of Belfast to prove this mixed education is of no use, I say what would be the state of feeling there if there was not that mixed education? It is certain that these children when they grow up will feel very differently from what their fathers and mothers did before them. I feel certain of that.

[Adjourned.]

TWENTY-NINTH DAY.—DUBLIN, FRIDAY, JULY 10, 1868.

PRESENT:

The Right Hon. The Earl of POWIS, *Chairman.*

The Right Hon. Lord CLONBROCK.
WILLIAM BROOKE, Esq., M.C.
Rev. DAVID WILSON, D.D.
Rev. BENJAMIN MORGAN COWIE, B.D.
JAMES ARTHUR DEASE, Esq.

JAMES GIBSON, Esq.
SCOTT NASMYTH STOKES, Esq.
WILLIAM K. SULLIVAN, Esq., PH.D.
LAURENCE WALDRON, Esq.

GEORGE A. C. MAY, Esq., Q.C.
D. B. DUNNE, Esq. } *Secretaries.*

The Reverend LOWRY E. BERKELEY, sworn and examined.

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The Rev. Lowry E. Berkeley.

11355. The *Chairman.*—What is the congregation of which you are minister?—The first congregation of Lurgan, in the county of Armagh.

11356. Have you an official or representative position in the Presbyterian body, or in the General Assembly?—I am convener of some committees—in particular of the Committee on Elementary Education.

11357. Have any questions connected with elementary education come before that committee lately?—Yes; from year to year questions come up as regards the extension of education in connexion with our own Church, and the education of the country generally.

11358. What are the points, in connexion with the National system, you have had occasion to consider within the last two or three years?—Within the last two or three years we have had in particular before us the changes proposed in the letter of the Right Honorable Mr. Fortescue of the 19th of June, 1866, and I might add also the new rule of the Board. That subject has been before us within the last year.

11359. Which is the new rule to which you refer?—The rule regarding the exclusion of certain children from religious instruction.

11360. Mr. *Sullivan.*—When did that rule come into operation?—I cannot give the date; I think it was about January, 1867; I am not quite sure of the exact date.

11361. The *Chairman.*—What were the resolutions which your committee came to on the subject of the new rules?—The General Assembly expressed in a public resolution their satisfaction that the present Government were reported to have declined to submit estimates to Parliament for the purpose of carrying out the changes described in the report of the Committee.

11362. Were these changes in regard to training establishments?—Yes, and other matters.

11363. What is the general opinion entertained by the Presbyterian body as to the efficiency of the National system in teaching elementary education?—I think it is generally considered very efficient in that respect—that it is doing good service for the country.

11364. Are all the Presbyterian schools in the North of Ireland in connexion with the Board?—There are many private schools that are not in connexion with the Board, schools of a higher kind under Presbyterian management and control; but the common schools of the country are very largely in connexion with the Board.

11365. As regards the ordinary elementary schools, are you satisfied with the general working of the system?—I believe we are, very much.

11366. What is your opinion as regards the model and training establishments?—We think they are admirable institutions, very efficient, and serving the country uncommonly well.

11367. Are you satisfied with the education of the teachers that come to your schools from that quarter?—We are. I may say that I think we do not get many teachers directly from the district model schools, but from Marlborough-street in Dublin. We get some from the model schools, and we are satisfied with their general character.

11368. Have you any knowledge of any model school in your own immediate neighbourhood?—Yes; there is a minor model school in Lurgan, the town in which I live.

11369. Are there many parochial scholars attending there?—There are a very considerable number.

11370. Are you satisfied with the teaching given there?—Very much.

11371. To the ordinary pupils?—Very much.

11372. Did many pupil-teachers come from that school come to be schoolmasters or mistresses afterwards?—Well, several, I believe have come forward in that way. The school of Lurgan is about the last established. It is one of the last established by the Commissioners. We have not had much time to prove it; but I believe several have come forward in that way.

11373. Are the Presbyterians satisfied with the present state of things on the whole?—Yes, I think they are, on the whole. There are probably improvements that they could suggest, or might suggest; but on the whole I think they are very much satisfied with the present system.

11374. Are there points on which you yourself would be disposed to suggest any alterations?—I should say that alterations would be desirable as regards the constitution of the Board itself. I think the number constituting that Board very much too large, and that the work would be more efficiently done by a small number, and possibly by paid Commissioners.

11375. Do you think it is desirable to maintain a representative Board, such as the present, with the view of affording information as to the public feeling in various parts of Ireland?—I think the public feeling would be quite as well ascertained were there a fewer number; when the number was seven, the system worked more harmoniously than it does now.

11376. Should you suggest to take away the representative element, or merely to reduce the number of the Board in some degree?—I would certainly think it would be an improvement to reduce the number, and I think that persons should not be appointed on such a Board as representatives of Churches, but from their known knowledge of education, and their known desire to advance it over the country.

11377. Considering the numerous questions that must arise before the Board in which questions of religious feelings are involved, do you not think it necessary that there should be persons on the Board who would be able to express the feelings of the different religious communities?—I think that feeling is now so well known, as regards principles, that there is nothing farther in that direction required, and the principles of National education seem to be so settled that proper administration of the rules that exist is all that is required.

11378. What is your opinion as to the salaries of the lower class of teachers?—I think they are not what they ought to be. I think they should decidedly be improved.

11379. All classes or only the lower?—I would

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have the salaries of all classes improved, but particularly the lower.

11380. Are there any of your schools in the north of Ireland at the present moment unable to get a teacher?—I am not aware of any actually unable to get a teacher, but I know the difficulty of getting teachers is certainly increasing, it becoming more difficult to procure them, owing to the teachers deserting the service for other occupations.

11381. Do your remarks apply to male or female teachers?—More to male teachers, but to both; but more to male teachers.

11382. If the salaries of the teachers were increased would it be desirable to provide that no teacher should continue as a teacher beyond three or four years who could not get beyond second of third?—I think that every teacher who continues in such a situation should be able to show progress, that he should be able to get above that if he continued in the situation.

11383. Do you consider that a man of thirty, who remains in the second of third, is likely to be an efficient teacher during the rest of his life?—I think he would be able to get above the second of third if he is efficient, and that he is not efficient if he does not get above that by application.

11384. Do you consider the first of third sufficiently high as a permanent qualification of an ordinary country schoolmaster?—I do not. I would go much farther. I think the first of second is less than what I would desire as the ordinary qualification.

11385. Do you find a difficulty in the neighbourhood of Lurgan in filling up your monitors?—No, none whatever. There are abundant candidates for any such situation in all our schools, and most promising ones too.

11386. Do any of those go afterwards as pupil teachers towards the neighbourhood of Belfast where we are told there is great difficulty in getting monitors?—I believe some of them have gone from Lurgan to Belfast.

11387. Is there any special industry carried on at Lurgan?—The manufacture of cambric is very extensively carried on—the finest cambric.

11388. Is that done in factories or at the houses?—It is done in both, more largely now in factories, but still very extensively in the houses of the people.

11389. Are females exclusively employed in it?—No, males as well; males both in factories and at their own homes as well as females.

11390. Do these workers come under the Factory Act as regards education?—They do, as workers in factories, come under that Act.

11391. Have any evening classes ever been formed either for males or females?—There have been and are evening classes.

11392. Do those receive anything from the National Board?—Some of the evening schools are in connexion with the Board, and they receive small sums.

11393. Is what they receive sufficient to enable them to be maintained efficiently?—I think it would be a great improvement in such districts were larger sums allowed for maintaining evening schools, for many of our workers get very little education except what they get in such schools, and more encouragement would be eminently advantageous.

11394. In that case should you be able to occupy them with the ordinary school girls from sixteen to twenty?—I would expect that we would.

11395. Socially speaking, you would consider it desirable?—Exceedingly.

11396. To keep control over those young people?—Exceedingly. It is a most critical time of life.

11397. Do you consider the National masters or mistresses who are employed during the day, can with advantage work a night-school as well?—I think they can. The hours are not very long during the day, not so long as many other occupations, and I think they can advantageously work a night-school.

11398. Do you think it would be advantageous to the system if partial payment by results were adopted?—I should object very much to the adoption of the rule of payment by results as a general rule.

11399. Should you object to a portion of the schoolmasters' salaries being depending on payment by results?—I think a larger portion of the salaries should come from the payments by the pupils, but I would not have the payment of that sum dependent on the results of an examination.

11400. For what reason?—I think an examination does not test the amount of instruction that may be given by a teacher to the children in the school. Often there are dull children, and an examination does not show really the amount of instruction they have obtained, and then, again, there are clever children who show very badly at an examination, who don't answer at all according to what they know, according to the instructions they have received. Also, very often, the attendance of children is very irregular. The parents often require them to be at home for manufacturing and agricultural purposes, and the children may be at school one quarter and absent the next, and if the salaries were dependent on payment by results, I am very much afraid these children would not show such results as would be desirable.

11401. Is the non-attendance of which you speak from reasonable cause, or from the carelessness or indifference of the parents?—In many cases non-attendance arises from the indifference of the parents, but in the larger number of cases we see it arises from a sort of necessity, the demands of labour being so very great, and the wages of some families being so very small.

11402. What is the size of the schools in connexion with your own congregation?—I have eight schools under my management. The Congregational schools are attended at present by about an average of eighty boys, and about sixty girls, and in one of my other schools there is an average of 100 at the present moment, and others are smaller.

11403. What proportion of children in your own school pay?—Nearly all. I think all, with the exception of a few, but we endeavour as far as possible to induce all the children to pay.

11404. Do they ever pay a higher rate than a penny a week?—Yes; very considerably. In my schools we ask payment according to what we believe the means of the parents are, and what the children are learning; and we encourage them to pay largely.

11405. What are the subjects for which you charge extra rates?—For all children in the higher classes—children in the Fifth Book, perhaps in the Fourth Book. If they have means we endeavour to induce them to pay more largely. The children who learn mathematics, for example, give more.

11406. What are the highest payments made?—I think 6*s.* 8*d.* a quarter is the highest payment made by any child in my schools at present. Possibly there are three or four getting lessons in the classics occasionally who may pay a great deal more.

11407. Where did your master come from who is able to teach classics?—He was teaching in Carrickfergus before he came to me. He is a very fair classical scholar.

11408. Was he educated in the National school or what?—I believe he was, but he might have had some opportunities of learning classics from some party in his neighbourhood independent of that.

11409. Mr. *Gibson.*—You said that you thought the Commissioners of National Education should not be representative?—That they should not be taken as merely representing particular denominations, but that they should be chosen for their educational knowledge and efficiency.

11410. You are acquainted, of course, with Lord Stanley's letter?—Yes, I have read it frequently.

11411. He says there, "For the success of the undertaking much must depend upon the character of the individuals who compose the Board, and upon the security thereby afforded to the country that while the interests of religion are not overlooked the most scrupulous care should be taken not to interfere with the peculiar tenets of any description of Christian pupils." How far are you disposed to modify, to alter, or to concur with that statement of Lord Stanley?—I think

in a country like this it would be almost impossible to choose a number of Commissioners who do not belong to different denominations, but I still think in choosing them I would not have regard mainly to their denomination, but to my knowledge of their character otherwise, and especially their knowledge of education, and interest in it.

11412. May I take that answer as concurring or differing from this statement in Lord Stanley's letter?—I think I would leave it to be interpreted; I agree very much with Lord Stanley's statement, decidedly, that much depends on the character of the persons who compose such a Board; and I agree that the greatest precaution should be taken by suitable means that there would be no interference with the religious tenets of the pupils.

11413. Lord Stanley lays it down that portion of the Board should be composed of men of high personal character and exalted station in the Church?—I quite agree with that; he does not say that they are to be chosen as representatives of Churches, but are to be men of high personal character and exalted station in the Church.

11414. As at present constituted, are there men of exalted station in the Church on the Board?—I don't believe they all are.

11415. Then is the Board, as at present constituted, of a representative character, according to the letter of Lord Stanley?—I think there are many men on the Board of exalted position in the Church, and who have done great service to the educational interests of the country.

11416. Mr. *Sullivan.*—What do you mean by exalted position in the Church?—Persons in whom the members of the Churches have confidence, and who occupy a prominent position in the eyes of their respective denominations.

11417. How would that apply to the Roman Catholic Church and to the Church of England; laymen have no position in those Churches?—They have a position in the eyes of their co-religionists as men of character and men of influence.

11418. Still that does not come under the definition of having a position in the Church?—Not in the strict sense.

11419. Lord *Clonbrock.*—I presume you mean by men of exalted position in the Church, not the ecclesiastical portion only, but the whole members of the Church?—I include the whole members of the Church.

11420. Mr. *Sullivan.*—That would be true as regards Presbyterians, but not of Catholics?—Yes.

11421. Mr. *Gibson.*—Now, Lord Chief Justice Monahan, the Lord Chief Baron Pigott, Mr. Justice O'Hagan, Mr. Justice Fitzgerald are Roman Catholics. All these men are of very exalted position as Roman Catholics?—Yes.

11422. Is their exalted position an exalted position in the Church, or an exalted position in the State?—I think it is more an exalted position in the State; but I think such persons as you have now named, have the confidence of the clergy and members of the different Churches.

11423. Mr. *Sullivan.*—Have they that confidence necessarily in consequence of their exalted position in the State? In other words, does an exalted position in the State necessarily imply exalted position in the Church so far as the two Churches you have named are concerned?—I don't think it does necessarily. I think there may be persons of exalted position in the State who would not necessarily have the confidence of the members of the Church.

11424. Mr. *Gibson.*—Would you consider a moderator of the General Assembly has an exalted position in the Church?—I think he has.

11425. He is a member of the Board?—He is.

11426. The Rev. Dr. *Wilson.*—Until his appointment was his predecessor a person who occupied such an exalted position in the Church?—He was not, but at the same time I believe the members of the Church looked to his predecessor as one who took an interest in matters affecting them.

11427. Mr. *Gibson.*—Does not the Rev. Dr. Henry, the President of the Queen's College of Belfast, hold an exalted position in the Church?—He does not now; he is a minister of the Church and President of the Queen's College; but he does not occupy any position in the Church officially beyond being minister of it.

11428. You are one that waited on his Excellency the Lord Lieutenant to present to him some statements of the views of your clergy with respect to the Board?—I have been on a deputation several times, at least more than once, to the Lord Lieutenant, on different points, but not so far as I recollect with reference to the Board generally. That is my recollection at the present moment.

11429. You say you have got a person in your school at Lurgan a person who occasionally teaches classics to the boys?—Yes.

11430. What is the feeling of the Presbyterian body with respect to the want of schools affording facilities for classical teaching?—The feeling is that there is a great want of such schools, and that it would be most desirable that liberty should be given for the teaching of classics in the National schools.

11431. Regarding the opportunities at the present time and those that formerly existed with respect to obtaining classical instruction, can you say whether there are more facilities now than there were formerly?—There was formerly much more facility for classical education in the country generally than there is now. I know several places where there were formerly classical schools, but where there are none now. I know persons who went from those adventure schools, as you might call them, and obtained high positions in Church and State; and I know there are not the same facilities in these districts now for obtaining classical knowledge.

11432. Do you think that the absence of these facilities has been much more felt of late years since the starting of the Queen's Colleges than in former years?—I think it has been more, but I believe it has been felt all along as a very great want.

11433. The *Chairman.*—Do you think it desirable to mix up classical education with the elementary teaching of a primary school?—Yes; I think there is no more difficulty in teaching classics in primary schools than teaching mathematics, or algebra, or music. I think a portion of the time could be allotted for that as well as for any of those other branches, and with advantage; for example—I think that many of our best teachers would get their incomes increased, and their standing altogether advanced.

11434. If you had it generally through the primary schools, wouldn't it increase the expense very much?—No. I think the payments in that case should come mainly from the parents of the pupils, for those who want a little Latin, are persons of some means, who should pay and would pay. I think our people would gladly pay for such teaching if they had the facilities.

11435. Wouldn't classical teachers require a higher pay than ordinary schoolmasters?—Not from the Government, I should say, to any extent. I think the Government should encourage, and the pay of the teacher should come mainly from the pupils.

11436. Lord *Clonbrock.*—Would there not be a danger in that case of the time of the teachers being given up to the pupils of the higher class who paid them more, than to the pupils for whom primary education was established?—I think not. I think the time could be allotted in the time-table, just as time is allotted now with regard to other things.

11437. Master *Brooke.*—Do you consider the Presbyterian schools stand exactly on the same footing as other National schools?—Precisely.

11438. Or have they any peculiar privileges?—They have nothing peculiar.

11439. They are exactly the same?—Exactly the same.

11440. You remember possibly that on more than one occasion, I think before the House of Lords, for instance, in 1854, Dr. Cooke mentioned they had special advantages from the Lord Lieutenant?—I am

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aware that has been argued, but I have never seen the conclusiveness of that argument. I don't see it, and I may say the Assembly as such doesn't see it. We passed, for example, in the year 1864, the following resolution—"That this Assembly having from the first advocated the principle of united education, and never having obtained any advantage which was not equally available for the children of the members of all religious denominations, renews its protest against the rule of the Commissioners, &c." That resolution includes the statement that we never obtained any advantage which was not equally available for the children of all religious denominations, and that is the unanimous statement of the General Assembly.

11441. What is the date of the resolution?—July the 7th, 1864.

11442. The Rev. Dr. *Wilson.*—Will you have the kindness to read copy of the minutes of the Board under date of the 13th of February, 1840, placed in your hands?—Yes. (Reads)—

"EXTRACT from MINUTES of the PROCEEDINGS of the COMMISSIONERS of NATIONAL EDUCATION in IRELAND.—Dated 13th February, 1840.

"Present.—Duke of Leinster, Archbishop of Dublin, Most Rev. Dr. Murray, The Provost, Right Hon. A K. Blake, Robert Holmes, Esq., Right Hon. Sir P. Bellew, Bart., Rev. P. S. Henry, Alexander Macdonnell, Esq., J. R. Corballis, Esq., Right Hon. the Lord Chancellor.

"Read copy of a memorandum sent by the Secretaries to to the Most Rev. Dr. Murray explanatory of what took place at the conference (from which he was unavoidably absent through illness) between the Commissioners and the deputation from the Synod of Ulster in presence of the Lord Lieutenant.

"At the conference between the Commissioners and the gentlemen of the Synod of Ulster, in presence of the Lord Lieutenant, it was neither proposed nor hinted at that there should be any change in the rules of the Board. Had any such proposal been made the Commissioners would not have entertained it in Dr. Murray's absence.

"Wishing to avoid all abstract discussions, the Commissioners suggested that an application for aid to any given school should be made to them, with a distinct statement of the rules by which the school was managed, in order to enable them to see whether the management was consistent with their principles; this was done, and the statement being satisfactory, and it appearing in particular that the school was managed by a committee appointed by the parents of the children, and therefore that the parents were assenting to the practice as to religious instruction, the Commissioners authorized a grant of salary.

"It may be observed that the practice as to religious instruction in the school is in substance, *mutatis mutandis*, similar to that in many schools under the direction of Roman Catholics.

"It is to be observed, too, that the grant is only of salary and books. In making such grants the Board acts upon the statement of the parties applying, provided it be satisfactory, without binding them literally to the rules of the Board, because should anything occur hereafter which might appear contrary to the spirit of the rules, the Board has it in its power to have the evil corrected, or to withdraw the salary; but in making a grant towards building, as the Commissioners make it irrevocably, they require the parties receiving it to bind themselves irrevocably in return to a strict observance of the rules, as in force at the time the grant is made, and to have the schools vested in trustees for that purpose."

11443. Now, having read that, does it occur to you that the misunderstanding was one as to detail rather than principles, if any such existed in the minds of the Synod of Ulster, or any parties composing it?—I am certain it was rather as to detail than principles.

11444. Was there, in point of principle, at that period having this minute in view of the Commissioners of Education any concession of principle made to the Synod of Ulster?—There could not; because the Board resolved at the time that the resolution of the Synod was not inconsistent with the principles on which the Board was established, and they granted salaries and books.

11445. Did the Commissioners of that day declare that what the General Assembly asked and obtained was consistent with their principles?—They did.

11446. And do you perceive that the Most Rev. Dr. Murray, and other members of the Board present on that occasion, the 13th February, 1840, were leading Roman Catholics?—Yes.

11447. And also the representative of the Established Church, the Archbishop of Dublin?—I see those different parties were present.

11448. You have referred to schools of a higher class being under the management of Presbyterians and not under the Board, may I ask why is it such schools are not under the Board?—It is merely because I think they are classical schools, many of them, which the Board did not, heretofore at least, encourage.

11449. Is it that these Presbyterian teachers in Presbyterian districts are so fairly compensated by the pupils that they do not like to draw on the funds of the country for support?—I think that would be one reason. I think the support they get is sufficient without drawing on the funds of the country, and because the teaching is mainly of that character which the Board do not encourage.

11450. You stated you think the Presbyterians are satisfied on the whole?—Yes.

11451. You did not refer to any particular point on which they were dissatisfied in your opinion?—I suggested that we thought the constitution of the Board might be improved.

11452. Is it mainly in reference to the constitution of the Board you make this exception?—I think there are other points. There is particularly the point of the new rule, and the precise language of our Committee in regard to that rule was this:—We stated that this rule, besides being otherwise objectionable "would interfere with the free exercise of the parent's right to direct what religious instruction his child should receive;" and the Assembly called on the Government to withhold its sanction from that rule. That was the main ground of objection, and, if I might be allowed to add, the General Assembly has been very much complimented in regard to their action on the subject of parental authority in a public document by a person who is not a member of our Church; he is a member of the Church of England.

11453. To whom do you refer?—I refer to the Vice-president of the Queen's College in his address before the Social Science Congress, as head of the Educational Department. He said this:—"The Presbyterian Church in this country was the first great religious body, so far as I know, which formally declared, that to the parent belongs the right of controlling the religious instruction of his child; and it has thereby, I conceive, established a claim to a very high place in the history of free education." These are the words of the President of the Educational Department of the Social Science Congress.

11454. Mr. *Sullivan.*—Who made that statement?—Dr. Andrews.

11455. Of Belfast?—Yes.

11456. May I ask do you agree with that singular opinion that Presbyterians were the first body who asserted the right of the parent to dictate in religious matters as regards his child?—I do.

11457. Then you believe the Presbyterians are the first persons who have asserted the right of the parent to be the sole dictator in matters of religious education?—The Presbyterian Assembly was the first great religious body who formally declared that.

11458. Rev. Dr. *Wilson.*—You said you wished the salaries of the teachers to be increased?—Yes.

11459. From what source do you think this increase of salary should come?—I think it should come mainly from the parents of the pupils.

11460. With regard to the classification of the teachers—do you know the present classification—the number of grades?—Yes; there are three in the third class; two in the second class, and three in the first class.

11461. What is your opinion of that classification?—I think it is a very good classification.

11462. You don't regard the grades as too numerous?—I do not.

11463. You have referred to Lurgan itself as being characterized by industrial employments, and so on.

Is Lurgan improving as a locality?—Yes, very much.

11464. Is the population largely on the increase?—The population in 1851 was about 4,000, and in 1861 about 8,000, and at the present moment Lord Lurgan's agent told me it was nearly 11,000.

11465. To what is that amazing increase owing principally?—The manufactories are drawing the people in from the country.

11466. Now Lord Stanley's letter has been referred to, and the high personal character of the persons composing the Board, and their exalted position in the Churches. Do you not think that was with the view of introducing or establishing such a system as at present exists?—I think it must have been.

11467. The words I see are—"For the success of the undertaking much must depend on the character of the Board." Now that the Commissioners of Education have spoken from year to year of the success of the undertaking, do you think such a Board as there is at present is necessarily so numerous?—Not by any means. I have said already that I believe the Board now should be merely administrative, or to carry out the regulations already adopted.

11468. The early Commissioners were few in number?—They were, and may I add, that some of the early Commissioners gave strong evidence on the importance of keeping them few.

11469. Do you say some of the early Commissioners?—Yes, some of them.

11470. To whom do you refer?—To Mr. Blake and Mr. Cross.

11471. Mr. *Sullivan.*—Was Mr. Cross a Commissioner?—No, he was Secretary. I will refer to the evidence that they gave. Mr. Blake said in his evidence in 1835—"I do not think an accession to the members of the Board desirable;" and in 1854 Mr. Cross, one of the Secretaries, said, "I have no doubt whatever that the business of the Board, generally, cannot be effectually administered by a numerous Board."

11472. Rev. Dr. *Wilson.*—Was Mr. Cross a Secretary at that time?—I believe he was.

11473. Had he considerable experience?—Yes; I look upon his opinion given in that way as very important indeed.

11474. Do you mean of the mode of administration of the Board, and the attention of the members to the business?—I think so.

11475. Keeping in view the object of the Commissioners on the present Board, do you understand that the parties on it should take a real interest in the education question?—I think so decidedly—that they should have a real interest, and be well acquainted with it.

11476. Do you think the present members do not take sufficient interest?—I don't say so. I think they do; but I think their engagements are so many that it is not possible for them to give sufficient time to the business.

11477. To what engagements do you refer?—As I understand the members of the Board are Judges of the land and others occupying very responsible official positions, and greatly from my own experience of public work, I would think it would be hardly possible for some of the members to give the attention required.

11478. Do many of the members reside at a considerable distance from the place the Board meets?—They do.

11479. Do you think that such of the Commissioners will give anything like fair attention to the duties of the Board?—I have noticed that letters have been written from persons residing at a distance, requesting that subjects should be postponed until they could be present.

11480. Have you formed any opinion as to the character of a paid Commission?—I am under the impression that a paid Commission would be an improvement on the present system.

11481. For what reason do you say so?—That they would give particular attention to the work, and they would be more responsible to the legislature.

11482. Do you mean that they would be bound to attend?—Yes.

11483. Before being a Presbyterian minister in Lurgan, I understand you were in Derry?—I resided for eight years in a country parish in the county of Derry.

11484. Have you any experience of the working of the National school system in your former district?—Yes; first of all I may say, however, that there was no National school in my immediate neighbourhood.

11485. What was your district?—Faughanvale, which is five miles from Derry, on the Coleraine side.

11486. When did you settle there?—In the year 1850. At that time there was no National school in my immediate neighbourhood, and I deplored the state of education among the Protestants of the district, and I set about the erection of a school, which I believe has been a great blessing in the neighbourhood.

11487. Do you mean there was no school under the National Board?—Not in the village. There was a school under the Erasmus Smith Board.

11488. You have resided several years in Lurgan?—Yes.

11489. How long?—Nearly ten years.

11490. And you have now eight schools under your management?—Yes.

11491. In what state did you find the education of the district when you settled in Lurgan?—There was not a National school under Protestant management, and in fact there was not a National school of any kind in the town. There was one a short way out of the town under the management of the clergy of the Roman Catholic Church, but there was no National school in the town or the immediate neighbourhood under Protestant management.

11492. Were the educational wants of the town attended to by any parties?—I believe they were not attended to sufficiently.

11493. Can you account for the fact that there was no National school in Lurgan or in the neighbourhood, under Protestant management?—I believe the main reason really was the political hostility of the Protestants to the National system. I think that was the main reason, so much so that when I went to Lurgan it was supposed to be hazardous in a Protestant minister to venture to put a school in connexion with the National Board.

11494. Does that political feeling apply to both Episcopalians and Presbyterians?—I think it applies mainly to the Episcopalians, though I think at the same time it existed among certain classes of the others.

11495. Do you mean of the Presbyterians?—Yes. The feeling was very strong throughout the entire country.

11496. What was the system supposed to be?—It was supposed to be an instrument of the Church of Rome, for doing its work, and among many people that idea prevails I am sorry to say.

11497. You say you have been instrumental in establishing a number of schools. Have you noticed any beneficial results from the system?—I believe the National system throughout our district is very popular, and that it has been the means of removing prejudices and softening asperities.

11498. Can you give proof of this so far as the attendance of the different denominations at the schools is concerned?—Do you mean the schools under my own management?

11499. I am referring to the Protestant schools?—In the schools under my own management in the year 1866, I had 504 children of the Established Church, and 404 Presbyterians. The majority of the pupils in the schools were of the Established Church.

11500. How many were Presbyterians?—In 1866 there were on the rolls 504 children of the Established Church, and 404 Presbyterians.

11501. Were there any Roman Catholics?—134.

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11502. Mr. *Sullivan.*—How many distinct persons did that 134 represent?—I could not say; but I believe that the children lived in so different districts that the number must really represent individuals.

11503. Could you say, of your own knowledge, that it represents thirty?—I am certain it represents three times thirty.

11504. Would you say ninety?—Yes.

11505. What is your ground for supposing the number represents ninety?—I think I am probably understating the number.

11506. Have you gone to the trouble of examining into the matter?—I have not gone into details; but the schools are in such separate districts that the children could not go from one school to another.

11507. What is the average attendance in your schools?—Do you mean the average attendance as compared with the number on the rolls.

11508. Yes?—The whole number on the rolls for 1866 was 1,041, and the average for the quarter ending 31st December was 407.

11509. Do you adhere to your statement before that, then, that the 134 Roman Catholics represent ninety individuals?—I believe so.

11510. Notwithstanding the fact that the number on the roll is more than double, or two and a half times more than the average attendance?—The number on the roll is immensely larger, I am sorry to say, than the average attendance; but I believe those on the rolls are principally distinct children, and not the same children re-entered. I believe that is the case—not from examination, for I have not examined into the particular facts or items, but I speak from a knowledge of the entire district, and my knowledge of how the different families are located.

11511. Rev. Dr. *Wilson.*—Are your eight schools scattered over a wide district of country?—They are. Three counties verge on Lurgan—Antrim, Down, and Armagh—and I believe these schools are in the three counties.

11512. Mr. *Sullivan.*—There are other schools, of course, in the neighbourhood. The children may not go from one of your schools to another in connexion with the Board, but there are other schools to which they might go?—Not in the country districts.

11513. What is the exact distance of the nearest National school to one of yours?—The nearest now is the model school, which is within a quarter of a mile.

11514. What is the greatest distance between any of your schools and any other National school?—I think about two miles.

11515. So that the greatest distance is two miles, and the least a quarter of a mile?—Yes.

11516. Rev. Dr. *Wilson.*—With regard to the least—the quarter of a mile distance—is the model school the only case you can speak of?—It is the nearest to any of my schools. There is another school more recently established—the nun's school, which is about the same distance.

11517. You have mentioned that at present there are Roman Catholic children attending National schools under your management?—Yes. In one of my schools at the present moment there is an average attendance of fifty-seven, and there are thirty Roman Catholics; and there is a school, well managed, within a mile, under Roman Catholic superintendence.

11518. Lay or clerical?—Clerical.

11519. Are there any National schools in that district under Roman Catholic management?—There are.

11520. Do you find that Protestant children attend National schools under Roman Catholic management?—I find that they do.

11521. Mr. *Dease.*—Can you give the name of the school where there were thirty Roman Catholics in attendance?—It is called Kilmore National school.

11522. Mr. *Sullivan.*—In what parish?—In the parish of Shankhill, I believe, in the county Down.

11523. Rev. Dr. *Wilson.*—Do you find that Protestant children go to schools under Roman Catholic management?—Yes. I was going to mention a thing that came under my own observation, where, in a village owned by a Protestant landlord, he refused to permit a National school of any kind, and where, to my certain knowledge, political Protestants, as I may call them, of a very warm type, send their children, say two miles out, to a school under the management of a priest, for the sake of the superior education.

11524. You have established a considerable number of schools. What was the motive or object influencing you in doing so? Was it merely that you might have the schools under your control, or that you might have Presbyterian children attending them?—I believe it was entirely to promote the education of the people at large, without regard to denominations. In fact, I found considerable difficulty in upsetting the prejudice against the system, mainly amongst Episcopalians, whom I had laboured to educate for the public good.

11525. You mean they were neglected?—They were neglected.

11526. What is the reason that the Roman Catholic children attend Protestant schools? Is it the character of the education?—I believe it is in consequence of the superior education they receive. I believe there is a desire on the part of certain classes of Roman Catholics in my neighbourhood to mix with the Protestants, and have friendly intercourse with them. I believe there is that desire.

11527. Do you find many Roman Catholics in your district who must necessarily attend the schools under your management, or dispense with education, except on the ground of travelling a long distance?—In my immediate district the Roman Catholics could generally reach National schools under the management of Roman Catholics—perhaps sometimes with a little inconvenience; but in other districts I am acquainted with there are Roman Catholic minorities that could not get good education without going to a school under Protestant management.

11528. How long have you been Convener of the General Assembly's Committee on Education?—Since 1861.

11529. What was your object in view in taking that position in the Church?—I may say it was forced upon me. I had given a certain amount of attention, not to the rules of the Board, but to the practical education of the people; and we passed certain overtures, and I was put to be Secretary or Convener, as we call it, of the Committee that was appointed by the Assembly.

11530. Has the Assembly given any opinion, by resolution or otherwise, with respect to united education as opposed to the denominational system?—It has frequently or on several occasions done so. For example, in the year 1858 the Assembly adopted a report, in which these words occurred:—

"A separate grant to one sect or party would be the signal for eventually splitting up or disturbing our existing educational establishments, collegiate and elementary, while the new order of things, unhappily inaugurated, would obviously mar, perhaps for ages, the peace, prosperity, and enlightenment of Ireland."

And in the same year they passed the following resolution:—

"The proposal of a separate grant under irresponsible control, is not only at variance with the fundamental principle of the system of National Education, which secures liberty of conscience to the members of all Churches alike, but it is calculated to foster sectarian strife, and to embitter the feelings of separation between Protestants and Roman Catholics; and to deprive the children of Presbyterian parents, residing in districts where they form a small minority of all education, secular as well as religious, except on terms opposed to conscientious conviction. They also deprecate any other attempts to obtain separate grants for educational purposes as having a tendency to break up the system of united education."

In 1866 the Assembly passed the following resolution:—

"The Assembly renews its declaration of adherence to the principle of united National Education, as opposed to the denominational system; and expresses its unaltered conviction of the importance of maintaining that principle in the present condition of Ireland."

Even more recently there are other resolutions on the subject.

11531. These are the resolutions of the ministers and elders of the Assembly?—Yes.

11532. Have you means of knowing the feelings of the Presbyterian people as distinct from the Assembly on the subject?—I think the feeling of the people is unanimous in accordance with the resolutions. I think there is no subject on which we are more thoroughly agreed as ministers and people, than in maintaining united education, instead of denominational.

11533. Do you find the Presbyterian people going in advance of their ministers even on the subject of secular education?—I find among the ministers and people that there is a prevailing tendency at the present moment to prefer secular education at least to the denominational system. If I am asked myself—I am not giving an utterance from others—I would say that very many of the ministers and people would rather have secular education from the State than denominational.

11534. What is the number of ministers in the Assembly?—About 600, and there are about 552 congregations at present I think.

11535. Do you know what the number of Presbyterians is supposed to be?—By the last census it was about 527,000.

11536. What number of pupils are on the rolls in the National schools?—I have not seen the report for last year, but in the year 1866 the number of Presbyterian pupils on the rolls was 101,535.

11537. Is that number so far as appears from the rolls considered a limited number?—There are 126 of our congregations, that have reported to us, as a committee, that they want additional school accommodation, and that a difficulty arises in many cases from a refusal on the part of certain landlords to give tenures for sites. We are in general treated liberally by landlords, but there are cases in which they refuse tenures.

11538. Do you find that class of landlords diminishing?—Certainly.

11539. Do you think they are becoming more favourable now?—Yes. The laity of the Church of England in particular are becoming more favourable to the National system.

11540. You have referred to the new rule in regard to religious instruction. Can you say how that rule operates?—Do you mean as to its practical working?

11541. Yes?—Well, I don't believe that it operates well. I have a knowledge for example, of a case of that kind. A Roman Catholic parent comes to a teacher with a child and says—"I am a Roman Catholic and I wish this child to be a Roman Catholic, but I wish him to read the Scriptures in your school;" and the teacher says—"Here is a paper you must sign," and the teacher reads it to him in accordance with the rule of the Board, and the answer of the parent is—"It would be as much as my life is worth to sign that paper, and I cannot do it, but I want the child to read the Scriptures." I know for example as another case. The rule has been a short time in operation, and we have not turned much attention to it, but I know of a case where a person acting as Inspector came to a school and looked at the Religious Notice Book, and said to the teacher—"Did that woman sign that?" The teacher said she did. "Send for her." says the Inspector. The woman was living in the immediate neighbourhood, and she was sent for, and when she came in the Inspector asked—"Did you give that permission for that child to receive that instruction?" and she said "Yes," and his reply was "Didn't you tell me that you did not give that permission?" implying that he must have seen her previously.

11542. Was this in public?—It was public in the open school. The parent said—"I gave permission to read the Scriptures, but not the Lord's Prayer," and an elder child in the school then said—"Oh, mother, you gave permission for both;" and I think that in that way the operation of the rule is not at all satisfactory and it will lead to difficulty.

11543. Would you have any difficulty in giving the name of the school, the name of the woman, and the name of the Inspector?—I could not give all those names, for I don't know them.

11544. But it has come under your special notice?—Yes.

11545. Then why not take notes of the names?—I don't know the name of the woman.

11546. Do you know the name of the schoolmaster?—It was not a schoolmaster, it was a schoolmistress.

11547. Well, what was the name of the schoolmistress?—If it is considered necessary by the Commissioners I should answer the question I will do so. I did not report the case at the time, for I did not want to raise difficulties.

11548. Were you present when this occurred?—I was not.

11549. Who told you?—The teacher.

11550. What objection have you to tell the teacher's name, may I ask?—The teacher, for example, is gone out of the place, and is not available.

11551. Then in that case there is no objection to give the name under such circumstances?—I should much rather not give the name, but I pledge myself to the accuracy of the statement.

11552. Rev. Dr. *Wilson*.—Will you assign a reason for not giving the names?—I don't want to bring the parties into collision, and I would rather, in the present state of the rule, not bring it forward. I would like to see it working for a time.

11553. Mr. *Sullivan*.—You had that on the statement of the teacher of the school?—Yes, the teacher of the school.

11554. Rev. Dr. *Wilson*.—Have you any reason to doubt the truth of the statement?—No. The teacher with whom it occurred is not a member of my Church.

11555. Is the teacher a Presbyterian?—No; an Episcopalian.

11556. Has the teacher to sign any declaration in connexion with that rule?—The teacher has to sign a declaration to which our Committee take very decided objection indeed. We think it a very extraordinary declaration. It is—"I believe when the said A. B. signed the above certificate he [or she] had a full apprehension of the meaning and force of the rule, and of the true intent and object of the certificate." The teacher is there required to certify as to the apprehension that another person has of the meaning and force of the rule, and the true intent and object of the certificate. I apprehend that teachers must find a difficulty in certifying to the apprehension of others with regard to the rule. That undoubtedly involves other considerations, and our Committee objected to that declaration.

11557. In all schools under Presbyterian management, in connexion with the Board, have the children full liberty to absent themselves from religious instruction?—Most unquestionably. We give full liberty.

11558. Have the Presbyterian managers, lay or clerical, any objection to deal openly with the parents of the children in that matter, and send notice by post, or otherwise, so that it should reach the parents?—I think that instead of having any objection to that we are anxious to give the fullest information possible; and, as regards myself, I would be happy to send a notice by post, or otherwise, so that it would reach the hands of the parents. We wish the fullest notice to be given to the parents; but I, for one, would have a difficulty with regard to the positive exclusion of children from the school, and I don't know that I could carry it out.

11559. Have you allowed any of your teachers to take the liberty of teaching religious subjects for the purpose of advancing Presbyterian views among those who are not Presbyterians?—No. The Roman Catholics have perfect confidence in us in regard to that in coming to our schools.

11560. Do you know a single Presbyterian minister who would allow it?—I never knew of such a case.

11561. What would be the opinion of the ministers of our Church in Assembly if anyone acted in such a manner?—We would consider his conduct as most reprehensible, and would be prepared to visit it with censure if anyone were to act in that way.

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11562. You have referred to the letter of Mr. Fortescue. Did the Assembly consider that?—It was before our committee and it was before the Assembly.

11563. What was the view of the General Assembly with regard to the statements in that letter and the objects aimed at?—The Assembly expressed their satisfaction that the present Government had declined to submit steps to Parliament for the purpose of carrying out the changes described in the letter, and they expressed a hope that no further attempt would be made to carry out those contemplated changes. They objected to all the changes in the letter.

11564. State briefly what were the changes?—For example, taking them in the order in which they were taken by the Board of Education there was a proposal to board teachers out of the establishment. That was thought not desirable.

11565. Why?—Well, for example, I have the most positive evidence as to the liking the teachers have for mingling socially as well as educationally; and I have the statement of some teachers of my own that they continue to carry on an intimate correspondence with the persons they met in the lodgings here, and they cultivate that friendly intercourse, and I think this has the effect of removing asperities and improving the character of the teachers.

11566. Do you mean Presbyterian teachers with the other teachers?—Yes.

11567. Have the Board themselves spoken on the subject?—Yes, they have from year to year in their reports stated that the inmates had been distinguished for the exercise of kindly feelings toward each other, and that there had been the careful observance of religious duties. That is the constant testimony.

11568. Have you met many Roman Catholic teachers?—I have.

11569. Have you had Roman Catholic teachers as assistants in your schools?—I had a Roman Catholic assistant.

11570. From coming into contact with Roman Catholic teachers do you think that they are opposed to the present system of boarding together with the others?—So far as I know, they are not only pleased but greatly in favour of the system, and I have had complaints that they could not get for training. I know, as a matter of fact, of parish priests interfering to get their teachers sent up for training privately and objecting very strongly to the prohibition not to send the teachers for training.

11571. I have heard that stated in the south of Ireland. Are you aware of it as a matter of fact?—I am aware of it as a matter of fact.

11572. Now, do you think the conclusion required on that point "would" satisfy the parties?—I do not believe it would. I believe the objection is not to the united boarding and lodging; but, from public declarations, I believe the objection is as to going to professors of other persuasions, professors appointed by the Commissioners, and not by the ecclesiastical authorities, and the teachers sitting on the same benches with those of other denominations.

11573. That is as to the literary training, as well as the boarding?—Yes.

11574. Should you approve of the establishment of local model schools in view of the latter?—The Assembly has unanimously disapproved of the project of establishing local model schools.

11575. On what ground?—On the ground that they would be establishments in the interests of one denomination merely. We are aware that Protestants are not only satisfied, but delighted with the present model school system, and any local model school must be in the interest of one denomination.

11576. Are you not aware that the model schools are being thinned of the attendance of Roman Catholics?—I am aware of that; but I am aware also that up to a late period the number of Roman Catholics was constantly increasing. In 1864 the number was 4,300, and in 1866 it was 6,800. Great efforts have been made recently to take away the children; but on the part of some Roman Catholic parents there has been the greatest reluctance to comply with the order and to take away their children from the model schools.

11577. Mr. *Sullivan.*—In what places?—In various places, in my own town, for example.

11578. In Lurgan?—Yes, Lurgan.

11579. There is a model school there?—Yes.

11580. Do the Roman Catholics refuse or object to take away the children?—They yield in the end usually; but I am aware that they have refused for a time.

11581. Are there not a great many others who refuse to attend?—I am not aware of any who object to attend.

11582. Rev. Dr. *Wilson.*—Did you not hear of any moral restrictions put upon the people?—I believe the people in their hearts rebel against the law of the Church in that.

11583. Don't you think the people would prefer that the restrictions were not put on them by the Church, though they may obey the orders of the Church?—I would not interfere with the Church, or the consciences of its adherents, but I would not be a party, as a citizen, to come in and help the Church in any way to restrict the liberties of the people. I would give the amplest liberty to the people. I would give them full freedom. In every way a clergyman may have a legitimate influence over his people, but I would not, as a statesman, or as a citizen, help any Church to forge chains to bind the consciences of the people.

11584. Do you think they should influence the people?—Yes.

11585. From the pulpit?—Yes.

11586. Do you think such a thing should be on the part of the Roman Catholic clergyman as well as by one of your own Church?—Yes, in a legitimate manner, but I think it is not right to bring spiritual penalties to bear on the people.

11587. What are the spiritual penalties you refer to?—The refusal of the sacraments and other things of that sort.

11588. On what ground do you object to convent schools being a part of the system, or to their becoming in any shape model schools?—For example, there is a model school in a town, the Protestants are satisfied with it. If there is a rival school established—a convent school—it is in the interest of one denomination, and I would object to Roman Catholics having their full share, and more than their share, of the teachers in the model school attended by Protestants, and to have also a very large number of situations in the rival model school. If you ask as to the objections, I can mention that the General Assembly have taken exception to the rules in regard to convent schools. For example, they object to the rule that "no clergyman of any denomination, nor, *except in the case of convent schools*, member of any religious order can be recognised as the teacher of a National school." The Assembly strongly objected to that rule when first published as creating an invidious distinction, and giving an undue advantage to one denomination, contrary to the professed principles of the Board.

11589. The *Chairman.*—What do you mean by the expression, "local model schools?"—Those proposed to be established according to the letter of the Right Honorable Mr. Fortescue. I refer to what are called "local model schools" in that letter. We think also that the suspicion of proselytism cannot be banished from convent schools where denominational badges are continually worn, and where the whole character and aspect of the school is peculiarly denominational; and we find that even lay Roman Catholics cannot be induced to attend schools conducted by teachers of religious orders, according to the testimony of Head Inspector Sheridan; and we find that same gentleman stating that "it is characteristic of these teachers that they are impatient of competition. A rival school, if it can be extinguished, is not allowed to exist." This is the language of Mr. Sheridan's report and the Assembly's Committee and the Assembly itself considered that such schools should not be model schools.

11590. With regard to chaplains, referred to in Mr. Fortescue's letter, why did the Assembly object to

them as unnecessary?—We think that chaplains are not necessary—that the teachers in the model schools are quite capable of giving the religious instruction required, and that those teachers are usually, and I think invariably, aided by the voluntary efforts of the clergymen in the neighbourhood, so for as the Protestant Church is concerned.

11591. Why did the Assembly take exception to that letter—"That every teacher of a model school must have a certificate of faith and morals"?—Well that is giving, we consider, the chaplain a veto virtually upon all appointments, and we think it would be in the nature of things that that man would have it that none should be appointed but those subservient to his ends. I would object to the Presbyterians having a veto on such appointments, as I would to the ministers of other denominations.

11592. Do the Presbyterians in the majority of their schools desire that the teachers shall be of moral character?—I should require that, but then I would take the certificate of such a person as to the moral and irreproachable character and good qualifications of the individual, but I would not require anyone to bring a certificate as to his soundness in the faith to enable him to teach in the common schools in the country.

11593. On what ground?—Because I think the business of the State is mainly to make good citizens, and it is the business of the Churches to look after the religious element; and the State should separate itself from that department, and leave it to the Church to do its own work.

11594. Mr. *Dease*.—Do you think that teaching by the State does not make good citizens?—I think so, but I think the religious instruction should be given by the Churches and not by the State.

11595. Rev. Dr. *Wilson*.—Do you think the provision should be made by voluntary effort?—I think so, and as a fact it is done. The Presbyterian clergyman in Lurgan besides myself attends the model school in my district more regularly than I do, and the Presbyterian teachers assist him.

11596. How many Presbyterian ministers are there in Lurgan?—Another and myself.

11597. Do the ministers of other denominations attend the school in a similar way?—Yes, and I believe it would be better to have that system carried on than to have paid chaplains, for the people would receive instruction with more good will if given voluntarily than they would from persons paid specially.

11598. Do you expect the teachers in the model schools to attend to any extent to the religious instruction of the children?—We expect them to do so.

11599. Do you expect, however, that after a certain period they shall come under your own instruction?—Certainly.

11600. Have you reason to believe that the Roman Catholic clergy, and the clergy of the Established Church, attend to the youth of their respective denominations?—I think the Roman Catholic clergy are most exemplary in their attendance to the youth of their Church, and have them thoroughly drilled, but they do not attend in the model school for this purpose.

11601. It has been stated here that respectable Roman Catholic teachers have a difficulty in communicating the dogmas of their Church to the children, and that they don't do it. Are you aware of any cases in which they attempt to do it? Are the laity of the Roman Catholic Church used in any way to help in the religious instruction?—I am aware they give them instruction for confirmation, and by hearing them their catechism under the direction of their clergy.

11602. Is there any nun's school in Lurgan?—There is a nun's school.

11603. In the nun's school do the teachers pay attention to that matter?—I am not aware.

11604. With regard to payment by results, you have already assigned some reasons why you would be opposed to it. You have stated that there are some children clever, and some stupid, who could not answer and would not answer the questions, and give the teacher the benefit. Are there any other reasons?—I think that payment by results would put the teacher too much in the power of District Inspectors.

11605. How so?—Well, as a matter of fact, some teachers and Inspectors don't get on well together; and although I believe the Inspectors are faithful—and especially I have had comfort in dealing with Roman Catholic Inspectors—there would be a danger that Inspectors might visit a teacher with penalties by not passing a child.

11606. Do you think all are liable to prejudice?—Yes.

11607. Lurgan is supposed to be the centre of a Presbyterian district?—No; it is more Episcopalian, say a Protestant district.

11608. Have you had there any Roman Catholic Inspectors?—Yes.

11609. More than one?—Yes; and I have uniformly got on with them without having a solitary quarrel of any kind.

11610. In connexion with payment by results in such a district as yours, would it not be an objection to it owing to its being a manufacturing district?—Many of the children are engaged in manufactories; and I must say, so far as my own judgment is concerned, that I would rather have thirty distinct children thoroughly educated under a competent person, than 300 children merely taught to repeat certain lessons.

11611. What do you mean by thoroughly educated?—I mean their powers of memory, attention, reflection, and so on brought into play, and good habits being formed. I say I would rather have thirty children educated under a high classed teacher than 300 merely crammed to answer certain questions; and if I would not be out of order now I would read from the paper read by Dr. Andrews on this subject at the late Social Science Congress in Belfast, in which he referred to it at considerable length. As regards the new code in England, according to the information he had received, it was "tending to formalize the work of the schools, and to render it inelastic and mechanical. Many teachers narrow their sense of duty to the 'six standards;' or, as they sometimes call them, with unconscious sarcasm, the paying subjects. Instead of striving to awaken the intelligence and train the understandings of the children, the sole object of the teacher is now to secure that they shall pass the Inspector;" and he goes on to give his own opinion. "By the new code the master, as it appears to me, is placed in a false position in his own school, and even the youngest children will not be slow to discover that the teacher, to whom they should look up with respect if not with awe, is too dependent upon them for his daily bread," and so on.

11612. With regard to the payments you don't regard the teachers generally of the National Board as being properly paid?—I believe they are insufficiently paid.

11613. Would you desire that they should be better paid?—Yes, I would wish them to be better paid.

11614. From what source should you say that increase of payment should mainly come?—I think it should mainly come from the parents of the pupils. I think the people only require to be urged to do it. That is not my opinion merely, but it is the opinion of the entire Church. The committee in their report for 1865 say:—"The sum contributed by Government has from time to time increased, though it is comparatively small to each teacher. It should be more largely and generously supplemented by parents and Churches, and whatever may be the amount contributed a high standard of punctuality and promptitude should be erected by Christian people in this matter." The report was adopted by the Assembly showing the direction in which they look for the increase of payment.

11615. Are you aware what amount of money was contributed in the shape of school fees in 1866?—£39,000.

11616. How much from Ulster;—£16,000 and upwards from Ulster.

11617. Do you think that the parents of children attending the schools in Ulster paying so much would still be able to pay a higher sum?—Very much more.

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I don't see why it should not be doubled if proper efforts were made.

11618. Are the teachers satisfied with the payment?—No. A great many teachers are dissatisfied, and I believe are deserting the service.

11619. What influences them to do so?—Insufficient remuneration. I think the dread of payment by results has led some of the best teachers to leave the service, there are such inducements in other employments.

11620. Are you aware that payment by results has been adopted in England?—I am.

11621. Why should it not be in this country?—The circumstances of the two countries are very different; and I don't think even that payment by results has worked well in England. I think it has been a failure, and therefore I would not have it introduced here.

11622. Are the teachers so dependent on the State portion of their pay in England as they are here?—They are not.

11623. What is the opinion with regard to the books of the National Board generally?—I think the books are, on the whole, good. I think they exercise an excellent influence on education.

11624. Why should you object to the frequent editions of those books?—We do object to the frequent editions. In the first place, it leads to confusion. The children have to buy new books, having the old editions in their possession. Within a few months there have been three new editions of these books.

11625. In Limerick I have found it; but have you found that two or three editions of the books are in the hands of the children?—Yes.

11626. Are the parents of the children, or the teachers, satisfied with these changes?—No.

11627. In reference to these frequent changes, what is the feeling of your Church, or your own feeling?—My own feeling is strong, that if some of these books, as published, had been permitted in our schools, it would have led necessarily to religious controversies and to bad feeling.

11628. We have had the representative of another Church declaring that his Church was dissatisfied with the books?—I will show how that permeated the country at large. I remember now a labouring man, who came up to me and said—"These are very bad books that my child has brought home." I believed the man did not know what he was objecting to. I consequently asked him to what particularly he objected, and he said—"For example, there is a nice piece of poetry in the Second Book to put into the hands of children." He had a knowledge of the danger and evil of the thing.

11629. Mr. *Gibson*.—What was the piece of poetry?—"The Angel's Whisper." It says—

> "Her beads while she numbered,
> The baby still slumbered," &c.

11630. Rev. Dr. *Wilson*.—Do not these passages in the books make a strong impression on the minds of the people?—I believe they do. We have had communications on the subject from different parts of the country, and I believe there would have been more remonstrances before the Commissioners, only that the ministers and people were aware that the subject was before our committee, and they had confidence in us. I know that that is the reason there were not many more remonstrances.

11631. Mr. *Sullivan*.—Are you aware the piece of poetry you referred to was written by a Protestant?—I am aware of that, and I think it beautiful. I read it with delight, but I would think it improper to put it in the hands of children in a mixed school as a part of their daily education.

11632. Rev. Dr. *Wilson*.—Have you read "The Character of a Gentleman" in the book?—I have, and I don't believe the "gentleman" is a Christian gentleman. There is a decided objection to that.

11633. Do the frequent changes create a want of faith in the books?—I believe there has been an injury to the country very much owing to the changes and threatened changes, and they have led to many teachers leaving the service and emigrating from the country.

11634. May I ask whether or not all the Commissioners of National Education were aware of the changes in the books?—I believe they were not all aware of the changes.

11635. Are you aware that there is a copy of each of the books sent to each Commissioner?—I believe so, but I believe that owing to their many responsible engagements that they had not time to examine them, and they did not dream of such changes.

11636. You have already, in answer to his lordship, stated your views as to classical teaching being introduced. Many of the old schools in which classical instruction was given have vanished?—Yes.

11637. Did they do much good?—I believe they did immense good.

11638. Do you think they should be supplemented in some way by the Board of Education?—The want of such schools is the greatest want in the education of the country at the present moment, and the Board could supply it.

11639. Would this not intertere with the teaching of other subjects more immediately connected with primary education?—I am of opinion that it would not.

11640. Would it be sufficient to engraft it on the model schools?—I would be glad to have such teaching in the model schools—but that would not meet the educational wants of the country at all, as, to my own knowledge, many who are not within reach of model schools are desirous for the instruction.

11641. Lord *Clonbrock*.—I wish to ask you a question relative to the constitution of the National Board. You stated, in answer to two or three of the members of the Commission who have asked you, that you thought it objectionable that people should be chosen on account merely of their religious opinions, and that you thought that the principal requisite was that they should have a knowledge of education and be fitted to be members of the Board in that respect?—Yes; I think the main reference should be had to the latter.

11642. In fact you seem to think it not desirable that the religious element should enter too much into the matter?—I think it should not enter too much.

11643. And that, though it might have been advisable originally when the regulations of the National Board were being carried out that they should be so represented, now, all these regulations having been decided, it would be better, in your opinion, that it should not be so?—Yes; when the regulations were once settled upon a firm basis I would mainly desire persons of high character to carry them out, to administer them.

11644. And, I presume, that your idea then would be that where there is a great number of members of different religious persuasions it is more likely that there will be alterations or yielding one point and another to please parties that the rules would not be sufficiently accurately known, and that there would be more likelihood of yielding?—Yes; I hold very much the opinion expressed by Mr. Cross, who says "I have no doubt whatever that the business of a Board generally cannot be effectively administered by a numerous Board." I think the testimony of such a man is very strong confirmation of any opinion I might be led to entertain.

11645. In fact you think that the laws would be more likely to remain unaltered and to remain one code that would be recognised by everybody if it was administered by a merely administrative body than if it was administered by a body who might be influenced by religious opinions?—Yes, and administered by a body small in number and paid for their services.

11646. And who would have the power exclusively of administration and not of legislation?—And not of legislation.

11647. Mr. *Sullivan*.—Mr. Berkeley, I wish to draw your attention to the answer which you gave about the new rule. Do you consider that it is a new rule to compel children of one denomination to leave

the school while instruction in another religion is being given?—I do.

11648. That you consider to be a new rule?—Yes.

11649. Now, I suppose you are quite familiar with the four propositions submitted by the General Synod of Ulster to the Government in 1833?—Yes.

11650. You are also aware of the letter sent by the Secretary, Mr. Thomas F. Kelly, in explanation of the minute dated August 25, 1833, which was sent to the Presbyterian Synod by the Secretary?—I have not that so clearly before my mind, but I am sure I have read it.

11651. In explanation of that minute the letter of Mr. Kelly contains the following passage:—"As you mention that you occasionally visit the school, to mark the progress and administer such instruction as the circumstances and capacity of the children might require, the Commissioners desire me to observe, that it is of the essence of their rules that religious instruction should be given only at the time specifically pointed out for that purpose, and that children whose parents do not direct them to be present at it should previously retire." How do you explain that?—Well, I find that the Commissioners, so far as I know, never carried out that in a single case. For example, when the Synod of Ulster submitted the third of those propositions, that no compulsion whatever was to be employed to make the children either read the Scriptures or remain during the reading; that no compulsion was to be employed to have them remain; they did not undertake or promise that they would exclude them, and the Commissioners stated at the time that that proposition was perfectly compatible with their principles.

11652. Well, taking the letter from which I read the quotation just now, as explanatory of the Board's minute on that third rule, how will you explain that distinct statement, that it is of the essence of the rule, that the children should previously retire?—Well, I will simply explain it in this way, that the Commissioners, so far as I know, never acted upon that in any case; that they admitted school after school, where the simple promise was, that no child should be compelled to read or remain during the reading; and that they did not require the parties to promise that they would put out any child during the reading.

11653. Does not that imply that the rule existed, but that there was a laxity in its enforcement?—I think it just implies that they had not very firmly made up their minds about the whole thing. They apprehended that that was the rule at the time, but afterwards they came to say, virtually, that that was not the rule, for they did not require the exclusion of the children.

11654. Why was it that the Presbyterians objected in 1840 to the National system?—Well, it was in 1840 that they accepted aid.

11655. Why was it that up to that they had objected?—Well, I am not very familiar with the proceedings up to 1840. I have given my attention mainly to the proceedings since 1840. In 1840 they agreed to receive aid on the basis of these four propositions, which the Commissioners declared were consistent with their principles, and non-compulsion was one of these.

11656. These four propositions were not submitted in 1840, but in 1833?—Yes.

11657. What was the objection between 1833 and 1840?—Well, I could not state the entire objections; I think they had an objection, for example, to clergymen of other denominations coming into their private schools to give religious instruction during certain hours, which seemed to some of them at least to imply what they could not consent to; and I think also they had an objection to a question in the query-sheet: "Are all the rules of the Board observed in your schools"?—They were not prepared to undertake more than that they would observe what they believed to be the rules of their own schools, and what the Commissioners stated were consistent with the principles of the Board.

11658. Then you admit that there was such a rule as that, that the ministers of any religion might visit all the National schools without exception?—No; I think it was in vested schools that ministers of the different denominations were to have that right of entrance, and of giving religious instruction.

11659. How do you account then for the following document, issued in explanation of the original letter of Lord Stanley, which formed part of the first Report of the Commissioners, section 6:—"The Board understand that the times for religious instruction are to be determined by the local patrons and conductors of schools, the power vested in the Board on that subject being merely to see that at least one day in the week is set apart for that purpose. They also understand that the religious instruction given may, or may not, be in the school-room, the choice of the place be left to the pastors of the children; but that liberty is to be secured to them to assemble the children of their respective schools in the school-room if they see fit." There is no restriction there, is there, to vested or non-vested?—I believe the liberty was for the children in certain cases to retire and receive religious instruction elsewhere. At least that is what the Synod of Ulster claimed.

11660. But is not there a great difference between what the Synod of Ulster claimed and the explanation that the Board at its reception gave of the Charter of Foundation, if I may call it so, of the system, the letter of Lord Stanley?—Well, I have only the declaration of the Board. I do not profess to be very familiar with the discussions up to 1840. I believe you will have persons before you who are thoroughly familiar with them. I am more familiar with the proceedings from 1840; and I will simply take that declaration of the Commissioners that the rules of these schools were compatible with the principles of the system; and that those rules simply required non-compulsion, and that they did not go the length of requiring exclusion.

11661. Rev. Dr. *Wilson*.—May I ask would section four of the same page help you to an explanation:—"The Board understand that they are to require a permanent submission to its regulations only in those cases in which grants have been made towards the erection of school-houses, to be vested in trustees according to the directions of Government, and that, in schools receiving occasional or annual grants, such as salaries for the teachers, &c., they are to require submission to the regulations only during the period for which the grants are made"?—I think that does help to the explanation.

11662. Mr. *Sullivan*.—That put together with the other is quite complete, you admit?—I think it helps to the explanation.

11663. That is while grants are being given, the sixth rule would apply but not otherwise?

11664. Rev. Dr. *Wilson*.—And only in vested schools?—Only in vested schools.

11665. Mr. *Sullivan*.—Do you mean to say that that applies only to vested schools?—I think so—where money is granted towards the building; and in those cases the schools are vested, as I understand, in trustees for the Commissioners.

11666. That is to say the rule applies permanently there, and in the non-vested schools it applies only when a grant has been made—is that the true explanation of the rule?—In the case of the non-vested schools from the first, I believe the Commissioners granted aid where a promise was implied that no child should be compelled to remain during the reading, and that they did not require the positive exclusion of the child. I am certain of that.

11667. Would you be astonished to find that one of the Commissioners states that the explanation which they have given of that rule is the correct one?—Oh, I am aware that very great differences of opinion have been held on these subjects, and I am not astonished at that.

11668. I think you also stated in reference to this minute, put into your hand by the Rev. Dr. Wilson, that it referred rather to details than to principles, that this was to be taken as referring to details of practice rather than to any change of principle?—Yes, I think I stated that.

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The Rev. Lowry E. Berkeley.

11669. Would you read that passage from the evidence of Mr. Cross whom you quoted, given in the year 1854, before a select committee of the House of Lords, page 48?—

"This is perhaps a suitable opportunity for stating for the information of the committee, that when the Presbyterian body gave in their adhesion to the National system of education it was upon an express stipulation being given to the effect that I have stated, namely, as to the distinction between vested and non-vested schools. The Presbyterian body and some members of the Church of England joined upon that express understanding. I am persuaded that very few clergymen either of the Established Church or belonging to the Presbyterian body would accept aid from the Board, unless upon the condition that they should not be required to permit any religious instruction to be given in the school of which they disapprove. The great body of the clergy of the Established Church who have schools under the Board, and of the Presbyterian clergy would not have accepted grants from the Commissioners if they had been required to observe the rules laid down for the government of vested schools. They would have refused permission to the Roman Catholic clergy to enter those schools for the purpose of giving religious instruction to the children of their communion, in accordance with the tenets of their own Church."

11670. Now read the other passage that is marked?—

"There are very few applications from the clergy of the Established Church, or from Presbyterian clergymen for grants to vested schools. Vested schools are, for the most part, under the patronage of the Roman Catholic clergy. They have not the general objection which the clergy of other persuasions conscientiously entertain. They are not opposed to Protestant or Presbyterian clergymen visiting their vested schools at convenient times for the purpose of giving religious instruction to the children of their communion. That religious scruple is held very strongly by the clergy of the Established Church, and by Presbyterians, and the rule of the Board meets that difficulty by the distinction made between the two classes of schools."

11671. Up to 1840, therefore, the Presbyterians and the Church of England refused to join the Board on the ground that there was no distinction made—is not that implied in the whole controversy?—The Presbyterians, as a body, refused to join up to that time, but many individuals did join; and I believe there were vested schools under Presbyterian management before 1840—a considerable number of them.

11672. How many?—I could not say how many.

11673. How many at present?—Oh, I am not aware; but I believe there were, before 1840, a number of vested schools, vested by Presbyterians; and that though the body at large had an objection, individual members did vest their schools, and did give this liberty, which Mr. Cross there says they would not be disposed to do.

11674. Were there fifty vested schools established before 1840?—I could not say the number.

11675. How many have been vested since that new definition was given to the old rule?—I really do not know.

11676. Is there not a general objection on the part of the Presbyterians now to vest any schools in the Board?—I think they prefer what are called non-vested schools—I believe that.

11677. What is the reason of that desire not to take any money from the State to aid in the building of the schools?—Well, it is that they do not know what change may be made at any time in the system, compelling them, for example, to withdraw from it, and that they would rather have their schools so free that they could receive State aid or not as they might think necessary.

11678. Is not it chiefly for the express purpose of keeping out the teachers of any other religion from giving religious instruction in them?—I do not believe it is.

11679. Is not it curious that there are only nineteen Presbyterian schools vested since 1840?—I do not think it is curious at all. I think that it shows a wish to receive State aid only towards the giving of education, and not to be altogether dependent upon it.

11680. Then why do you object to the Roman Catholics desiring to have their schools under their own management, if you will not yourselves vest your schools, for the express purpose of avoiding the putting of them under the control of the State—if it is right for you to do that, why should not the Roman Catholics have the same right?—We want Roman Catholics to have the same right. We believe they should have the same right, and we do not object to that at all.

11681. Mr. *Gibson.*—Surely they are in exactly the same position with regard to non-vested schools as the Presbyterians?—Yes; they had as a matter of fact a very large number of non-vested schools before 1840, and we did not object to that at all.

11682. Mr. *Sullivan.*—I want to know what is the objection that Presbyterians have to vesting their schools?—I have stated the objection, and I state again that I do not object to Roman Catholics having the same liberty in every way that we have, and having the same privileges.

11683. In any country where the Presbyterians have a majority, as in Scotland, are you aware that the Presbyterians are in favour of united education?—Yes; I think they are.

11684. Is that the case all over Scotland?—Well, I am not very familiar with Scottish education at all, but I believe that they are in favour of united education, and I believe they have always been distinguished by holding this principle of non-compulsion, as far as I know.

11685. What are your objections—will you state them again—to payment by results?—Well, I have stated a number of objections. I have stated, I believe, that mere examination does not ascertain the amount of instruction given in a very large number of cases; that some of those who have been most diligently instructed may be dull and stupid, and may not by an examination show the care that the teacher has bestowed on them; that some naturally clever answer badly; that to make the teacher entirely dependent upon this puts him too much in the power of his superiors, that more particularly owing to irregular attendance in the manufacturing and agricultural districts, children being absent one quarter and coming the next, would not pass satisfactorily in many cases, and the teacher would find himself in a very awkward position. Besides, I think it puts an untrained unclassed teacher on a level with a person of the highest qualification, which I have a very great objection to.

11686. In what way?—I know some teachers who have got the very highest class by long study, and for that itself become entitled to a certain payment according to the present rule. To make these persons dependent entirely upon payment by results would, I think, not be fair. They are entitled to a payment owing to their high class, according to the present rule.

11687. And is it the duty of the State to pay teachers for acquiring a certain amount of information as teachers? Is not it the duty of the State rather to pay for the results that are attained, and only to look to how many people know how to read and write?—I think the State should encourage teachers to come forward and attain very high qualification; and it is their duty to pay in reference to that, because teachers of high qualification will then give a thoroughly sound education; whereas teachers, I believe, might prepare children to answer certain questions, and really give no education in the proper sense of the term—merely cram them.

11688. Well, suppose a teacher had crammed a child so as to teach him how to read, would not that be a result?—Well, the capacity of reading is undoubtedly an important thing.

11689. Is not that one of the great objects of the State in having these schools, to teach reading and writing?—Well, it is one object, but I think that in connexion with that there should be a cultivation of the powers of the mind—the attention and judgment and memory, and draw out their moral feelings.

11690. And how are the public to know that that information is given by the high classed teacher and high paid teacher? What guarantee would Parliament have, for example, that such a result has been attained, except by the one standard?—They

have the guarantee at present of periodical examinations by Inspectors of high character, who testify that the school is well managed, and who certify virtually that the payment is deserved, and I think that should be continued.

11691. Of course, under any system of payment by results, would not that also be continued?—Well, I apprehend it would; but, at the same time, I think that payment by results merely would deteriorate the character of the education of the country.

11692. Is not the real reason why the Presbyterians generally object to this principle of payment by results, that there has been an undue multiplication of schools in the north of Ireland, that the schools are always small, that very few of them have any attendance above the minimum number required—that is required to get the grant—especially in the districts outside the counties of Down, Antrim, Armagh, and Londonderry, where the Presbyterians are in considerable numbers?—I do not believe that is the real reason why they object to payment by results. I do not object to it altogether. I take it as an element in every case; but I do not wish that our teachers should be so largely dependent upon it as they are elsewhere; and I say that is not the reason why Presbyterians object to payment by results, that they have small schools.

11693. Mr. *Gibson.*—Has the question ever been considered by them as a body?—Well, it has been so far considered that, without knowing or being minutely acquainted with the details, we have expressed our dread of its introduction as a thing that would deteriorate the character of the education of the country.

11694. Allow me to ask you where, when, and how that fear has been expressed?—Here is the language of the Committee of the Assembly:—

"The Committee regard with much concern the proposal to change the principle upon which the remuneration of teachers in Ireland has hitherto been regulated. It is daily becoming more difficult to procure teachers for National schools. This arises chiefly from the fact that they are not sufficiently remunerated. Many of the present teachers have expended much time and labour in securing high classification, and to turn round upon them, and to apportion their payments merely according to the ascertained results of education would be unfair, and calculated greatly to discourage a most deserving and important class of individuals. These results have all along been taken into account by the Inspectors, but upon the class of the teacher the amount of his salary has mainly depended. To change this system would be to put the untrained and unclassed teacher who has indolently declined the necessary study on a level with the individual of the highest qualification and class. The Committee would gladly co-operate with the Government and the Commissioners in endeavouring to induce people to contribute more liberally for the education of their children, and it is only, they consider, in this direction an improvement should be sought. Of the total sum of £39,135 18*s.* 2*d.* contributed under the head of payments by pupils in National schools over Ireland during the past year, Ulster contributed £16,092 15*s.* 1*d.*, and the Assembly's Committee believe that that sum could and ought to be largely increased."

11695. What are you reading from?—I am reading from a paper issued by the Assembly's Committee.

11696. What date?—It was submitted to the Assembly in 1867, last year in Dublin.

11697. Rev. Dr. *Wilson.*—And is that an exhaustive and honest statement of those who are of that opinion, with regard to the matter of payment by results referred to in Mr. Fortescue's letter?—It is. It is in reference to the statements in Mr. Fortescue's letter that that statement was made by our Committee.

11698. Mr. *Sullivan.*—You stated, I think, that you were in favour of maintaining the present training institution?—Yes.

11699. Do you know of any country where there is only one training institution for so large a number of schools?—I consider that there are a great many training institutions in this country. The model schools are all training schools.

11700. For what?—For teachers, according to the regulations of the Commissioners.

11701. Then what is the distinction, putting aside the religious question, between the proposal of Mr. Fortescue and the present system, except its extension?—Its extension, but in a very different form. The present model schools are models of united education, and——

11702. But putting aside the religious element?—And are intended to be so, while local model schools could be, I think, constituted in the interests of only one denomination, and I think that would be very wrong, and would set up two sets of model schools in the country, conducted on opposite principles, and they would not, in my judgment, be *model schools* if conducted on opposite principles.

11703. Is not it a very rational conclusion for a non-Presbyterian to come to, that the objection of the Presbyterians is, that they could have no schools, at all events, that they could not have a sufficient number to come under that letter?—I do not believe that that is the objection, and I do not think it is correct that they would have no schools.

11704. But very few of them?—Well, not many; but I do not believe that that is the objection in any shape or way. I believe that the desire of the Presbyterians is to maintain the principles of the system, which has now been so successful in the country, and they think it would be criminal on the part of any Government to alter those principles.

11705. The Presbyterians have a very small number of middle schools of their own—middle schools or pay schools—schools in which education is paid for by the better class?—There is a very considerable number of them throughout the country.

11706. Do you consider that the return in the Census of 1861 does justice to the Presbyterians in that matter?—I have not examined what that return of 1861 is on that point.

11707. If the return in the Census of 1861 be correct, that the number of children belonging to Presbyterians in middle class schools or collegiate schools be extremely small, would it not be a fair deduction that that is one of the explanations of their anxiety for the introduction of Latin into National schools?—I think it is the success of the National system throughout Ulster that has led to the extinction of the middle class schools; and Presbyterians are anxious, of course, to have those facilities in the schools which they had formerly before the National system existed.

11708. But still is not that a rational conclusion to draw, that as the majority of the Presbyterians take advantage of the National schools, they are anxious to make them in fact supply not only the purposes of elementary schools, but also of middle schools?—I think that elementary instruction in classics should be given in these schools just as much as elementary instruction in mathematics, and that the boys should thus get a mere start, who should afterwards pursue their way.

11709. How many boys, except those going to professions, would require a knowledge of the classics, taking the average of the country farmers' sons?—There is a great desire to have that knowledge on the part of the poor for their children. To my certain knowledge the sons of labourers have gained that knowledge of classics with great difficulty, and have afterwards risen to high positions in life as teachers of schools, in connexion with the civil service, and even as merchants—they desire to have a thorough good education before they become merchants.

11710. What I want to know is whether the true cause of the Presbyterians being so anxious for the introduction of the classics is, that they have no middle schools?—I do not believe it is merely because they have no middle schools, but because they are anxious to have facilities for education placed more within the reach of the people of the country.

11711. Rev. Dr. *Wilson.*—As an Irishman, should you not rejoice at such opportunities being given to all classes—Roman Catholics, Presbyterians, and all alike?—Most unquestionably. For myself I have done so.

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The Rev. Lowry E. Berkeley.

11712. Rev. Mr. *Cowie.*—And do you think that the funds voted by Parliament at present are intended to be applied to the education of the middle classes?—As a matter of fact, they are thus applied very largely.

11713. And do you think that they are intended by Parliament to be so applied?—Parliament is informed from year to year of what is being done, and they grant the money.

11714. Rev. Dr. *Wilson.*—Are those the children of the middle classes of whom you have spoken just now?—No; I was referring to the children of the poor, and to my knowledge the children of labourers have desired to have this classical education, and have obtained it and risen to high positions.

11715. Rev. Mr. *Cowie.*—Is it the general desire on the part of the community in Ireland that the Government aid should be given to the general education of the inhabitants of the country, whether they can afford to pay for it or not?—I think it is the opinion of those with whom I am acquainted, that those able to pay for it should be required to pay. All that we want in the matter of classics is, as I have stated, facilities for receiving instruction, and let the parents pay a good price, only let there be facilities, and let teachers be encouraged to gain a knowledge of classics, in order that they may give instruction in the elements of classics.

11716. Then do you approve of the restriction of the amount of payment which is accepted in the model schools to not more than five shillings a quarter?—I think many of those attending in those schools ought to pay much more, and are willing to pay much more.

11717. How would a labourer be able to pay more to have his son taught classics?—Well, some labourers sometimes make considerable sacrifices to give their sons such knowledge; and very often friends will come and say, "Here is an intelligent boy; we will be responsible for his education at school for a year"—very often.

11718. Mr. *Gibson.*—As the effect of the National system is to deprive the middle classes of the means of classical instruction, though the scope of it is intended expressly for the poor, is it not a fair thing that the State should make up for that interference by affording facilities for those of a better class, even in connexion with the humbler class to receive this classical education?—I think it is the duty of the State to do so.

11719. Mr. *Dease.*—You stated as an argument against the education given in conventual schools, that you believed that educated Roman Catholics had an objection to placing their children, or do not habitually place their children, under the teaching of religious orders. Have you yourself a knowledge of that being the fact?—I depended in that matter on the statement of Mr. Sheridan, which is this—"that a not inconsiderable number who would readily attend lay schools, cannot be induced to frequent those conducted by religious teachers;" and I conclude from that that much less can those schools be expected to become places of united education.

11720. Would it surprise you to learn that that gentleman, in his evidence before this Commission, spoke in the highest possible terms of the instruction given in conventual schools?—It would not surprise me in the least.

11721. Would you be surprised to hear that several Roman Catholic members of this Commission, myself included, have our own daughters being educated at convents?—No; it would be consistent with the statement I have quoted, that a not inconsiderable number who would readily attend lay schools, cannot be induced to frequent those conducted by religious teachers.

11722. Mr. *Sullivan.*—Would you be surprised to learn that he was unable to state one single instance, and explained the whole of that away?—I should think it strange, and I should not like to be in the position of having made the statement, if I could not give any evidence of it.

11723. Mr. *Dease.*—Are you aware of your own knowledge of many instances of Roman Catholic parents having expressed a wish to have their children read the Authorized version of the Scriptures in schools?—It is to me a matter of knowledge, as many other things are; I firmly believe it on the evidence I have, and I know some cases, but I believe it in a very large number of cases, and I think that throughout Ulster there is a large number of Roman Catholics indeed who wish their children to read the Scriptures, being Roman Catholics, and intending their children to be Roman Catholics.

11724. To read the Authorized version?—To read the Authorized version. They do it very frequently in schools throughout Ulster.

11725. Lord *Clonbrock.*—Is the Douay version of the Bible used in any of your schools?—Not in any of my schools, but I encourage its circulation very much.

11726. Mr. *Sullivan.*—In many of your schools is the Authorized version read by the Roman Catholics?—Not in large numbers—not by many of them; but a few have given directions that their children shall read them.

11727. Mr. *Dease.*—In that case that you referred to, in which you did not wish to mention the name of the party, can you inform the Commission whether it was the father of the child in that case that expressed the wish?—It was the mother.

11728. Are you aware whether that was the case of a mixed marriage?—I am not aware. I think it was not; but I am not aware. I really did not go beyond to inquire into the circumstances. Purposely I did not, for I did not want to involve myself in a controversy about it.

11729. I asked this question, because it seemed to me so strange, knowing the feeling of the Catholic population in my part of the country—it seemed to me so very striking that I was anxious to have it explained as far as possible?—I am happy to say that is the feeling of many Roman Catholics throughout Ulster—that their children should read the Scriptures.

11730. Rev. Dr. *Wilson.*—While on that point, have you ever heard, since the introduction of the new rule, of any Roman Catholic parent expressing his desire that his child should receive religious instruction with the children, and placing the Bible in his hand in order that he should read it?—Oh, yes; I stated this moment that I am aware of such a case.

11731. Mr. *Gibson.*—Allow me to draw your attention to the rule of the Commissioners respecting attendance at religious instruction—to the introduction of that new rule of which you say that the Presbyterian Church complains: "Patrons, managers, and teachers are not required to exclude any children from any religious instruction given in the school, but all children are to have full power to absent themselves and to withdraw from it. If any parents or guardians object to the religious instruction given in the National school, it devolves upon them to adopt measures to prevent their children from being present thereat." I believe it is in reference to the change of that rule that you state the objection that has been made?—Yes.

11732. That rule incorporates what the understanding of the Commissioners up to that period was of the rule as to religious instruction?—Quite so.

11733. Now, would you be kind enough to say whether if in mixed schools attended by Protestants and Roman Catholics the religious instruction instead of being given before or after school hours each day should be confined to one day in the week, as was one of the suggestions in Lord Stanley's letter—we will say Saturday—so that the other five days in the week should be altogether given to what is called secular instruction; whether the Presbyterian body would object to the special religious instruction being given on that one day in the week, and that those of the creed of the teacher only should attend on that day?—I could not at the present moment undertake to answer that on the part of the body generally, but I would myself, I may say, have no objection to such a rule.

11734. Has not all the difficulty about this religious

instruction arisen from the circumstance of having religious education given on each day, because all the children go to the school each day, and the dissentients from the creed of the teacher must either come after the others or leave the school before the others. Now, would it not facilitate very much the giving of the religious instruction to have the instruction given on one particular day, on which only the children of the creed of the teacher should be required to attend?—Well, I think it is likely it would. I would not myself have any objection to it; but I could not undertake to say what the opinion of the body generally would be.

11735. Do you know any schools in which that system has been adopted since this new rule has been introduced?—Well, I do not, but I have heard managers of schools very frequently express the idea since that new rule was adopted that they would rather have their schools purely secular, if not every day in the week, at least for the most of the week.

11736. But a great number of persons would object to having the instruction in the schools altogether secular?—Well, I think they would.

11737. They would call the schools then purely godless?—Yes, I think it might tend to their being so designated.

11738. Rev. Dr. *Wilson.*—I wish to put a question or two arising out of this examination. It is stated that the Presbyterian body objected to unite with the National Board till 1840—the old body?—Yes.

11739. Were they unanimous in this objection?—They were not.

11740. Was there a large minority in favour of the system as originally designed to be introduced?—Yes, I believe there was.

11741. And when you speak of the Presbyterian body before 1840, you must remember that it was only in 1840 that the two synods united?—Yes.

11742. Previous to 1840 was there a General Assembly of the Presbyterian Church in Ireland?—It was only in that year that the General Assembly was constituted.

11743. What were the two leading bodies previously to that?—The Synod of Ulster and the Secession.

11744. And in this reference to 1840 the allusion is to which body?—To the Synod of Ulster and not to the Secession Synod.

11745. And are you aware that in any of the resolutions of the General Synod of Ulster from the introduction of the system to 1840 there was any reference to vested schools?—I have not, I may say again, read those resolutions as carefully as I have done the others and they are not impressed upon my mind in the same way; but I believe that there was a reference in the resolutions of the Synod of Ulster to vested schools, but not a condemnation of those schools as such.

11746. Had the members of the Synod of Ulster schools of their own previous to their union with the National Board?—Oh yes, largely.

11747. And was there any particular objection to the clergy of other denominations going into the schools, or was it only to persons in an *ex officio* character interfering with the business?—I think their objection was not to vested schools as such, but to parties coming in officially into what they regarded as their own private schools.

11748. Were there any other bodies that possessed schools emphatically their own as well as the Presbyterians previous to 1831—the Episcopalians and Roman Catholics?—Yes, there were; the Episcopalians and Roman Catholics had such schools very largely.

11749. Are you aware that in the united dioceses of Dr. Doyle, the well-known Roman Catholic bishop, there were many such schools?—I believe there were. I have read that.

11750. Are you aware that in 1831 he addressed a circular to his clergy on the subject?—Yes, I believe he did. I think I have read that circular.

11751. Be so kind as to refer to his report. It is in the first volume of the Commissioners' Report, p. 154.

11752. Are you aware that in 1831 he addressed a circular letter to his clergy upon the subject?—Yes; I believe he did, here it is—copy of a circular letter addressed to the clergy under him.

11753. Are you aware that even then his dioceses were so well supplied with school-houses that he instructed his clergy to assign this as a reason to the Commissioners why there had been so few joint applications for aid for building schools on the part of Protestant and Roman Catholic clergymen?—Yes; he says here, "some years past it would have been easy to combine education, and have only one school-house in place of two—not so at present; and time only can effect that union which has hitherto been prevented at great sacrifice and at great expense."

11754. What was the reason assigned why such joint applications were not made to vest schools to any extent in the united dioceses?—Because they were already so well supplied with schools.

11755. Read the following passage:—"Having premised so much I now beg you will without unnecessary delay apply to the Commissioners before mentioned for aid, whether to build or furnish, or to support, as the case may warrant, each of your parochial schools." Does not this refer to schools under the Roman Catholic clergy?—Clearly.

11756. You have been referred to Mr. Cross's evidence—should you be disposed to take him as a fair witness for the Presbyterians?—It at once occurred to me when reading his evidence on the subject that he was speaking without thorough information and was not fully representing their views—of course, quite unintentionally.

11757. Refer to the question 6468 and the answer of Dr. Cooke in the report of his evidence before the Lords' Committee in 1837 in which he gave the history of the subject.

11758. Read question and answer 6458.

"Will you direct your attention to the first proposition, which was, that the ministers and people of each Church, without the necessary concurrence of the ministers or members of any other Church, should enjoy the right of applying to the Board of Education for aid to schools, by a statement of the constitution and regulations of the schools, accompanied with an engagement to adhere to them; but in this proposition we recognise the right of the Board to consider the regulations and decide accordingly?—As we understood the original regulations of the Board, persons that were officially connected with the school, as clergymen of any denomination, had applied for the school—it might be the rector, or the Presbyterian minister, or the Roman Catholic priest, or any other who had applied for it; but we considered the system as making the persons who had so applied the official overseers of the school. Now, we negotiated for the right to apply to the Board by ourselves; and consequently a Roman Catholic priest had no right to interfere in the government of our schools. We had no objection to admit a Roman Catholic priest as one of the public to our schools; but the great body of us—I will not say all—had very strong conscientious scruples against recognising the Roman Catholic priesthood in any official form; but we found that the Board had made a rule that completely destroyed our proposition, for before they accepted it, they made a regulation that the Roman Catholic priest was *ex-officio* visitor of the school, with this exception, that he should not interrupt the business of the school, which, of course, he could not. Consequently we were completely foiled; we had not got rid of what we considered a conscientious objection to the system; we must, before getting the public money, acknowledge the right of the Roman Catholic priest officially to visit our school whenever he pleased, and that we could not do."

11759. Now, is not the reference there to the schools under the Presbyterians which existed previously to the year 1831?—Oh, yes; manifestly.

11760. And did not those schools occupy a precisely similar and analogous position to the schools described by the Roman Catholic Bishop, Doyle, as "your own schools," in his letter to his priests?—I think that is unquestionably a reference to the two classes of schools; they are precisely the same.

11761. Mr. *Sullivan.*—Would all that account for the fact that since 1840—since you were admitted under the National Board—only nineteen schools in all Ireland are vested?—It would not account for the fact.

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The Rev. Lowry E. Berkeley.

11762. Rev. Dr. *Wilson.*—Could it by possibility account for the fact?—I do not think it could account for the things which occurred so long afterwards.

11763. Read question and answer 6510.

"Mr. *Shaw.*—Was not the very point of your objection that the visitors of another Church should have any right of interference with your schools in the first instance or afterwards?—Yes; that as such, they should have any such power."

—That was the point of the objection.

11764. Turn to question 6657, and read the statement where Earl Grey acknowledges the four propositions of the Synod of Ulster to be perfectly consistent with the system introduced by Lord Stanley.

"It likewise states that the Committee had also instructed him, Mr. Finlay, to send forward to the Board Earl Grey's reply to the above propositions which was in these words:—'I have read with great attention the four resolutions extracted from the minutes of the General Synod of Ulster, assembled in June and July, 1833, and I am happy to say I see nothing in them which may not be agreed to as in perfect accordance with the general principles on which the new system of education is founded. I trust, therefore, that all objections being now removed we may look forward to the full attainment of those benefits for which that system was introduced."

—Yes.

11765. Now, as a matter of fact, with regard to vested schools should you be surprised to learn that before the year 1840, in the counties of Antrim and Down there were 16 vested schools under Roman Catholic managers, and 15 under Presbyterian managers?—Well, I believed that there was a good number under Presbyterian management, but I did not think there were so many as under Roman Catholic management, which it seems was the case, all but one.

11766. Is the population of the province of Ulster very much half and half, as far as Roman Catholics and Protestants are concerned?—It is.

11767. But does that apply to the Protestants taken as a population, Episcopalian and Presbyterian?—It applies to the whole of the Protestant population on the one side, and the Roman Catholic on the other.

11768. Proportionately then, taking this as a correct return, there was a much larger number of vested schools under Presbyterian management in Antrim and Down than under Roman Catholic?—Yes, there was, a very much larger.

11769. Are you aware that in connexion with the discussion of this subject the Synod of Ulster at one time projected a system of education of its own?—Oh, yes, I am quite aware of that.

11770. Are you aware that when it devised that system of its own it specially provided, that no interference whatever should be made with Roman Catholic children, or others who did not choose to accept the religious instruction?—Oh, yes, I am quite aware of that, and that in doing it they declared that to have been the uniform practice of the Presbyterian Church from the earliest times.

11771. Will you read the answer to question 6726?

"Have the goodness to state the third of these rules which was then passed?—In order to give the third, I must read also the second, and the second is, that in these schools due care should be taken that the ordinary branches of a sound literary and mercantile education should be taught. Third: the children of other denominations may avail themselves of the literary advantages afforded by those schools, without being compelled to join in the religious exercises prescribed for our own children."

11772. That was in reference to the school system which the Synod had devised for itself; so that it is a well-known principle of the Presbyterian body whether the system of education is in connexion with the State or not?—Yes; I believe it is a well-known principle and uniformly acted on.

11773. Rev. Mr. *Cowie.*—Have you yourself had much connexion with the schools that have been placed under the National Board?—Oh yes, I have.

11774. Have not the Presbyterian schools under the National Board increased very much of late years?—They have considerably.

11775. Was that increase, do you think, promoted by the Presbyterian body with any view to proselytizing the children?—I am quite certain that they had no such view.

11776. Have any cases where children have changed their religion come under your notice?—None whatever; and I believe no such exist. Judge O'Hagan has testified that no cases of proselytism have ever occurred in connexion with the National schools.

11777. Your means of information would be more extensive probably than his?—Yes; I am pretty familiar with the working of the system, and I know the opinions of my brethren with regard to it, and I have never heard of such cases.

11778. Have you ever heard of the contrary cases of any children of Presbyterians who had been attending schools under Roman Catholic management having changed their religion?—I have never heard of any such cases; showing, I think, how faithfully on the whole, the rules have been carried out.

11779. But you repudiate any statement that the Presbyterians have increased their schools, in order to proselytize the children of another religion?—Thoroughly, and entirely, and absolutely.

The Rev. H. C. Cory.

The Rev. Henry Cory Cory, sworn and examined.

11780. The *Chairman.*—What office do you hold in connexion with the Irish Church Missions?—Missionary Secretary.

11781. Do you hold any ecclesiastical appointment in Dublin?—No; only that of Secretary to the Irish Church Missions.

11782. What is the constitution of the society?—It is a voluntary society, and supported by contributions both in England and Ireland.

11783. Is it managed by a committee in Dublin?—No, by a committee in London.

11784. Then is yours a branch office?—A branch office for the carrying out of the mission department, the actual arrangement of the work, the schools, and so on.

11785. How do you communicate with the committee in London?—I go there four or five times a year myself, and correspond continually.

11786. What part do you take in the local organization?—I visit all the missions; select and locate all the agents; and superintend especially the schools.

11787. How many schools are there now under the society?—Eighty-six.

11788. Are some of these schools in Dublin?—Eleven.

11789. Where are the others?—About 55 are in the county of Galway, and the remainder are in different counties, more especially of the West.

11790. Do you know what the total number of scholars on the books of the society is?—3,663.

11791. Are these 55 schools in Galway and Connemara?—The majority are in Connemara. They are in different parts of Galway; some in the town of Galway; some all along the coast round to Connemara; and some in Aughrim, near Ballinasloe.

11792. Are any of these boarding schools, or are they purely day schools?—Eight are boarding schools.

11793. Are they all elementary schools, or are any of them more middle class schools?—They give a good secular education, but they would be called elementary schools. The boys' schools go as far as most elementary schools go in this country; they teach geometry, a little mathematics, and the higher branches of arithmetic; but they don't go beyond that. They would be called elementary schools.

11794. Where do your teachers generally come from?—We train them ourselves. We have two training schools for that purpose in Dublin.

11795. What number of teachers have you in training now?—We have 10 masters and 16 mistresses in training.

11796. Where are the schools situated?—The training school for females is in Luke-street, and that for males is in Townsend-street. We have altogether 52 schoolmasters and 60 schoolmistresses.

11797. Do you classify them in the same manner as the teachers of the National Board?—No; we have a classification of our own, and a time-table and scale of proficiency of our own.

11798. What are your arrangements with regard to religious instruction?—They are all taught in Scripture; and a larger amount of Scriptural instruction is given than in most schools. As a missionary society we, of course, make that very prominent. At least one hour a day, I think I might say, is given to religious instruction.

11799. Is there any mixture of religious persuasions in your schools?—Yes. I have made the proportions out if I might give them just from taking them as a whole. They vary, of course, in different parts; for in some places there would be a larger proportion of Roman Catholics from the absence of Protestants comparatively; but taking all the schools together, within one or two, the proportions are as follows:—Two-fifths are of Roman Catholic parents; two-fifths are the children of original Protestants and of mixed marriages; and one-fifth are the children of those who had been Roman Catholics, and who now belong to the Established Church.

11800. Rev. Dr. *Wilson.*—By "original Protestants" you mean such as have all along belonged to the Established Church?—Yes.

11801. The *Chairman.*—Do your schools meet on Sunday?—There are Sunday schools in almost every place where there are day schools; but the attendance at the Sunday schools is not always the same number of children as those who attend the day schools. As a rule fewer attend the Sunday schools than the day schools.

11802. Do you require your week-day scholars to attend the Sunday schools?—Oh, no. There is no obligation. A great many do as they like.

11803. Rev. Dr. *Wilson.*—Are the Sunday school scholars included in the 3,663?—Well, we haven't to make a separate return of the Sunday school scholars. It is hard to answer the question exactly, because I may say that that 3,663 is only the attendance at the day schools. Of these a great many, no doubt, go to Sunday school, and a great many more do not. I could not say the amount.

11804. My question is, does this 3,663 include Sunday scholars or only day scholars?—Only the day scholars.

11805. The *Chairman.*—When was the society first instituted?— In the year 1849.

11806. With respect to the children of Roman Catholic parents that attend your schools, do they attend their own places of worship on Sunday?—Some of them do; I may say I think the great majority of them do not.

11807. Of those children of Roman Catholic parents that have passed through the schools, are there a large proportion become Protestant?—A very large proportion; if I might just state, as far as my impression goes, in round numbers, I should say about three-fourths.

11808. You say two-fifths of your number are Roman Catholics?—Yes.

11809. Do you say that those do not attend their Roman Catholic worship?—Very few of them.

11810. Why do you call them Roman Catholics?—I said of Roman Catholic parents.

11811. Rev. Dr. *Wilson.*—Do you mean three-fourths of the two-fifths that you have stated to be the children of Roman Catholic parents?—Of course I state that; but it is a far less accurate statement than the other, because you are aware that it is not so easy to give the actual statement in numbers.

11812. You state that it applies to the two-fifths who are the children of Roman Catholic parents?—Yes, that is my impression; of course it is very difficult to be as accurate in reply to this question as to the other which is taking the number on the books, because there are some that we cannot trace.

11813. Mr. *Sullivan.*—It is only your impression then. Have you no knowledge of the fact yourself?—Oh, yes, I have a great deal of knowledge of the fact; I have knowledge of an immense number, but what I want to guard against is saying the actual number of those who attend the schools that become Protestants. That a great number do—that a large proportion do—I am certain, I cannot state the actual number, because from various circumstances it is difficult to trace them all, and some are lost sight of.

11814. Of the 3,663 perhaps you would give us the actual numbers of those whose parents are Roman Catholic, and those who are the children of mixed marriages, and of original Protestants?—I thought I had done so.*

11815. Would there be any objection to giving the exact numbers in the whole of the eighty-six schools, with the other statistics?—There is no difficulty whatever. The numbers in all the schools are printed in the annual report of the Irish Church Missions that I have before me; I can send you the names and localities of the schools.

11816. Is there any difficulty in giving us the number on the roll and the number in actual daily attendance at each of those schools on any given day?—I could not at this moment. I could send it, if I am allowed.

11817. You can put it in as evidence?—Oh, certainly—with pleasure.

11818. What day shall we say—the numbers on the 12th of May?—Oh, on any particular day you wish. Might I be allowed to send the average also?

11819 You may add anything you like.

11820. The *Chairman.*—Send two averages, namely, of the most attendance of pupils, and of the least.†

11821. Master *Brooke.*—At what time in the year are your schools most full, Mr. Cory?—I think they are most full in winter, and least full when there is work in the country. For instance, at the period of harvest they are least full.

11822. The *Chairman.*—Are the children of Roman Catholic parents, children whose parents are alive, or orphans principally?—I should think the majority of their parents are alive. There are some orphans amongst them, of course.

11823. Do these children belong to very poor families?—The majority of them do. Not exclusively, but the great majority of them, certainly.

11824. Are they attracted by the goodness of your secular education?—Certainly, we try to make the instruction as good as possible; and they also succeed very well in afterlife. A great many of them get good situations afterwards from the instruction they have received. They generally get on well, compared with others in the neighbourhood. As a rule they have got on very well. Generally speaking, they have prospered. They have got very good situations. We

* The following statement was subsequently supplied by the witness:—

Of the 3,663 children referred to—
1,718 are the children of Roman Catholic parents.
393 of mixed marriages.
655 of those who have been Roman Catholics and who became members of the Established Church, and
897 children of original Protestants.

(Signed) Henry C. Cory.

† For table supplied in answer to this question, see page 494

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give them good secular instruction—as good as we possibly can.

11825. Do they derive any other advantage from attendance at your schools?—In some of the schools, during some of the months of the year they receive food; but only in those places where the children are extremely poor, and only where it is the custom of the country, and in certain months—for instance, before the new potatoes come in. I could not state in how many schools this is the case, but that it is so in some.

11826. How are these schools inspected?—I have that responsibility. I am the Inspector of them; and there is an examiner under me, Mr. Austin.

11827. Do you inspect the whole of the schools yourself?—Yes, with the assistance of this Mr. Austin, to whom I have referred.

11828. Master *Brooke*.—Tell me about the training of the teachers—what is the mode pursued and the length of time it takes?—The average time during which they are under training is two years. Young men and young women are selected by an examination, and are placed in the training schools in Dublin and instructed. They practise teaching in the two schools that we have for the purpose, the one in Townsend-street, and the other in Luke-street, and when they are qualified they go out as teachers.

11829. Those schools in which they practise are, as it were, model schools?—They are.

11830. To exercise the teachers?—Yes.

11831. And do they remain with you during the whole of the two years?—Yes, they do. That is the average time.

11832. There is no interval for vacation?—They have a month's vacation in the summer.

11833. Then, all the rest of the year they remain in the training schools?—They do.

11834. At what age do they generally come for training?—Generally at seventeen.

11835. You are aware, probably, that the training of the National Board is of much shorter duration; what do you conceive the difference is?—Well, the length of time is with us a result of experience. We did not like to send them out in charge of schools unless we thought them well qualified. We felt that we could not do it under two years. We were only guided by that.

11836. What is the amount of information that they generally have on coming to be trained, which you consider qualifies them to begin the task of training?—We require that they should read, write, and spell, fairly; know some grammar, a fair amount of arithmetic, and be able to sing.

11837. Is the last a necessary qualification?—Yes, a necessary qualification; and that they should have a good knowledge of Scripture.

11838. What more do they obtain during the two years?—They obtain a higher amount of qualification in all those branches, and practice in teaching?

11839. Are you School Inspector of all the 86 schools?—Yes.

11840. How often do you examine each of them?—Latterly we have had Mr. Austin appointed as examiner, for I found that I could not do all the details myself, having many other things to attend to. I visit them as often as I can. He visits them twice a year at intervals of six months—every school if possible, and the more important ones twice a year. I visit nearly every school once a year, and some of them a little oftener.

11841. Then there are three visits to each school?—Yes. That is about it. There are sometimes exceptions, but that is the rule, and it is, as far as possible, carried out in all the more important schools.

11842. What proportion of the scholars are able to read fluently—who have got over the drudgery of learning to read and spell, and are able to receive superior instruction?—About two-thirds.

11843. Perhaps you can give me the figures?—I have it here as nearly as possible. I don't think I can answer that question by saying that two-thirds can read "fluently." I am sure that two-thirds of the children could read a little.

11844. Oh, yes; but I mean that point of progress in the elementary school when the child ceases to merely labour over the mechanical part of reading, but is able so to read as to enjoy a book, and to derive benefit from it at home?—I could not answer that.

11845. In the National Board schools and the Church Education Society's schools, they are distinguished into three classes. The first and second classes are supposed to have the elements of spelling and easy reading, and in the third class they are capable of benefitting by the book?—I could not answer the question as to numbers without some inquiry. I could easily ascertain it.

11846. How long do the children continue in school? At what age do they leave you?—They generally go out at from fourteen to fifteen.

11847. At what age do they come in?—In many cases they come in at so early an age as from three to four.

11848. To infant schools, of course?—Many of them are infant schools. In all of them there are infants—in all the mixed schools a large number of the children are very young.

11849. Now, do you find a difficulty in keeping them at the schools, considering the anxiety of the parents to make their children earners of money?—Yes, it is a difficulty that we have constantly to contend against; but we impress upon them the importance of keeping the children at the schools, with a view to their advancement in life.

11850. And you find that successful?—Yes, I think so. Many stay; they stay tolerably long.

11851. Mr. *Sullivan*.—What is the specific object of your society? Is it the education and instruction in secular matters of the people?—The specific object of our society is to instruct in religion; and we therefore make the secular instruction subordinate. We are a society for the purpose of diffusing Protestant principles in Ireland.

11852. Your society is essentially a society for the conversion of Roman Catholics?—Yes, it is.

11853. And your object is specially and almost entirely that conversion?—And to benefit such Protestants as may come under our instruction; but our object is avowedly for the dissemination of Protestant principles in the country, and the conversion of Roman Catholics.

11854. You are not an educational body, properly so called?—No, but a very large part of our work is carried on by means of schools.

11855. Master *Brooke*.—The system now has been at work since 1849—namely, nineteen years; what results do you consider have flowed from it?—Large numbers of young persons have been trained in habits of industry and religion and loyalty; and the effect has been seen in the diminution of crime in districts where the schools are at work; and the children have exercised a beneficial influence upon their parents.

11856. When you say that there is a diminution of crime in districts, have you been able to establish that by any statistics?—Yes. I was speaking more especially of districts in Connemara. I have not any statistical returns here to refer to; but I think it is generally admitted that those districts are now far more tranquil and loyal, and that there is much less of crime in them than there was before this work commenced.

11857. Could you (not at this moment, of course) supply the Commissioners with any facts illustrative of that, or any statistics that will show it? Have you any means of proving it?—The only means I have at this moment is the testimony of the particular missionaries in all the districts.

11858. I have returns from them stating that; but do you think there are any Government or other returns by which it can be shown independently of the missionaries' own testimony?—I feel sure that it could. I have endeavoured to procure it.

11859. Has it ever been attempted to make that out?—I do not know.

11860. Mr. *Gibson*.—Does not the same statement

apply to the country generally—that there has been a general diminution of crime throughout all the provinces of Ireland?—I believe there has.

11861. So that the judges and the grand juries of the different counties have got very little to do, in fact, as far as crime is concerned, throughout north, south, east, and west?—Well, I have observed that the children trained in these schools grow up more obedient subjects, and better in every way than the children around them in the same localities. That has been the result of my observation.

11862. At the same time the statement applies to the country, that there has been on the whole a vast diminution of crime?—Oh, I know that.

11863. Master *Brooke.*—If there has been a diminution of crime in the districts you refer to in a greater proportionate degree than in other districts of the country, ought not that appear in some statistics?—I feel assured it could be established in that way. I can only state what I have before me—the testimony of missionaries, and my own personal observation. I know the proof from statistics would be of great value.

11864. You know it is the great fact as referred to by Dr. Wilson, that there has been a general diminution of crime throughout the country?—I quite admit that.

11865. Rev. Dr. *Wilson.*—You regard your society as strictly denominational?—Strictly denominational.

11866. A society altogether in connection with the Established Church?—Yes.

11867. The *Chairman.*—Are your teachers all members of the Established Church?—All.

11868. Rev. Dr. *Wilson.*—Do you use the catechism and formularies of the Established Church?—The formularies of the Church are used, and the catechism is taught to those children who are willing to be confirmed.

11869. You do not teach them to all the children who are able to learn?—No.

11870. You say there are schools in Dublin scattered in different parts of the city?—Yes.

11871. And I understand that the 55 schools in the county Galway are scattered over the country?—They cluster more especially in the district of Connemara, but they are scattered over various parts of the country.

11872. And your total number on the rolls gives an average of about 42 to each school?—Yes.

11873. What is the average daily attendance?—I should think about thirty.

11874. Do you assert that as a fact?—You ask me and I state my impression. I have not the numbers before me now.

11875. You cannot verify it now?—I could not without some little inquiry. I can state about the number I am so familiar with all the schools. I do not happen to have a return.

11876. What is the average number on the roll?—The number on the roll of each school is forty-two, and the average attendance would be——

11877. How many?—I think about thirty. I have not the average attendance here, but I could easily obtain it.

11878. Should you regard that as a large average daily attendance?—I think that, considering the circumstances of the children in the country districts, and their great poverty, it is a fair average. I would not think it a large average in the city of Dublin.

11879. Of what class are the children of those schools principally?—In the country districts they are generally very poor, but there are a few of the more respectable. In the Connemara districts especially the children are extremely poor.

11880. Have you two training schools in Dublin?—Yes.

11881. Are they separate?—They are separate, male and female.

11882. What is your training staff in the male school?—The male school is smaller than the female school. If you will allow me I will begin with the female. We have a matron for the female school and we have a master who attends the school. The same master gives lessons in the male school, and two other of the masters on the spot also give instruction in the school who are also masters in the male school. In the female school there is a resident matron, and a master who attends from time to time, and others who assist, such as singing masters who come in.

11883. Have you but one female teacher?—There are training masters in connexion with the establishment—one female teacher and one of the masters who attend so many hours a day. It is a small training school. We only train those that we require for the schools—for our own work. The average attendance is from eight to ten.

11884. What is the course of training?—It embraces a thoroughly good knowledge of Scripture. They must learn grammar thoroughly, arithmetic, up to fractions for instance, and mental arithmetic thoroughly well. They learn to sing, and sing by note. The girls learn needlework and English history, and an outline of history generally. They practise teaching, and understand something of school management.

11885. Where do they practise teaching?—In the adjoining model school; there is a girls' school and an infant school as practising schools, and a boys' school in the adjoining model school.

11886. Do I understand you to say there were fifty-two masters and 60 mistresses?—Including assistants.

11887. That is 112 altogether in these for 3,660 children on the roll teaching?—Including assistants, some of these practising with a view to become teachers.

11888. How is it you require so large a teaching staff for the duties of these eighty-six schools, with 3,660 children on the rolls?—The return before me includes those who are assistants in training. I see in the return, I took them from the sheet before me.

11889. What is the number in training?—Ten masters and sixteen mistresses.

11890. That would give a teacher to each school?—It would.

11891. Of the two-fifths of the children attending the schools, who are the children of Roman Catholic parents, should the Commissioners understand you to say, these parents still continue to attend Roman Catholic places of worship?—A great many of them do.

11892. The parents still continue to attend Roman Catholic places of worship?—Many of them do.

11893. In other words, these Roman Catholic parents continue Roman Catholics?—Many of them continue nominally Roman Catholics who send their children to the schools, but who do not go to Roman Catholic chapels.

11894. Do they go to your church?—There are some who go occasionally to church, but not regularly.

11895. You have stated, as accounting for the attendance of such a number of children, that you got good situations for them. Do you mean in the locality of which they are natives?—I ought to answer generally. Many of the boys go into the army and into the navy; many of them have been apprenticed to the different trades.

11896. In what districts?—In various parts of Ireland; many of them emigrate; the majority of the females go out as domestic servants, and some few become schoolmistresses.

11897. Do many remain in the districts to which they belong?—Only a very small proportion.

11898. Either male or female?—Either male or female—not more than a quarter.

11899. By whom was this society instituted?—It was instituted by a number of gentlemen in England, of whom one may be named specially, the Rev. Alexander Dallas, the principal, the late Rev. Edward Bickersteth was another, and a few others.

11900. Whence are the funds obtained for carrying on this society?—The greater part of the funds in England—a good proportion in England.

11901. What is the amount?—The average income is £25,000 a year.

11902. How much of that comes from England?—

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About £21,000, and about from £4,000 to £5,000 in Ireland. It varies.

11903. The balance of the £25,000 is contributed in Ireland?—Yes.

11904. Are all your teachers trained first?—Yes.

11905. Do they attain any classification in connexion with the training department?—No.

11906. Do they obtain any classification afterwards as the result of your inspection, or as the result of their efficiency?—They never receive an increase of salary unless they themselves pass examination and the schools pass well on inspection.

11907. What is the classification?—They are not classified with us except according to their salary. That is the only thing that governs it. We don't have them first, second, and third class teachers as under the National Board.

11908. What is the character of the test applied to the schools which the extra pay for the teaching gives?—Every class must pass according to a scale of proficiency which is provided for the purpose.

11909. How many classes have you?—The schools are divided into three sections, and where the number is large enough to admit of it, each section into two classes.

11910. What books do you use?—We use the reading books of the Christain Knowledge Society.

11911. Are you familiar with the reading books of the National Board?—Yes.

11912. Will all the children in your schools pass through the First Book of the National Board?—I could not answer such a question directly.

11913. What is the amount of salaries given to your teachers?—The female teachers, if I may begin with them, when they leave the training school receive £30 a year. They rise to £36, and in some instances above that.

11914. What is your maximum?—I think we regard £40 a year as nearly the maximum for a female teacher. Anything above that would be quite exceptional.

11915. What for the male teachers?—The male teachers usually begin when quite young—some begin at £30 a year. They would soon rise to £36, and they might reach perhaps to £60.

11916. Do you obtain any school-fees?—None.

11917. None?—I think I may say none. It is extremely exceptional. There have been a few cases—it is quite exceptional. I might almost say none.

11918. Even in Dublin?—Even in Dublin.

11919. Have you any children such as the children of mechanics attending those schools?—There are a few.

11920. They pay no fees?—No.

11921. Have you teachers in other employments?—They are not allowed to have any.

11922. Are there some who become clerks in churches?—There are some—it may be so in country places.

11923. Sextons?—No.

11924. In communicating instruction in school, do you draw a broad line between literary and religious education?—No, we aim as much as possible that the religious element should pervade everything.

11925. Everything—through reading, writing, and arithmetic?—Reading, writing, and soforth. That is our aim certainly. I don't know whether I should correct that. It is rather a humorous question put so absolutely as that. Of course it is understood what I mean.

11926. Should you admit any children to your schools recognising this principle, "Due care should be taken that the ordinary branches of a sound literary education shall be effectually taught. The children of other denominations avail themselves of the literary advantages afforded by these schools without being compelled to join in the religious exercises provided for our own youth"?—We could not accept that at all; but perhaps I may be allowed to add, lest my answer should go beyond what the question appears to convey, we do not oblige the children who differ from us to become what we are. We oblige them to receive the instruction and we leave them free as to the result. We teach them what we believe is true and right, and leave it with them to accept it or not as they please.

11927. Do you endeavour, through your teacher—through the instruction you communicate—to obtain certain results?—Yes.

11928. That is, that the children will ultimately believe what you teach?—Yes, but we do not impose it as a necessity upon any child that they shall conform to our particular religious opinions.

11929. Are you aware whether your society wishes to be helped out of State funds in carrying on its operations?—We should be very glad to receive aid from the State, but we have always thought it quite hopeless to expect it.

11930. Rev. Mr. *Cowie.*—I suppose you know the schools in the town of Galway?—Yes, I do.

11931. Do you give away as much in food and clothes as the nuns in Galway give to the poor children who frequent their schools?—Not as much, as far as I know.

11932. Do you hold out that bait indifferently to children of all denominations?—Of course. I may mention for accuracy that the Missionary Society, as such, gives nothing. If ever it is done it is done by local friends. As a society all we do is to provide a school and a teacher. If, in addition to that, local friends feel it right, at certain times of the year, to give food to those to whom they think it needful, we do not interfere.

11933. Or clothing?—Or clothing. My firm conviction is that not near as much is given in the schools as is given in the other schools to which the children might go.

11934. Do you hold out the bait indifferently to children of all religious denominations?—The word "bait" is rather a strong word to use, if I might be allowed to object to a word. It is not that I want to find fault with the word, but in a question it is put in a way which I could not accept it. We don't, as a society, do it, and those who do it in the locality do it less as a bait than that they think it needful from the poverty of the children. The answer is, if it is done it is done to all who need it.

11935. I should suppose that the nuns in Galway, for example, only give away food and clothing to the children of their own religious denomination?—Of course it would be given, in those schools, to all who came.

11936. You necessarily, from the action of your society, give these things to children of every religious denomination?—Yes, undoubtedly.

11937. How much do you expend yearly on your schools—£25,000?—No; nothing like that.

11938. You take £25,000 in round numbers as the income of your society?—That includes assistants, missionary clergymen, scripture readers, and a variety of other operations in addition to the schools.

11939. How much of the £25,000 is spent on the 86 schools, or upon your educational operations in Ireland? I don't want it accurately.—I would sooner, if I were permitted, be able to give that answer correctly. It involves a little analysis of account.

11940. Suppose half?—No.

11941. A third?—No; perhaps a fourth.

11942. About £6,000 per annum?—I don't know.*

11943. You are not prepared to answer the question?—I am not prepared to do so, but I could ascertain.

11944. Will you tell me what proportion of the 3,660 children on the rolls may be supposed to be in average attendance?—Without pledging myself to accuracy, I should think about 2,700.

11945. That would be about three-fourths?—About that.

11946. You are aware that the average attendance of the children attending the schools of the National

* The following memorandum was subsequently supplied by the Rev. Mr. Cory:—

"In reply to a question put to me by one of the Commissioners, I have ascertained that the sum spent by the Irish Church Mission on Education, including training and inspection, is £6,000 per annum.

(Signed), "H. C. Cory."

Board is not above one-third of the number on the rolls?—Our attendance is much larger than that.

11947. Have you any estimate in your books as to the cost per head in your schools throughout the country?—No; I could easily ascertain.

11948. You say you do not teach the Church Catechism to all children in the schools?—No. As a rule, the practice is to teach it to those children who are willing to be confirmed—that is the practice.

11949. What religion do you teach to others?—The religion of the Bible.

11950. May that not include Unitarians quite as much as Church of England people?—We teach them the great principles of the Church of England.

11951. Presbyterians accept the Bible without accepting the principles of the Church of England, so you must have some formula beyond the Bible by which you bring children to the principles of the Church of England?—It is well known that we are members of the Church of England and that we teach the great Protestant and evangelical principles which we believe the Church of England maintains.

11952. Is there any distinctive teaching between yours and the Presbyterian's system?—As a missionary body, teaching, in a great measure, children of a denomination different from our own, we commence with the Scriptures and the great fundamental evangelical principles which we believe the Scriptures teach.

11953. Rev. Dr. *Wilson.*—Practically, having Roman Catholic children and children of all denominations in your schools receiving instruction from the Bible, can you teach the distinctive principles of your own Church, and do you?—We do. A question was asked about the teaching of the Church Catechism; as such it is a matter of detail. I wish to guard my answer by stating that, in approaching children of another denomination, we seek to set before them the great fundamental evangelical principles of the Bible, which I believe to be the great principles of the Church of England. I don't know how to guard my answer more than that.

11954. Rev. Mr. *Cowie.*—As an English churchman, I wish to know if you are teaching these people to be English Church people or merely anti-Romanists?—My answer to that is, that the children are brought up in the principles of the Church of England and are steadfast to the Church of England.

11955. Mr. *Sullivan.*—As a matter of fact, is not the greater portion of the religious teaching given in those schools directly aimed at what are called the "errors of Popery?"—No; I would not say it was that. That is introduced undoubtedly. I believe the greater portion is aimed at the teaching of the great fundamental principles of the Gospel, and it is also applied to what we believe to be the errors of the Church of Rome.

11956. The question is as to the errors of the Church of Rome—is it not applied chiefly against the Church of Rome when teaching these fundamental doctrines?—I have not denied that we apply these doctrines to what we believe to be errors; but I must be permitted to say we don't regard what we call controversy as the fundamental aim of the instruction given. It is often said so; but it is quite a mistake.

11957. That may be the theory; but is not the practice the other way?—No; the practice is the same as the theory.

11958. If a Roman Catholic went through the schools with some care and found it as I state?—I have heard it said; but it has not been justified by my own practice, and it is not the rule of the school.

11959. Are you able to say positively that that is not the case?—I am perfectly able to say that is not the principle or aim of the society.

11960. Is not that the practice of the schools?—I don't think it is.

11961. Are you able to say that of your own knowledge?—Yes.

11962. Rev. Mr. *Cowie.*—Of course, from what you have said before, your society does not look to the State for any aid whatever?—As I said before, we would be glad to get it; but we have not hitherto expected it.

11963. Do you think it right that any fund contributed by all the denominations in the State should be applied for the support of the religious opinions of one party only?—It would be hardly fair for me to answer that question. It is rather a matter of political opinion.

11964. You decline answering it?—I decline answering it. It is entirely a matter of political opinion.

11965. Has your society ever made any application whatever for State aid?—No.

11966. Mr. *Sullivan.*—What books do you keep in your schools for the recording of the number of those attending?—There are roll-books and register books in all the schools.

11967. At what hour of the day is the roll called?—It is, in some schools, called at half-past nine, in others at ten.

11968. You have stated that you could put in a return, giving the average attendance in the eighty-six schools?—I said I had not the average attendance; but that I would give the return. I declined to answer till I knew exactly.

11969. You stated also that the chief object and aim of your society was the conversion of Roman Catholics. I ask you is the inducement the holding out of gifts of food and clothes? Is not that the chief inducement?—It is not, certainly.

11970. If you did not offer that inducement how many would come to you?—There are many schools in which no such inducement is offered, and many attend them. We believe a Scriptural and good secular education is a higher and more effective inducement, and we rely on that, even in the schools themselves. Because what we say is that even in these schools, where, from the poverty of the children, there may be such provided, the children themselves know they could obtain similar inducements in other schools, and we rely on the teaching we give them, and not upon any such inducements for the influence we exert.

11971. According to your own statement does not each school cost £290?—I did not state the cost of the school. That is the cost of the whole system.

11972. Are not the schools the chief instruments of your whole system?—Oh dear no. I don't say the whole. The system is much more widely extended in working than the schools.

11973. The schools do not represent the total result?—No; I have given that in evidence already. The society employs missionary clergymen, ministers to congregations, scripture readers, and various agencies. It is an extensive organization.

11974. From what class of persons do you get your teachers generally?—They are above the lowest class. They are a more respectable class than the humblest. We generally aim at a respectable class.

11975. What occupations of life were they at before they joined you?—Many of them have been children of schoolmasters, some the children of mechanics—persons of that class we aim at.

11976. Have any of them been schoolmasters previously in other schools?—There are instances.

11977. In those instances, on what grounds did they leave other schools and go over to you?—There are instances of persons who have been schoolmasters in other schools and whom we now employ.

11978. Are those people of unblemished character generally?—We would not take them otherwise.

11979. Have any of them ever been dismissed from other institutions?—Not that I know of.

11980. In no case?—I do not know of any. We would not take them unless they were of an unblemished character. It is a wide question.

11981. Have they never been taken up for being drunk—any of your schoolmasters?—I don't think they have. I am sure they would be dismissed if they were.

11982. Never taken up by the police?—I don't think so.

11983. Has there been any case of stabbing amongst them when they were drunk?—I don't think so. They would not be long on the work if there were.

11984. You say that two-thirds of your pupils in the schools are able to read fluently?—"To read" was

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the expression. I declined to say how many could read fluently. I do not know how many could read fluently, and I do not answer.

11985. What proportion of the 3,663 children are above ten years of age?—Of course I can give only an estimate, I have not the return before me; but I should think about one-half the number are above ten years. It is hardly fair for one to answer such a question without a return.

11986. Master *Brooke.*—Perhaps you could obtain such a return?—I could; but I could not answer such a question without it.

11987. Mr. *Sullivan.*—You stated you have been Inspector of several of the schools?—All of them.

11988. Have you not any of the notes you made when inspecting schools?—Yes, I have; but I think the examining and organizing master, Mr. Austin, would be better able to answer such details. From the nature of my occupations I have not these returns before me. I think they are with him, he takes the detail of the examination.

11989. Has the Society ever published any statistics of this kind?—Never.

11990. There seems to be no evidence on record as to how many of those children able to read are above ten?—No; but I could obtain a return. If I had known I should be asked about it I could have got the return.

11991. The *Chairman.*—What books do you use?—The Bible, and secular books of the Christian Knowledge Society, and a few other historical books, and Dr. Stanford's hand-book, and a few histories—some histories of the Irish Church. We use a primer of Church history—King's.

11992. Are there many cases in which your schools have met with hostility?—No; it is extremely rare. It used to be more common. Our experience is that a difficulty of that kind diminishes and ultimately disappears. After the school is established for any time any outward or violent opposition ceases.

11993. Can you give us a copy of your annual report?—With pleasure.

11994. Mr. *Gibson.*—What Church history do you use?—King's has been the standard book. It is rather large for a school book. We use tracts and small publications on the history of St. Patrick; subjects of that kind are popularly taught in the schools. We get any school publications bearing on such subjects. The history of the early Irish Church is taught in them too.

11995. Mr. *Sullivan.*—Has not the hostility to the schools greatly diminished since 1862?—I did not know that was a special date.

11996. 1862 or 1863—for the last four or five years?—For several years past we have had no trouble in the way of violence or opposition.

11997. Three or four years?—A longer period than that I should say.

11998. Since the census returns, in fact, showed that your statements about the results of your proceedings were not quite correct?—The census confirms every statement we made.

11999. Does not the diminution of opposition you speak of coincide with the publication of the census?—We have not found any such diminution.

12000. You spoke of the hostility of the people having diminished—is not that since the time of the census returns?—Not in any marked or special way since then, we have not found that difference.

12001. At what period before the census did the hostility diminish?—I can answer in no other way than by saying that for many years past, we have found tranquillity in all the localities of the mission schools as a rule. I don't know that I might be allowed to say with regard to the census, that we think the census confirmed all we stated respecting the schools. I don't wish to do more than just to throw it out that the census returns for these localities proved it.

12002. In what part of the country are the clergy and Scripture-readers maintained by the Society?—Chiefly in West Connaught.

12003. The *Chairman.*—What place of worship do your teachers in training in Dublin attend?—Townsend-street school-room, which is licensed as a church.

12004. Mr. *Gibson.*—Are the teachers Irish?—All Irish; many of them Irish-speaking. Irish is taught to many of the children; but not in school hours. It is not part of the routine. It is taught to many of them out of school hours, as a separate thing.

12005. Rev. Mr. *Cowie.*—Do the parents generally wish their children to learn Irish?—Yes.

12006. The *Chairman.*—Have any of the children attending the schools found a difficulty in learning, from their ignorance of English?—No; save in Irish-speaking localities. The children learn English very soon.

12007. Do many of the clergy, Scripture-readers, or teachers preach, read, or lecture in Irish?—Yes; some of the clergy, and the majority of the Scripture-readers.

[Adjourned.]

This table was subsequently supplied by the Rev. Mr. Cory, in answer to question No. 11,820:—

IRISH CHURCH MISSION SCHOOLS (Abstract of Returns), 1867–8.

County and District.	On Roll.			Average Attendance.		Present on 12th May, 1868.	No. of Schools.
	Male.	Female.	Total.	Winter.	Summer.		
Dublin and Kingstown,	457	501	958	760	758	784	11
Louth (Drogheda and Dundalk),	74	72	146	111	44	44	2
„ Ardee,	50	64	114	76	76	76*	5
East Galway:							
Aughrim and Tuam,	72	73	145	101	85	72	4
Galway (Town), Inverin and Spiddal,	111	81	192	150	161	152	6
West Galway:							
Oughterard and Castlekirke,	49	30	79	49	57	55	3
Clifden,	81	147	228	185	179	177	8
Ballyconree,	133	85	218	174	157	173	6
Roundstone,	66	64	130	89	73	72	4
Moyrus,	50	80	130	83	69	66	2
Errismore,	89	73	162	117	136	118	4
Errislannon,	40	40	80	40	51	61	3
Sellerna,	108	100	208	136	107	140	4
Ballinakill and Renoyle,	83	71	154	90	91	101	9
Mayo:							
Aasleagh and Bunlahinch,	62	39	101	58	61	54	3
Lough Mask,	26	19	45	38	27	29	2
Shrule and Ballinrobe,	36	30	66	48	49	46	3
Sligo Schools,	70	38	108	94	69	57	3
County Limerick (Drumlohare),	37	26	63	45	40	54	1
Ulster,	58	72	130	78	66	59	3
	1,752	1,705	3,457	2,522	2,356	2,390	85

* The average given here in the absence of a return.

NOTE.—For further particulars see pages 24 and 25 of Annual Report for 1867.

Thirtieth Day.—Dublin, Saturday, July 11, 1868.

PRESENT:

The Right Hon. The Earl of Powis, *Chairman.*

The Right Hon. and Most Rev. The Lord Bishop of Meath.
Rev. David Wilson, D.D.
Rev. Benjamin Morgan Cowie, B.D.
James Arthur Dease, Esq.
James Gibson, Esq.
Scott Nasmyth Stokes, Esq.
William K. Sullivan, Esq., PH.D.
Laurence Waldron, Esq.

George A. C. May, Esq., Q.C., D. B. Dunne, Esq., } *Secretaries.*

James W. Kavanagh, Esq., re-examined.

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James W. Kavanagh, esq.

12008. Mr. *Sullivan.*—When were the present districts of the Inspectors recast?—In 1855, they were recast, on their present basis.

12009. What was the distribution of the Inspectors in 1857, as to their religious denomination?—The whole of the twenty Inspectors in Ulster, with two exceptions, the officers in the Catholic districts of Cavan and Donegal, were Protestants or Presbyterians, and the Head Inspectors from 1846 up to that time, with the exception of a brief period, were Protestants, although Catholics form a majority of the population, and also of the pupils in the National Schools in Ulster.

12010. What led to this peculiar distribution?—I cannot say exactly the motives, except so far as you can gather them from the facts. The districts were much more desirable; and as Protestants, especially Presbyterians, are much more largely centered in Ulster than in the other parts of Ireland, it may have been that they thought it was better to keep men near their homes. The Ulster men in every office, from that of Commissioner down to porter, have ever had complete predominance in the institution.

12011. And were they allowed to select districts if they chose?—No; the Inspectors were not. I must say, as a general rule, the Inspectors urged their claims in point of length of service and official character, to get the better and more desirable districts. I may add that it often made twenty-five per cent. in a man's income, economy, and social comfort, to be in a small Ulster, as compared with a large Munster or Connaught district.

12012. The *Chairman.*—On account of the smaller distance he had to travel?—Yes, my lord, and not being out at night, under hotel or other expenses. In point of fact, in the North there are two Inspectors in a single parish. The town of Belfast contains ample work for one Inspector's district. The single parish of Shankill has at this moment two Inspectors residing there—one in north Belfast and another in south. They have each small rural strips outside the town, but there are schools enough in the town to make a district in itself.

12013. Were there at the time to which you refer?—No; they have been since divided.

12014. I mean was there this abundance of schools in Belfast at the time to which you refer?—Oh, no; the schools have been increased, of course, in Belfast. All the districts have been made smaller everywhere since then. I may mention, in connexion with this subject, that it was I who first pointed out the necessity of recasting the districts, and in doing so I had no object, sectarian or otherwise, but the equalization of the work, and of the positions of the Inspectors. Up to that time the territorial basis, the official unit, was a barony—whilst you have baronies in Ireland as large as a German principality, and other baronies very small. For instance, the baronies, from political causes, are very small in Meath, and in the Pale. The baronies are, on the other hand, very large in what you may call the Celtic parts of Ireland, in Kerry, and Donegal, and Mayo. It was an absurd unit. I represented that the districts ought to be recast on the following considerations—Area, the physical features of the country, population, number and character of schools, as to whether male or female, or mixed, and whether there were extra duties, such as convent schools, model schools, agricultural schools, large or small schools, and circumstances of that sort—in fact, a combination of all the elements, from which to get a fair basis. I suggested that the old arrangement should be broken up; and the result was that Mr. Hunter, now one of the Chiefs of Inspection, and who was deemed competent for such a work, and Mr. O'Galligan, Inspector, who, from the circumstance of his being a civil engineer, was also considered very competent, were brought into the office, and under our superintendence, as Head Inspectors, the work was done, and the present basis, that I think, on the whole, a very fair one, was laid down.

12015. And you think the present distribution of districts a good one?—On the whole a very fair one. There is one objection with regard to the distribution of the officers that I wish to point out, with reference to the question of mixed education. I have no desire to exile Presbyterians and Dissenters from Ulster, and put them as Inspectors away in Dunmanway and other places, where in the whole district they had not the means of public worship. Mr. Patterson, now a Head Inspector, applied to the Board, stating that he wished to get relieved of the Dunmanway district, on religious grounds, for within the whole of his official bounds he could not attend his own public worship; that he had to go to Bandon every Sunday, and thereby break a rule of the Board, which binds him very strictly within his district; but when he was relieved of it, strange to say, another Presbyterian was sent to succeed him.

12016. And the other Presbyterian was in the same position?—He did not remonstrate. I suppose he went to the Protestant parish church then, my lord. He was, perhaps, a little more elastic on the point.

12017. Are you aware if it is a fact, or is it simply the impression on your mind, that Mr. Patterson ever complained?—I know it as a fact, for he was my subaltern officer, and I recommended his application, or desire for removal.

12018. Mr. *Sullivan.*—You organized a model school at Clonmel?—I opened it, and I may say organized it.

12019. What were the peculiar circumstances that led to the success of that school, as you mentioned on the last day that it was very successful?—The first and main thing was confidence inspired by the co-operation of the local clergy with officers that they believed meant to carry on the school fairly, justly, and efficiently. Some extracts have been read from my reports on that school, but had the whole of even one of these reports been read, it would have been seen that I laid down this confident assertion, that it was not the principles of the Board, nor the fairness of its administration, but more than either of these, the active co-operation secured by the clergy acting with the officers of the Board—the clergy, Catholic, Protestant, Presbyterian, Unitarian; and as I had some school experience—having been

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James W. Kavanagh, esq.

head of the Marlborough-street model schools myself—of course I take some small share of the credit with regard to the literary portion of it; but that once successful school is now a failure and a wreck, in the sense of a united school. In 1856, the year before I left the service, the per-centage of Catholic pupils in the Clonmel Model Schools—Catholics formed 88 per cent. of the people—was nearly 82, when it fell, gradually, to 24½ per cent. in 1864, since which it has somewhat increased. The average daily attendance in the three departments, which was 272 in 1856, is now 128, and had been as low as 120, there being only twenty children in the infants' school, under a Protestant teacher.

12020. At the present moment are model schools in every diocese under an actual interdict—I use the term because it has been employed by other witnesses?—No, they are not in every diocese. They are in some.

12021. That explains the fact that there is a certain number of Catholics still attending them?—Yes; but the number each year is declining. The Catholics are now in a minority of twenty-four per cent. by the returns for 1867, and, as I believe, *bonâ fide* a minority of ten or fifteen per cent. now, at the very highest. There is not a *bonâ fide* attendance of fifteen per cent. of Roman Catholics in the aggregate in all the district model schools in Ireland.

12022. What is the total population of the towns in which there are model schools?—691,227, or an eighth of the entire population of Ireland, and half the urban population of the kingdom, excluding small towns of under 500 inhabitants.

12023. Rev. Dr. *Wilson.*—Name the schools at which the attendance of Roman Catholic children is prohibited by their bishops?—Derry, Omagh, Newtownstewart, Coleraine, Ballymena, Ballymoney, Carrickfergus, Belfast, Newtownards, Lurgan, Newry, Enniskillen, Monaghan, Sligo, Galway, Athy, Enniscorthy, Kilkenny, Clonmel, Waterford, Cork, Limerick, and some others. I have in connexion with this, as portion of my answer, if you please, to state that where danger is proximate and great, this prohibition extends so far that the Roman Catholic laity—thus, the parents of the children, the pupils, and the teachers—are denied certain sacraments, the meaning of which is, that the bishop reserves to himself the power that if a person goes to confession or to other sacraments of the Catholic Church—the bishop reserves to himself the power that that person, unless dying, must present himself to the bishop, and account satisfactorily for his conduct in the matter of violating the prohibition of the bishop, before absolution can be given. That is the extreme prohibition. There is no excommunication, as was stated, but simply the bishop in some dioceses withholds faculties from all the clergy in his diocese, in relation to persons so offending, till the scandal of the person's conduct is explained, or removed.

12024. Mr. *Sullivan.*—Including the Vicar-general?—Yes; the bishop retains it entirely in his own hands.

12025. Rev. Dr. *Wilson.*—If the person were dying, would the bishop, as a matter of course and in obedience to the law of the Church, refuse him the sacraments?—The bishop or the priest would withhold absolution if the person continued impenitent, and refused to promise to withdraw his child from exposure to danger of loss of faith, a contingency difficult to be conceived in the case of a dying Catholic. Sincere sorrow for sin, and a purpose of amendment are essential conditions to render absolution efficacious, subject to which any priest can absolve any sinner, however abandoned, at the hour of death. Now, if you please, as a portion of my answer, I wish to observe that two or three of the bishops are in this position that they interdict as has been stated, or rather prohibit the attendance of the children of their flock in one model school in the diocese and not in another; which I think demands an explanation. I will first take this diocese. The Cardinal Archbishop of Dublin prohibits, under special penalties, such as I describe, the attendance of children at Athy, yet does not prohibit the attendance of the children in Marlborough-street, save that sort of abstract disapproval implied in his general public action in the whole matter. But I am able to state that that is a matter of local prudence peculiar to this city. The central model schools were established in 1833, long before the time of Cardinal Cullen. They were attended by numbers of children when he was appointed to this diocese, in 1852, and he has been awaiting his opportunity to have a sufficiency of schools in the district round about, and, as a matter

* Model Schools—Attendance and

	Model School.	County.	Population of Town, 1861. Total.	Catholics. Number.	Catholics. Per Cent.	School opened.	*Average Daily Attendance in all 1849.	1850.	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.
1.	Central, Marlboro'-st.,†	Dublin,	263,751	201,350	76·4	1833	1,034	1,075	1,118	1,102	1,109	1,137	1,089	1,177	1,118	1,080	1,057	1,079
2.	Dublin, West,	,,				1849	575	.	.	.	336	337	364	423	465	597	682	673
3.	Inchicore,	,,	1,149	840	73·1	1854	.	.	.	.	.	.	135	165	117	165	173	145
4.	Trim,	Meath,	2,058	1,791	87·	1850	.	229	224	225	213	242	240	272	253	274	269	261
5.	Athy (*Agric.*),†	Kildare,	4,124	3,688	89·4	1852	.	.	.	80	143	155	179	274	230	195	226	199
6.	Kilkenny (*Agric.*),	Kilkenny,	14,174	12,769	90·1	1854	.	.	.	.	.	22	174	215	205	248	206	146
7.	Parsonstown (*Minor*),	King's,	5,401	4,234	78·4	1860	.	.	.	.	.	.	.	.	.	.	.	35
8.	Enniscorthy,	Wexford,	5,396	4,692	87·	1862	.	.	.	.	.	.	.	.	.	.	.	.
9.	Clonmel,	Tipperary,	11,774	10,332	87·8	1849	276	276	257	228	213	188	200	228	226	211	204	215
10.	Dunmanway (*Agric.*),	Cork,	2,068	1,694	81·9	1849	142	134	159	207	208	206	185	215	252	286	274	286
11.	Cork ‡ (*Agric.*),	,,	80,121	67,148	83·8	1865	.	.	.	.	.	.	.	.	.	.	.	.
12.	Limerick ‡ (*Agric.*),	Limerick,	44,448	39,124	87·	1855	.	.	.	.	.	.	222	229	207	215	248	257
13.	Waterford, ‡	Waterford,	23,202	20,429	88·	1855	.	.	.	.	.	.	142	184	194	156	157	170
14.	Galway,	Galway,	16,967	15,621	92·1	1852	.	.	.	.	225	273	224	221	206	207	213	212
15.	Sligo,	Sligo,	10,693	8,392	78·5	1863	.	.	.	.	.	.	.	.	.	.	.	.
16.	Newry,	Armagh,	12,188	7,942	65·1	1849	216	216	207	203	216	190	178	172	181	189	178	177
17.	Lurgan (*Minor*),	,,	7,772	2,752	35·4	1863	.	.	.	.	.	.	.	.	.	.	.	.
18.	Ballymena,	Antrim,	6,774	1,656	24·4	1849	149	149	174	131	127	144	157	171	158	162	173	172
19.	Ballymoney (*Minor—Agric.*),	,,	2,603	795	30·5	1856	.	.	.	.	.	.	.	150	135	167	143	161
20.	Belfast ‡ (*Agric.*),	,,	120,544	41,237	34·2	1857	.	.	.	.	.	.	.	.	1,034	1,194	1,022	951
21.	Carrickfergus (*Minor*),	,,	4,208	594	14·1	1861	.	.	.	.	.	.	.	.	.	.	.	.
22.	Bailieborough (*Agric.*),	Cavan,	1,139	809	71·	1850	.	86	87	115	126	121	110	130	148	147	141	147
23.	Coleraine,	Londonderry,	5,631	1,455	25·8	1860	.	118	118	140	149	112	113	134	140	146	160	172
24.	Londonderry,	,,	20,875	12,036	57·6	1862	.	.	.	.	.	.	.	.	.	.	.	.
25.	Omagh (*Minor*),	Tyrone,	3,662	2,273	62·1	1859	.	.	.	.	.	.	.	.	.	.	57	237
26.	Newtownstewart (*Minor*)	,,	1,232	604	49·	1861	.	.	.	.	.	.	.	.	.	.	.	.
27.	Monaghan (*Minor*),	Monaghan,	3,910	2,756	70·5	1861	.	.	.	.	.	.	.	.	.	.	.	.
28.	Newtownards,	Down,	9,543	1,126	11·8	1862	.	.	.	.	.	.	.	.	.	.	.	.
29.	Enniskillen,	Fermanagh,	5,820	3,263	56·	1867	.	.	.	.	.	.	.	.	.	.	.	.
	Metropolitan,		264,900	201,890	76·1	.	1,609	.	.	.	1,445	1,474	1,588	1,765	1,700	1,812	1,912	1,850
	Provincial,		426,327	271,112	63·6	.	783	1,208	1,226	1,329	1,620	1,653	2,124	2,595	3,569	3,797	3,671	3,835
	Total,		691,227	473,302	68·4	.	2,392	.	.	.	3,065	3,127	3,712	4,360	5,269	5,639	5,583	5,685

* No available Returns for a few of the items.

† *Agric.* means that it has

of fact, several schools have been built, three large establishments being on the eve of being opened—in Strand-street, North Brunswick-street, and James's-street, and largely, with the view, when the proper time should come, of taking away the children from the central model schools. I also may state, without any breach of confidence, that he had intimated to the late government his intention of withdrawing Catholics from the central model schools, as he need only direct, and it is done. It was a mere question of local prudence; and no one feels more the seeming inconsistency of his public conduct in successfully prohibiting in Athy what he does not specifically prohibit in Dublin, than the Cardinal himself. But as for saying that he suffers or permits it, in the sense of approval, he does not. It is a question of mere temporary and local expediency. And the same thing applies to Cork and Dunmanway, in the one diocese. Dunmanway model school was opened under me. I had the good fortune to secure the entire co-operation of the parish priest. It is still tolerated, while that in Cork is under severe episcopal ban. Even the Dunmanway school has steadily fallen away from an average of 286 in 1860, to 225 in 1867.

12026. The *Chairman.*—Have you finished the enumerating of the schools?—Yes, my lord, of those that are prohibited in the strict sense, and I was giving the others that are disapproved, although the children are not expressly forbidden to attend them; and of this class I begin, then, with the central model schools—Dunmanway, Bailieborough, the boys' school, Trim—the few not under the strict prohibition.

12027. Mr. *Sullivan.*—Of the population of the towns in which the whole of the model schools are what is the relative proportion of Roman Catholics?—In Dublin, the Catholics form seventy-six per cent. of the total, or somewhat less than the proportion that Catholics form in all Ireland. In the provincial towns having model schools the proportion of Catholics is 63·6 per cent., and in all Ireland, Dublin included, above sixty-eight per cent. These towns contain 691,227 people, and while there are upwards of sixty-three per cent. Catholics in the twenty-six towns with provincial model schools, only twenty-four per cent. of the children attending last year are Catholics.

12028. That is upon the whole of the model schools?—Upon the whole of the twenty-six provincial model schools.

12029. That is for the year 1867?—For the year 1867, according to the Board's last Report.

12030. Now take what was the number since 1860—what was the relative proportion in 1860?—A declining, or I might almost say a vanishing quantity for the last fourteen or fifteen years. It fell from sixty-eight per cent. in the year 1856, to forty-three per cent. in 1861, 30·9 per cent. in 1863, 27·5 per cent. in 1864, 24·2 per cent. in 1866, and 24·1 per cent. in 1867; in addition to which I beg to add that I visited the Cork model schools on the 8th of May, and found only ten per cent. Catholic children, although from the last return it would appear that the proportion was 16·3 per cent. I have further to add that, within the last few weeks, the convent schools at Trim have been opened, by which two of the three departments of the model school of that town have been completely emptied and reduced to an absolute wilderness—the infants and the girls being transferred, bodily, to the nuns' school, so that it is a question of time till the establishment of Christian Brothers' schools when the whole fabric will be left untenanted. Permit me to hand in a tabular view of the model schools as to pupils and creed, which I have prepared with some care.*

12031. In the case of Londonderry, Sligo, and Enniscorthy—three of those which are stringently prohibited by the bishops—what were the numbers of the Catholics and the relative proportions at the opening and in the past year?—The city of Londonderry contains 20,875 people, of whom 12,036, or 57·6 per cent. are Catholics, and some of the departments in those schools, in the course of fifteen months, had not even one Catholic child on the roll out of the 12,036 Catholics in the city. The erection of that school cost £8,315.

12032. With regard to Sligo?—The town of Sligo contains 10,693 inhabitants, of whom 8,392, or 78·5 per cent., are Catholics. The year the model school opened, 1863, there was no Catholic on the roll; the second year there were 0·7 per cent., or seven in a thousand on the roll; the next year 1·1 per cent.; the next year it fell to 0·3 per cent., or three in 1,000; and the return for last year makes it 2·2 per cent. I

CREED of PUPILS, 1849–1867.

DEPARTMENTS IN							• PER-CENTAGE OF CATHOLIC PUPILS ON ROLL IN EACH YEAR.															
1861.	1862.	1863.	1864.	1865.	1866.	1867.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	1862.	1863.	1864.	1865.	1866.	1867.	
1,373	1,385	1,388	1,443	1,387	1,408	1,462	.	.	87·7	84·	85·	86·	84·	83·7	83·5	95·	81·5	82·	81·1	78·3	60·6	71·8	66·5	67·9	66·8	1
742	596	427	415	517	402	438	.	.	.	.	.	.	.	.	96·5	.	.	.	97·6	93·3	92·8	95·2	95·8	96·5	94·8	2
167	160	160	170	222	178	157	.	.	.	.	.	.	.	.	51·8	.	58·5	.	55·4	50·4	54·6	54·3	58·4	62·7	62·4	3
277	259	258	242	252	232	237	.	92·2	92·2	92·5	94·5	98·8	92·9	93·6	93·5	95·	93·1	94·3	92·6	91·1	85·4	86·	88·7	84·6	83·8	4
176	125	131	120	104	124	125	.	.	.	85·	79·	76·	76·	71·	49·	57·	61·	63·	37·	40·	21·9	22·4	15·	21·1	22·4	5
144	175	228	129	132	133	128	.	.	.	.	.	98·	89·	85·	84·	88·	83·	75·	.	81·1	86·5	60·	40·	50·	40·5	6
99	158	135	121	155	176	140	.	.	.	.	.	.	.	.	.	.	.	27·4	15·	10·7	16·7	29·2	47·8	49·7	47·5	7
.	31	52	75	79	63	59	.	.	.	.	.	.	.	.	.	.	.	.	.	12·5	10·8	8·4	9·1	6·7	8·8	8
180	178	148	106	130	143	128	79·	68·	66·	68·	72·	80·	80·8	81·6	75·6	60·	61·8	54·5	52·2	51·9	45·9	24·5	33·7	46·6	44·2	9
276	235	236	230	247	260	225	94·6	93·8	92·5	85·	88·7	85·3	89·6	92·	92·9	93·	94·	93·8	95·	93·7	93·7	93·7	95·	92·2	93·3	10
.	.	.	.	343	497	497	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	16·1	20·4	16·3	11
269	238	209	352	279	292	314	.	.	.	.	.	.	69·4	54·	56·4	66·	64·	65·	61·	61·4	38·	38·8	27·	20·1	21·5	12
217	169	162	150	176	185	217	.	.	.	.	.	.	64·	53·	56·	55·	39·	50·9	59·	52·8	45·6	26·2	29·4	33·2	37·6	13
259	308	172	172	144	149	175	.	.	.	89·	79·	79·	82·	83·	79·	76·	76·	75·	80·	79·0	57·5	51·	38·4	43·8	39·5	14
.	.	136	183	180	165	195	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0·7	1·1	0·3	2·2	15
192	199	196	192	215	197	172	52·	52·	41·	42·	37·	57·	21·6	54·	43·	43·	39·	32·	33·	36·7	28·	34·	25·5	25·	21·2	16
.	.	248	331	351	346	317	.	.	.	.	.	.	.	.	.	.	.	.	.	.	7·8	12·6	16·8	14·4	11·5	17
163	152	157	195	172	143	155	24·	24·	26·	26·	12·	23·	15·	14·7	16·7	13·	14·	14·	9·3	12·2	6·6	8·5	5·3	5·6	6·7	18
170	161	163	165	183	164	164	.	.	.	.	.	.	.	.	.	.	.	19·4	.	22·5	26·7	31·	26·5	23·3	16·5	19
961	1,126	1,215	1,090	1,090	1,052	992	.	.	.	.	.	.	.	.	44·	28·9	25·	23·	23·	25·2	22·7	22·3	24·4	24·5	19·1	20
164	197	194	165	162	155	197	.	.	.	.	.	.	.	.	.	.	.	.	.	.	8·4	3·2	3·3	3·3	2·2	21
181	170	144	164	166	121	179	.	59·5	53·	54	51·	52·	55·	55·	59·6	56·	61·	63·	59·	50·8	54·3	53·3	52·2	47·	49·	22
195	152	174	183	153	126	126	.	13·5	13·	19·	19·	20·	20·	25·	26·7	20·	28·	20·	18·	22·4	19·7	19·	22·	16·2	12·6	23
.	346	325	319	322	331	342	.	.	.	.	.	.	.	.	.	.	.	.	.	0·9	0·9	1·1	3·6	3·6	2·9	24
241	219	206	187	203	188	201	.	.	.	.	.	.	.	.	.	.	.	1·3	3·	3·3	5·2	4·5	3·	4·5	4·2	25
119	134	133	103	101	112	115	.	.	.	.	.	.	.	.	.	.	.	.	1·9	3·1	2·2	4·2	4·2	5·2	2·3	26
153	196	189	198	220	201	190	.	.	.	.	.	.	.	.	.	.	.	.	4·6	37·4	34·4	32·8	32·1	29·6	24·6	27
.	312	371	376	363	328	314	.	.	.	.	.	.	.	.	.	.	.	.	.	0·5	3·4	1·5	1·3	2·3	2·6	28
.	.	.	.	.	.	133	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	6·	29
2,289	2,141	1,975	2,028	2,126	1,988	2,057	.	.	.	.	.	.	.	.	.	.	.	.	.	.	74·9	75·3	71·5	72·8	72·1	
4,436	5,250	5,082	5,495	5,922	5,883	6,002	63·	.	.	63·8	62·	68·	65·8	67·7	57·1	55·3	50·2	46·4	43·	36·6	30·9	27·5	27·6	24·2	24·1	
6,718	7,391	7,557	7,523	8,048	7,871	8,059	.	.	.	.	.	.	.	.	.	.	.	.	57·5	57·5	43·6	40·8	38·7	39·	37·3	

an Agricultural Department.

‡ A Maritime Department, or Navigation School.

July 11, 1868.

James W. Kavanagh, esq.

may add that a few of these pupils belong to the Protestant Inspector, whose children are being reared Catholics, their mother being a Catholic. Some others of them are the children of teachers and officers connected with the school, and such is the case also in Athy, Waterford, Enniscorthy, Lurgan, Londonderry, Ballymena, Newtownstewart, Omagh, &c. The cost of erection of Sligo model school was £7,983.

12033. May not that also explain more or less the attendance of Catholics in other places — may not they be the children of police officers and official persons in the neighbourhood?—Yes; it is so in many cases; and, as an illustration in support of your statement, I may cite the Enniscorthy model schools. The bishop and clergy of that neighbourhood, and, I am very happy to say, the Protestant rector, too, of the town objected to the introduction of this school. I went from Dublin specially myself in September, 1862, soon after its opening, to see its working; I felt a particular interest in that school, for while in the service of the Board I suggested to them as Head Inspector not to erect it. If you please allow me to put in evidence my letter of 1856, written in my official capacity, suggesting to them not to erect this school; and pointing out that it would be a certain failure. The letter is——

12034. Rev. Dr. *Wilson.*—If the letter is not long I should wish it read?—The letter is not long, but I am sure you would get evidence of the fact in the Board's order in reply thereto, saying that they regret that they cannot comply with my wish. I beg to remind you, Dr. Sullivan and Dr. Wilson, that I applied through this Commission for a copy of it, when Lord Powis was kind enough to order the letter, but the Board of Education say that it is mislaid in some way, and I have just been speaking to Mr. Hunter in the waiting-room, who has kindly promised that it will be sought for. But my word is enough. Ten years ago I published this letter in "The Catholic Case Stated," p. 196, and the Order of the Board, on my letter, stating that they could not go back of the promise they had made, as they were under a pledge to build the school.

12035. Mr. *Sullivan.*—In case the letter is forthcoming——?—You will regard me as having tendered the letter; but I have here in my own book a copy of the letter the Board wrote to me, saying that they must proceed with the work, notwithstanding the opinion of their Head Inspector against it.

12036. Rev. Dr. *Wilson.*—Have you a copy of your own letter?—I have not.

12037. Mr. *Sullivan.*—Were you ever consulted about model schools?—No; I was not consulted. With respect to the Enniscorthy school, I was told that the Board were about to erect it. I was then living that summer at Greystones; there was no bishop in the diocese of Ferns; the bishop had just died; and without consulting any person, from my knowledge of the locality, and of the temper of the Catholic people, I knew that the National system was barely tolerated in the diocese; but there was no one to advise with, no one to consult with, nobody to communicate with in any way, and I did my best, even in the interest of the Board, as I now state in this solemn way—I did my best to prevent an outrage of the feelings of the people in this reckless manner.

12038. Were the Inspectors consulted about the establishment of the model schools?—As a general rule not. You have only to recollect the fact that the Board projected the whole scheme of model schools in 1835; and, therefore, as I was a little boy in a short jacket, that I cannot have been consulted about the scheme, is very plain.

12039. Not about the scheme, but about the establishment of particular schools?—In some few instances, as matter of local information and prudence, the Board did ask the Inspectors' opinions—in some few instances—but I was never consulted in the case of Enniscorthy. It was merely intimated to me, in the common routine of business, that the Board had decided on the erection of a model school there, and that the building would shortly be commenced. When anything serious was done in the district, a duplicate of the Board's order was advised to me, as the Head Inspector, and I think you will find by the dates that I scarcely lost a post till I reviewed the whole position, if I may so say, of the National system in the diocese, and pointed out to the Board statistically, clearly, and plainly, that the success of a model school, in Enniscorthy, was impossible.

12040. At whose instance, generally, are model schools erected—what is the method of procedure with regard to the establishment of them?—I adverted to the general scheme laid down in 1835, and renewed again in 1845 or 1846, without any reference to the Inspectors. About 1851 model schools acquired some popularity in the South, owing to the success of that at Clonmel, opened in August, 1849. Some of the Waterford people had sought for one. One was projected at Kilkenny, and another in Limerick, and the matter naturally led to a good deal of discussion in the adjoining district—namely, Wexford. The Inspector availed himself of this movement, went about to promote the establishment of one in his district, and got up an application, signed by some persons, asking for a model school in the borough of Wexford. But the very moment this was made known, there was a strong demonstration elicited on the part of the Catholics in Wexford, saying, such a thing was not wanted; then that fell to the ground; but having fallen through in Wexford, the matter was taken up by the same Inspector in Enniscorthy.

12041. That district was then under your superintendence?—As Head Inspector—yes. The way it came to be taken up in Enniscorthy is this. The Earl of Portsmouth is the landlord. The Inspector spoke to persons in the locality to the effect, that if driven out of Wexford, why not get the advantage of a model school for Enniscorthy. The Earl of Portsmouth's agent was consulted, and told what a very good tenant could easily be got, if he would vouchsafe a building site. The building site was given, a good tenant was got, and the Board pledged themselves to the Earl of Portsmouth's agent to build. The local influence of the landlord could not, nor indeed was it ever exerted to secure the attendance of five children in the model school, as was proved by the sequel, whilst the whole population of the town—Protestant, Dissenting, Catholic,—all unanimously refused to attend, and stated that they had educational institutions enough in the town. I can give you a detailed account of my personal visit to the model schools in September, 1862. It was a total failure; the Board was afraid to open it for twelve months after it was built, such was the local antipathy to it, and the first use to which it was applied was the holding of a horticultural show, and it was said that some strolling actors had made application to Marlborough-street for permission to perform in it, seeing it was used as a cheap place of diversion. For a year after its completion the only inmates of the building were the Inspector and a caretaker.

12042. Mr. *Dease.*—Would not your case be strengthened by the fact that the Earl of Portsmouth has the character of being universally popular as a landlord?—Never heard anything against him; so I take it for granted, as bad landlords are very much spoken about, that he must be a very good man.

12043. Mr. *Sullivan.*—What is the present attendance in Enniscorthy?—Boys, girls, and infants, there are 59; and if divided into three departments, each of the three, having a daily average attendance of under 20, would be struck off as an ordinary wayside National school for want of a sufficient attendance, namely, 30. The average daily attendance in the three schools unitedly, each year, since its opening, has been:—1862, 31; 1863, 52; 1864, 75; 1865, 79; 1866, 63; 1867, 59; so that, small as the attendance is, it has been getting less for the last two years.

12044. What was the total cost of the Enniscorthy model school?—Its erection cost, at the least, £6,768; that is, £114 14*s.* a child, infants included, for each pupil in attendance, and £7 19*s.* 4*d.* a year

per child for annual cost of instruction. In connexion with a former question of yours, I beg to say, that on visiting it I found several pupils there who were the children of teachers and officers connected with the place. In one room I found a solitary child named Ada, reminding one of the touching line of Byron.

12045. How many of the present model schools are in the same condition as to attendance; that is, under the normal number necessary to entitle a National school to receive a grant?—The attendance is given in the last report *in globo*, that is, for the three departments of each school, and there should be 90 in any of the schools to claim a grant, but the only one that is in that category is Enniscorthy; in some, however, of the others the attendance is miserably small. In 1866 the three departments in Enniscorthy had a daily average attendance of 15, 19, and 29 pupils respectively; one of the departments, in Clonmel, had 20; one, in Bailieborough, 30; one, in Athy, 31; and one, in Coleraine, and one, in Newtownstewart, 32 pupils each. The new model school of Enniskillen has 133 in the three departments, which would give about 44 to each; and the Enniskillen model school cost £7,099 13*s.* for its erection, with a large annual sum for its maintenance.

12046. Can you put in a table showing the population of the towns, and the numbers attending?—I have put in such a table, but not including the cost. If you will allow me, I will now put in a return showing the cost of erection of each model school, and the cost per pupil, the annual support per school and per pupil, and other particulars. [*See Table on page* 500.]

12047. What was the average cost of all the schools in Ireland in 1843, out of the Government grant?—Divide the Government grant for each year, as I have done here, by the number of schools, and you get the following rates. I will not occupy the time of the Commission by enumerating them, but I will name a few. In the year 1843, with 2,912 schools, the annual grant was £50,000 a year, which is rather under the sum now spent on the model schools in the Board's own charge, attended by between 8,000 and 9,000 children. The entire average cost of each school to the State, in 1843, was £17 3*s.* 5*d.* a school.

12048. In 1868?—It has gone on since steadily increasing, and further in the column, as each new model school is added, we find an increased expense, till you have now the cost, £56 18*s.* 11*d.*, in 1866, and £54 19*s.* 7*d.*, in 1867, a school, or more than treble the amount in 1843.

12049. Have you calculated that table for the several years?—For each year since the foundation of the system. I will put it in now, if you please, stating also the average cost per child. I cannot give you any return as to the average cost per child till the year 1852, because the Board did not publish the material in their reports.

12050. Can you add to that the local contributions?—I have it before me. The cost per child, to the State, in 1852 was 11*s.* 9*d.* The cost per child in average attendance in 1867 was £1 2*s.* 4*d.*, or twice the amount in 1852.*

12051. I think you stated on a former occasion that the model schools, as schools merely, putting aside the religious objection, were excellent schools?—Excellent as compared with most of the ordinary schools generally, for the reasons that I have stated—superior teachers, well paid, amply supplied with all the material aids for instruction; children of a good class of life, much better than the average of the pupils generally in the ordinary schools, and therefore attending more regularly, paying school fees, and well supplied with books and requisites—the *eclat* of public examinations by the Inspectors, large premiums, and the temptation of promotion to different offices con-

* Average Annual Cost, from State Grant and from Local Funds, per School and per Pupil.

No. of Report.	Year ending.	No. of Schools in operation.	No. of Pupils		Parliamentary Grant.	Average Amount of Grant		Local Support.				Average Local Support.	
			On Roll.	In average Daily Attendance.		Per School.	Per Pupil Present Daily.	No. of Schools.	Fees.	Subscriptions.	Total.	Per School.	Per Pupil.
			Half year ending September.		£	£ s. d.	£ s. d.		£	£	£	£ s. d.	s. d.
	Dec. 1832,	–	–		30,000	–							
1	,, 1833,	789	107,042		37,500	47 10 7							
	,, 1834,	–	–		25,000	–							
2	Mar. 1835,	1,106	145,521		20,000	18 1 9							
3	,, 1836,	1,181	153,707		35,000	29 12 9							
4	,, 1837,	1,300	166,929		50,153	38 11 7							
5	,, 1838,	1,384	169,548		50,000	36 2 7							
6	Dec. 1839,	1,581	192,741		50,000	31 12 6							
7	,, 1840,	1,978	232,560		50,000	25 5 7							
8	,, 1841,	2,337	281,489		50,000	21 7 11							
9	,, 1842,	2,721	319,792		50,000	18 7 6							
10	,, 1843,	2,912	355,326		50,000	17 3 5							
11	,, 1844,	3,153	395,550		72,000	22 16 9							
12	,, 1845,	3,426	432,844		75,000	21 12 0							
13	,, 1846,	3,637	456,410		85,000	23 7 5							
14	,, 1847,	3,825	402,632		100,000	26 2 6							
15	,, 1848,	4,109	507,469		120,000	29 4 1							
16	,, 1849,	4,321	480,623		120,000	27 15 5							
17	,, 1850,	4,527	511,239		125,000	27 12 3							
18	,, 1851,	4,709	520,401		134,560	28 11 3		4,568	–	–	24,206	5 5 11	
19	,, 1852,	4,875	544,604	280,005	164,577	33 15 2	0 11 9	4,729	–	–	24,997	5 5 9	
20	,, 1853,	5,023	550,631	271,365	182,073	36 5 1	0 13 5	4,869	18,632	7,989	26,621	5 9 4	
21	,, 1854,	5,178	551,110	267,099	193,040	37 5 7	0 14 6	4,822	19,665	8,107	27,772	5 15 2	
22	,, 1855,	5,124	535,905	262,488	215,260	41 19 10	0 16 5	4,973	21,918	9,987	31,905	6 8 4	
23	,, 1856,	5,245	560,134	254,011	227,641	43 8 0	0 17 11	5,095	26,630	10,505	38,148	7 10 1	
			(Year ending Dec.)										
24	,, 1857,	5,337	776,473	268,397	214,734	40 4 8	0 16 0	5,186	28,069	10,593	39,826	7 13 7	
25	,, 1858,	5,408	803,610	266,091	230,047	42 10 9	0 17 3	5,200	25,096	10,674	39,770	7 13 0	3 2
26	,, 1859,	5,496	806,510	269,203	267,627	48 13 10	0 19 10	5,251	32,001	9,506	41,507	7 18 1	3 3
27	,, 1860,	5,632	804,000	264,823	308,934	54 17 0	1 3 4	5,447	33,962	10,000	43,962	8 1 5	3 5
28	,, 1861,	5,830	803,364	284,726	310,779	53 6 1	1 1 10	5,448	34,342	9,930	44,272	7 11 10	3 2
29	,, 1862,	6,010	812,527	284,942	319,797	53 4 2	1 2 5	5,817	34,900	10,968	45,868	7 17 8	3 4
30	,, 1863,	6,163	840,569	296,986	324,709	52 13 8	1 1 10	5,966	34,696	11,537	46,233	7 15 0	3 2½
31	,, 1864,	6,268	870,401	316,108	335,706	53 12 0	1 1 3	6,025	36,935	12,054	48,989	8 2 7	3 2½
32	,, 1865,	6,372	922,084	321,518	338,926	53 3 8	1 1 1	6,174	39,136	12,339	51,475	8 6 9	3 3¼
33	,, 1866,	6,453	910,619	316,225	352,015	56 18 11	1 2 3	6,335	40,529	12,441	52,970	8 9 10	3 5¼
34	,, 1867,	6,620	913,198	321,518	358,466	54 19 7	1 2 4	6,390	40,834	11,986	52,869	8 5 5	3 4¼
	,, 1868,	–	–	–	376,742	–	–	–	–	–	–	–	–
				Total,	6,050,226								

Returns as to local aid, towards salaries, &c., not available till 1851.

Daily average attendance not returned till 1852.

Not returned till 1852.

The above Items are compiled, as to Schools in operation and Pupils, from the Reports of the National Board; as to Parliamentary Grants, from votes of House of Commons and from Reports of the Board of Works; and the average Cost per School and per Pupil is computed from these; while the details as to Local Contributions are taken from the Board's Reports, and from a Return (No. 532—1861) to House of Commons.

Model Schools—Cost of Erection and of Support, and Number and Creed of Pupils, 1866–7.

No.	Model School.	County.	Population of Town—1861. Total.	Catholics.	Per Cent.	Cost of Erection, Fittings, Furniture, &c.	Year Opened.	Average Daily Attendance. 1866. Boys.†	Girls.	Infants.	Total.	1867. Total.	Per Centage of Pupils of each Creed on Roll, at end of 1866. Catholics.	Estab. Church.	Pres.	Others.	Cost, to State, in 1867. Literary Department.	Agricultural Department.	Total.	Average per Pupil present Daily.	Average Cost of Erection, &c., per Pupil.
						£											£	£	£	£ s. d.	£ s. d.
	LEINSTER:																				
1	Central, Dublin,	Dublin,	263,751	201,250	76·4	90,000*	March, 1833,	683	452	270	1,405	1,462	65·6	23·6	7·5	3·3	6,811	–	6,811‡	4 17 0	61 11 0
2	Dublin, West,	Do.,				1,500*	August, 1849,	179	113	110	402	438	96·5	3·5	–	–	1,010	–	1,010	2 6 1	3 8 0
3	Inchicore,	Do.,	1,149	840	73·1	2,445	October, 1854,	62	54	65	181	157	64·1	34·9	0·5	0·5	490	–	490	3 2 4	15 11 0
4	Trim,	Meath,	2,058	1,791	87·	5,053	May, 1850,	110	62	60	232	237	84·0	16·0	–	–	859	–	859	3 16 8	21 7 0
5	Athy,	Kildare,	4,124	3,688	89·4	6,546	August, 1852,	53	40	31	124	125	18·2	54·8	18·2	8·8	749	170	919	7 7 0	52 7 0
6	Kilkenny,	Kilkenny,	14,174	12,769	90·1	4,473	Nov., 1854,	51	38	44	133	128	33·7	57·3	3·9	5·1	769	638	1,407	10 19 10	34 19 0
7	Parsonstown,	King's,	5,401	4,234	78·4	2,977	October, 1860,	81	55	40	176	140	46·6	46·7	1·9	4·8	690	–	690	4 18 7	21 5 0
8	Enniscorthy,	Wexford,	5,396	4,692	87·	6,768	July, 1862,	29	15	19	63	59	4·5	82·9	1·1	11·5	470	–	470	7 19 4	114 14 0
	MUNSTER:																				
9	Clonmel,	Tipperary,	11,774	10,332	87·8	6,456	August, 1849,	72	42	20	134	128	40·8	41·9	6·6	10·7	777	–	777	6 1 4	50 9 0
10	Dunmanway,	Cork,	2,068	1,694	81·9	7,639	August, 1849,	124	136	–	260	225	92·3	7·7	–	–	759	36	795	3 10 10	33 19 0
11	Cork,	Do.,	80,121	67,148	83·8	9,762	Sept., 1865,	229	151	117	497	497	20·4	63·4	5·8	10·4	1,864	450	2,314	4 13 2	19 13 0
12	Limerick,	Limerick,	44,448	39,124	87·	5,514	August, 1855,	113	93	86	292	314	20·1	57·3	12·0	10·6	1,177	524	1,701	5 8 4	17 11 0
13	Waterford,	Waterford,	23,202	20,429	88·	6,529	Sept., 1855,	84	52	49	185	217	48·2	21·0	10·1	20·7	874	–	874	4 0 6	30 2 0
	CONNAUGHT:																				
14	Galway,	Galway,	16,976	15,621	92·1	3,951	July, 1852,	66	41	42	149	175	37·5	32·4	17·0	13·1	837	–	837	4 19 3	22 11 0
15	Sligo,	Sligo,	10,693	8,392	78·5	7,983	August, 1863,	58	50	48	156	195	0·3	49·9	24·1	25·7	793	–	793	4 1 4	40 10 0
	ULSTER:																				
16	Newry,	Armagh,	12,188	7,942	65·1	5,314	May, 1849,	79	80	38	197	172	21·9	33·1	39·9	5·1	756	–	756	4 7 10	30 18 0
17	Lurgan,	Do.,	7,772	2,752	35·4	6,295	Feb., 1863,	201	72	73	346	317	14·7	47·2	27·3	10·8	1,159	–	1,159	3 19 1	19 11 0
18	Ballymena,	Antrim,	6,774	1,656	24·4	5,271	May, 1849,	59	44	40	143	155	5·7	20·0	66·5	7·8	706	–	706	4 11 1	36 18 0
19	Ballymoney,	Do.,	2,603	795	30·5	1,686	Feb., 1856,	65	51	48	164	164	21·3	9·9	67·3	1·5	590	37	627	3 16 5	10 6 0
20	Belfast,	Do.,	120,544	41,237	34·2	12,453	May, 1857,	515	304	253	1,072	992	21·0	22·8	47·7	8·5	3,528	619	4,147	4 3 7	12 11 0
21	Carrickfergus,	Do.,	4,208	594	14·1	3,962	Feb., 1861,	61	36	58	155	197	3·6	21·4	66·3	8·7	646	–	646	3 5 7	20 2 0
22	Ballieborough,	Cavan,	1,139	809	71·	4,372	May, 1850,	46	45	30	121	179	46·8	28·3	24·9	–	711	456	1,167	6 10 5	24 9 0
23	Coleraine,	Londonderry,	5,631	1,455	25·8	4,650	May, 1850,	44	50	32	126	126	16·2	21·5	50·2	12·1	747	–	747	5 18 6	36 18 0
24	Londonderry,	Do.,	20,875	12,036	57·6	8,315	January, 1862,	161	91	79	331	342	3·6	28·8	57·4	10·2	1,517	–	1,517	4 8 8	24 6 0
25	Omagh,	Tyrone,	3,662	2,273	62·1	3,046	Nov., 1859,	68	72	48	188	201	3·9	43·0	43·1	10·0	803	–	803	3 19 10	15 3 0
26	Newtownstewart,	Do.,	1,232	604	49·	1,715	June, 1861,	40	40	32	112	115	4·4	28·7	66·1	0·8	484	–	484	4 4 4	14 18 0
27	Monaghan,	Monaghan,	3,910	2,756	70·5	3,824	October, 1861,	81	75	42	198	190	26·5	33·3	36·9	3·3	614	–	614	3 4 7	20 2 0
28	Newtownards,	Down,	9,543	1,126	11·8	9,718	July, 1862,	152	95	81	328	314	2·4	8·6	80·4	8·6	1,307	–	1,307	4 3 10	30 19 0
29	Enniskillen,	Fermanagh,	5,820	3,263	56·	7,100	1867,	–	–	–	–	133	–	–	–	–	513	–	513	3 17 2	53 7 0
			691,227	473,302	68·4	245,317	—	3,617	2,399	1,855	7,871	8,059	–	–	–	–	33,010	2,930	35,940	–	–
	Per centages and averages,							45·8	30·4	23·8	100·	278	34·6	32·7	25·3	7·2	1,138	–	1,239	4 9 8	30·9

The above 29 establishments, in 20 counties, include 98 departments, each with a distinct roll number—10 in the central model schools, and 3 (boys', girls', and infants') in each of the other 28 establishments (with the exception of Dunmanway, which has no infants' school), with a maritime school in Belfast, Limerick, and Waterford, and the Ulster model farm, Belfast, and the Munster, Cork. Besides these, there are the following 14 model agricultural establishments in 8 counties, erected, supported, and managed by the Board:—Albert Institution, Glasnevin (no roll number), and Glasnevin village schools (2), 109 present. In *Kilkenny*—Woodstock, 2 schools, 84 present. In *Cork*—Farrahy, 2 schools (*closed*), and Glandore, 2 schools, 64 present. In *Limerick*—Mount Trenchard, 4 pupils present; Mungret, 2 schools, 92 present; and Tervoe, 2 schools, 116 present. In *Tipperary*—Derrycastle, 43 present; Gormanstown, 2 schools, 96 present; and Kyle Park, 2 schools, 81 present. In *Leitrim*—Leitrim, 2 schools, 93 present. In *Monaghan*—Bath, 1 present. And in *Donegal*—Dunlewey, 46 present; and Templedouglass, 23 present. The roll numbers in these fourteen amount to 23, and the pupils in average daily attendance, in 1866, to 862. There are, therefore, 43 establishments, with 121 departments, having roll numbers attached, in 22 of the 32 counties, and attended, in 1866, by 8,733 (7,871 and 862) pupils daily. The cost of these 14 establishments, and their working and economy, would be more fitly considered in connexion with the agricultural department.

* Estimated only. The Board states that the cost of the Central Model Schools cannot be separated from that of the Normal School and Lecture Rooms. The whole expenditure on the buildings, repairs, and works in Marlborough-street, the Official Establishment included, is £114,687. The cost of erection of the Agricultural Department in Nos. 6, 11, 12, 19, 20, and 22, is not here included.

† This includes 217 boys in the Evening Schools, Agricultural Schools, and Maritime Schools.

‡ Including £3,036 for Normal Establishment, but not cost of Training. In the annual cost, the heavy item, now about £10,000, yearly expended by the Board of Works on repairs, maintenance, &c., is not included, as it could not be apportioned between the several schools. Neither is the extra cost of special inspection, Literary and Agricultural, and of administration, nor the school fees paid by the pupils, which amounted in 1867 to £4,093, included. The cost of erection is literally such, as neither repairs nor interest of outlay is included. The Farm Buildings in the Agricultural Model Schools cost large sums besides, those of Cork and Belfast having cost each £10,000.

nected with the model and other schools, and the institution generally.

12052. Do you not think that it is a great benefit to a country to have in all towns good schools of that class?—I do not know any country that wants them more at present than Ireland, whatever Board or body, under whatever scheme, or whoever is to supply them. Having written and said so much about model schools, whatever odium or unpopularity may attach to them, it was I who first gave the impetus to improve the secular education in them—I introduced physical science, music, drawing, and other higher branches. That is, however, a very different thing from the State forcing such a school into a town and setting up an educational fortress without being asked or invited, in opposition to local public opinion. To that I am, and have ever been, determinedly opposed.

12053. What would you propose with regard to the establishment of such schools, and the use of the ones already existing?—If the State was in harmony with the general feeling of the people, upon religious and political questions, my objection to such schools would not be anything like as strong as it is. My notions are entirely concrete, founded on the local circumstances of the population; and I see no possible way of conducting these schools, except by handing them over to the several religious bodies. I do not say that such a large amount of property ought to be legally assigned or given over; I do not say as a citizen that it is a right or a proper thing to do, to hand over such property all at once, but I would have them so conducted as to make available the cost of their erection, the large salaries of the staff, and their excellent machinery and appliances—I would have them so conducted as, at anyrate, to make them available for their object, which is, the general instruction of the upper portion of the lower and the lower portion of the middle class, who alone could protract their school-attendance to an age to fully avail of their advantages, and, as a first step, I would drop the ridiculous and unmeaning name *model* schools.

12054. When you speak of handing them over to religious bodies, what are we to understand by that?—I would have no objection in Belfast to hand over, bodily, the great model schools there to the Presbyterians, in whose midst the model schools are placed.

12055. Are we to understand by that the laity, clergy, and all together?—Yes; all together; I would have no objection to do that. I would have no objection to hand over the Derry model school to the 12,036 Catholics, they constituting nearly three-fifths of the population. In the same way in Galway, Cork, Limerick, Waterford, Kilkenny, Clonmel, Athy, Enniscorthy, Sligo, and other places, I would give to each denomination in proportion to its numbers—not strictly in proportion to its numbers, because, in the case of the Catholics, it ought to be directly as their numbers, and inversely as their property. They ought to get most, as being the most neglected, and having less of the things of this world to fall back upon; and I would let the English Government make some reparation for the wrongs of the last three hundred years, by trying to raise the Catholics up to the level of the rest of their countrymen.

12056. What would you do as to the Catholics in Belfast?—I would give a model school to the 41,237 Catholics in Belfast, who form 35·5 per cent. of the population. They well deserve one. They are nearly as numerous as the Presbyterians, and rapidly increasing in wealth and intelligence as well as numbers. I would give a model school to each of the three bodies, and the money would be well spent.

12057. In towns of what size would you build model schools?—I would erect, or aid the erection of a school of the first class—I would not call them *model* schools—in any town of four or five thousand inhabitants, and I would teach classics, modern languages, mathematics, elementary physics, and other matters, so as to make them excellent secondary schools; final, for the instruction of most of the pupils, and, for others, preparatory to the highest educational institutions of the country so as to bring them all *en rapport*.

12058. Rev. Dr. *Wilson*.—Would you be equally generous with the Presbyterians in Derry, as with the Roman Catholics in Belfast, giving them a distinct model school in proportion to their numbers?—Certainly. I do not mean the very city of Derry, where there are only 4,420, or 21 per cent. Presbyterians. I take the whole population of the locality, generally into account. There is no other alternative than that, but to close the model schools. Their total failure is a mere question of time. It does not require the skill of an actuary to compute, from the law of their decline, what is the last day a Catholic child will be found in them.

12059. Should you not be disposed to give three model schools to Derry?—If you make a division according to the three religious bodies I think you might, adjusting each to the wants of the religious body.

12060. Mr. *Sullivan*.—What would you do in the small towns where the minority would not be sufficient?—In small towns of 1,000 to 2,000 persons, I would have good primary schools of a better class for artisans or farmers living in the neighbourhood, who might be attracted from a distance to them.

12061. But in the districts in which the minority would not be sufficient to entitle them to a grant?—In those places special grants might be given to local patrons to improve the ordinary school.

12062. Isn't it quite desirable for the furtherance of education that schools should be large?—You cannot have a good school unless it is of a reasonable size.

12063. What would be your idea of the proper size?—As a general rule I would, on account of religious difficulties, make grants to small schools, in mixed communities; but looking to education, I would not like a school under sixty or eighty, or something under the size of the schools in England. The average daily attendance in every aided primary school in England and Wales is eighty-three, and in Scotland it is ninety. It takes at an average ten boys or ten children to obtain one clever scholar; or, in order to have the chance of a good fish, you must have a certain haul in the net.

12064. The *Chairman*.—How do you arrive at the conclusion that in England the average attendance in the schools is eighty?—From the official reports. Shall I tell you the precise numbers?

12065. Is that of the schools within parliamentary or municipal boundaries?—In all the 10,982 departments of the schools under inspection in England and Wales, by the last reports, the average was 83·4 pupils in daily attendance, in each of the 1,919 departments of the schools in Scotland 89·8, and over Great Britain, in each of the 12,901 departments under inspection 84·8 pupils daily.

12066. Can you give a reference to the report from which you extracted that?—They are the schools visited on account of the annual grants for simple inspection, the year ended 31st August, 1867—last Privy Council Report.

12067. That is, schools under the Committee of Council?—Yes, these alone.

12068. Mr. *Sullivan*.—Can you add the average number in Ireland?—It is forty-nine pupils daily in each of 6,520 departments, or slightly more than half that in Great Britain—49 against 85.

12069. Mr. *Stokes*.—The number you mentioned in England gives the average for each department?—Yes, in each department.

12070. Not in each of the schools?—No—each department corresponds to the technical expression "roll number" here; thus, when we use the phrase "model school" we do so in two senses, as in the case of Galway, meaning the fabric or the institution there; whereas there are three schools, or three departments, or three roll numbers, as we call them here. I adopt the exact technical language of the Privy Council's last report, as to British schools.

12071. So that to supply a model school of three departments you would require a population of 3,800, if you go to the English average?—Yes, that would be

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as to the population, for as there are five and a seventh members to a family, it is a simple arithmetical question to find what population you should have.

12072. Mr. *Dease.*—Was the establishment of model schools a part of the original scheme of Lord Stanley, and did the Roman Catholics accept it?—Lord Stanley never projected any scheme of model schools, except in the sense of one training school. Model schools for primary education were never contemplated at the time.

12073 Was the proposition to establish model schools received with favour or not by the Roman Catholic party?—The fact of the scheme having been projected in 1835, yet no model school opened till 1849, is a sufficient answer to the question.

12074. When was the active opposition of the Roman Catholic bishops to the establishment of model schools, or to their operation, first made public?—The first person who took an active part in it was the present Cardinal, Archbishop Cullen, in the case of the attempted establishment of a model school in Drogheda, in 1851. He was then Catholic Primate, and was consulted by Alderman Boylan, the mayor of the town, on the matter. Most Rev. Dr. Cullen, being parish priest of Drogheda, as well as Catholic Archbishop of Armagh, wrote a letter, in his episcopal capacity, pointing out the difficulties and dangers of the scheme. That prevented the Board, in fact, after selecting a site in Drogheda, from proceeding with the erection of the building. The Corporation of Drogheda, too, immediately petitioned the Board not to carry out the scheme, and it was not attempted. The opposition then spread from Drogheda to Waterford, and thence over the whole island.

12075. That was the first public expression made as to the model schools by the Roman Catholic hierarchy?—It was not made by the Roman Catholic hierarchy, as a body; it was the act of the Catholic Primate of all Ireland, in reference to the borough of Drogheda, in his diocese. A resolution of the bishops, in 1826, demanded separate model schools for Catholic teachers in each of the four ecclesiastical provinces.

12076. Has the opposition to the system been continuous?—It has been continuous and increasing, and many that were at first tolerant, or rather quiescent, with regard to the matter, have actively joined in opposition, when they saw, as in the case of Sligo, that the whole of the bishops of the province of Tuam, under the archbishop, held a synod, and condemned the project of that model school; when they saw that their remonstrance was unheeded, and set at defiance, it became clear as light that local opinion counted as nothing, and that the Board was determined, irrespective of local feeling, to extend these schools over the country. The same thing occurred in Derry, Cork, and Enniscorthy; and these instances of public collision, between parties circumstanced like the Roman Catholic bishops and the National Board, have gone on increasing. I was present in the House of Commons when Mr. Maguire read a letter from Most Rev. Dr. Delany, Catholic Bishop of Cork, one of the most tolerant and most liberal of the Catholic hierarchy, in which he said he had allowed one school to be established in Dunmanway, but he was opposed to an extension of them in his diocese. He said he did not approve of the institutions, and if the Board were to persist in establishing the model school in Cork, he would take it as an act of hostility to himself and his people. I need not tell you the result. I was in Cork lately, and there were not ten per cent. Catholic pupils out of the 70,000 Roman Catholics in Cork on the rolls of the schools.

12077. Was the establishment of Queen's Colleges and the Queen's University, and the establishment of model schools looked on by the bishops with disfavour?—Yes, unquestionably. The Board themselves never, in any of their public documents, nor did any of the Commissioners, so far as I know in my intercourse with them, ever attempt to establish any official connexion between the two; but some of the officers did, and in a remarkable instance, in Waterford. As Head Inspector, I was sent to Waterford and Kilkenny, Nov. 1851, with Mr. Cross, Secretary, Mr. Darley, the architect, and Dr. Kirkpatrick, the Agricultural Inspector, to select, in each city, a site for a model school. On that occasion a public meeting was held in Waterford, when Dean Hoare, the Protestant dean, attended, and gave a glowing account of a visit he had just paid to the Queen's College, in Cork, which I thought a very unfortunate thing, considering the mission on which we were engaged. He was followed by Mr. Cross, who, in a public hotel, with deputations waiting on us, had the indiscretion to state in his speech, that model schools were being established as stepping-stones between the primary National schools and the Queen's Colleges; and I then, as a public officer, protested, so far as I was concerned, against the statements of both Dean Hoare and Mr. Cross, asserting that the Commissioners had never expressed that opinion, and as a Catholic, that I decidedly disapproved of it. Mr. Cross thanked me for my prudence on the occasion, and asked the reporter that this portion of his speech should not be published. Amongst other gentlemen present on the occasion was Mr. Blake, the present member for Waterford.

12078. Did the Roman Catholic bishops entertain or express an opinion that to carry the mixed system beyond primary education (where, with safeguards, they had agreed to accept it), and to introduce it into the higher branches of education was an attempt to get the whole education of the country into the hands of the State?—They did; but, in point of fact, the Roman Catholic bishops never agreed to accept the present system. If you say that they availed themselves of it, and tolerated it, and used it, you will be correct; but to say that the Roman Catholic bishops, as a hierarchy, ever agreed to accept the National system, or consented to it, is a mistake, and, pardon me for reminding you, a very serious mistake.

12079. You mean accepted it in practice?—In practice.

12080. Did they look upon the fact that the State was making an endeavour to get possession of the education of the country as being objectionable?—They did; and, as matters proceeded, every day convinced them that they were not without just grounds for this apprehension. They saw that the Chairman of the Board, Rt. Hon. M. Brady, was the Vice-Chancellor of the University, that a President of a Queen's College, Dr. Henry, was a member of the Board; and in his selection Lord Clarendon, singled out the fact that the experience which Dr. Henry had acquired in administering another branch of that system, in the National Board, gave him special suitability for the office of President. They saw several of the Commissioners connected with the Queen's Colleges and the Queen's University, as visitors and senators; and further, they saw, in the year 1854, a large number of the Queen's College students and some of their professors appointed, without any examination, qualifying or competitive, to the important office of Inspector—as many as eight or ten. Dr. Henry was a member of the Board, and Sir Robert Kane, a member of the present Commission, who is also the President of a Queen's College, used their influence when a vacancy occurred, to secure for the *alumni* of these institutions the office of Inspector; and I don't blame them for it. I think it is to their credit to try and provide for their students. The qualification of some of these gentlemen was, however, of an inferior kind. In one instance, the first letter an Inspector received after his appointment was a litany of some thirty or so words on the margin of two pages of paper, mis-spelled in his first week's work, the writer of that letter being Dr. Newell, the present Secretary. I requested him, for the sake of the institution, that he would not thus expose us, knowing that on some future occasion, either like the present Commission or in Parliament, some one would call for the admonitory document; but Dr. Newell was determined to expose the appointment of such persons as Inspectors.

12081. Rev. Dr. *Wilson.*—Are you not equally interested in the success of the National system now as

you were then?—Equally interested, for, from the first, the main end that always moved me was the education of the people, and there is none more anxious for it still.

12082. Is not this information likely to become public now?—It is, with the view that my evidence will be published I came here.

12083. While in the Board's service did you not seek to counteract such a state of things and prevent the recurrence of it?—Certainly, but I don't pretend to be an exception to all human nature. I don't think that you will go and prematurely publish the acts of the General Assembly or of this Commission. I think you are a man of honour and that you would not, but I did my utmost to prevent those abuses, and, failing, I did what few others have done. I was senior Head Inspector, and I withdrew from the service.

12084. Mr. *Dease.*—Do you attribute the increasing opposition of the Roman Catholic hierarchy to the system of mixed primary education, of which they have for some years availed themselves, to their growing belief that the desire and object of the State was to un-Catholicise Ireland?—That it would have that effect I believe, and that it has that tendency they are confident.

12085. Have any revelations in the life of the late Archbishop of Dublin, Dr. Whately, tended to confirm the justice of these opinions?—I think so, strikingly; but while they tend very strongly to confirm their opinions, I think almost undue stress has been laid on the circumstance. I think the cumulative evidence obtained from the adverse working of the whole system concurrently—I think its general unfavourable working is stronger than the drift of the revelations. The Catholic bishops justly consider it as conclusive proof of a great breach of faith, on the part of an individual; and if you think fit I will read a few of the passages on the subject, in "Dr. Whately's Life," by his daughter.

12086. If you please?—In the first place, the import of the passages cannot be understood nor their force felt, unless you consider the time and the circumstances of this remarkable conversation between Mr. Senior and Dr. Whately. It appears from Mr. Senior's diary, that it occurred in October, 1852, just three months after Dr. Whately had visited the Clonmel Model School. It was the 1st of July previous, when, as Dr. Whately says, he discovered the fact that I had not introduced either the Scripture Extracts or his Christian Evidences into the Clonmel Model School. He was very angry, and this circumstance finally led to a disruption in the Board, from which three of the members went away in 1853—the Archbishop, the late Lord Chancellor Blackburne, and the late Baron Greene. Mr. Senior was accustomed to spend some portion of almost every year with his old tutor, Dr. Whately. The census had just been taken and the results published at this time. An effort was unsuccessfully made by some parties, to have the religious element introduced into the census of 1851. It appears, from Mr. Senior's Journal, that the subject of the conversation was the decline of the population, the successful efforts of the different missionary bodies in Ireland, especially in the West, and the general social changes consequent on the famine; and in the course of the discussion, as is evident to anyone who will read the whole of the passages, Dr. Whately pointed out the gradual weakening of the power of the priests in Ireland. The theory of Dr. Whately, as well as of Guizot and others, was that the Protestant Reformation was telling on Catholicism, not so much by making Protestants of the people, as by Protestant*izing* them, and that the influence and success of the Protestant Reformation should be measured, not so much by the number of converts or proselytes from the Church of Rome, as by the undermining and weakening of priestly power, so as to lessen their influence in corrupting Christianity. This is evident from the context, and Dr. Whately in explaining to Mr. Senior the different causes in Ireland that led to these unexpected changes, places first, and above all, the influence of the books of the National Board. He states, after the passage that I am about to read to you, that if the Government would only persist in its appointments—above all in appointing Protestant bishops—that would be loyal to the mixed system, and in all their measures sustain that system, the time was not remote when they would overthrow the vast fabric of the Irish Roman Catholic Church.

12087. Please read the passage?—I will read it now. There are different passages. The letter of Dr. Whately to Dr. Arnold, dated 7th January, 1838, which will be found in Dr. Whately's life, by his daughter, volume i., page 408, the subject of the letter being the new London University, contains the following passages in reference to the four volumes of Scripture Extracts, or Scripture Lessons, in the preparation of which both Dr. Arnold and Dr. Whately took part:—

"My dear Arnold,—Six years ago, or more, I should have been rather inclined to doubt the possibility of having any instruction or any examinations in Christian Scriptures that the various denominations might possibly partake of. When Lord Stanley founded the Education Board he had no such thought, and when Mr. Carlile proposed drawing up Scripture Extracts, I partook of the same expectation with Bishop Philpotts, that no selections could be introduced, with the concurrence of all parties, such as should be of any utility; but I was as willing to have the experiment tried, as he was to prevent it, and as much rejoiced as he was mortified and provoked at the unexpected success. I do not even now think my apprehensions groundless. The obstacles were incomparably greater than those to any analogous plan in England."

After having stated the difficulties, he says:—

"And, lastly, a large proportion of the priests, being themselves very slightly acquainted with Scripture, could not be expected to look with a favourable eye on the study of any part of it, by their flock. My apprehensions were, I still think, quite reasonable. The result, however, was complete success. All the efforts to raise jealousy, in reference to the Scripture Extracts have, within the schools themselves, totally failed. They are read with delight and profit by almost all the children, and I and others, as Bishop Stanley knows, have examined the children of all denominations without knowing to which each child belonged,—raising no jealousy, and finding them better taught than most gentlefolks' children."

The next passage that I will read for you is in "Extracts from Mr. Senior's Journal," quoted by Miss Whately; the conversation being dated the 8th of October, 1852. The previous part of my explanation, in answer to the last question, will show the stage at which this passage comes in. After the Archbishop had enumerated five different agencies, religious and social, that, in his opinion, had led to this alleged large diminution of the Catholics of Ireland, and to this undermining of the vast fabric of Irish Catholicism, he says:—

"The great instrument of conversion, however, is the diffusion of Scriptural knowledge."

That occurs in vol. ii., page 243.

"For twenty years large extracts from the New Testament have been used in the majority of the National schools, far more diligently than that book is used in ordinary Protestant places of education; but these extracts contain so much that is inconsistent with the whole spirit of Romanism, that it is difficult to suppose that a person well acquainted with them can be a thorough-going Roman Catholic. The principle upon which that Church is constructed, the duty of unInquiring, unreasoning submission to its authority, renders any doubt fatal. A man who is commanded not to think for himself, if he finds that he cannot avoid doing so, is unavoidably led to question the reasonableness of the command; and when he finds that the Church which claims a right to think for him has preached doctrines, some of which are inconsistent, and others are opposed to what he has read in the Gospels, his trust in its infallibility, the foundation on which the whole system of faith is built, is at an end."—(Vol. ii., p. 244.)

I continue with two other extracts:—

"Such, I believe, to be the process by which the minds of a large portion of the Roman Catholics have been and are being prepared for the reception of Protestant doctrines. The education supplied by the National Board is gradually undermining the vast fabric of the Irish Roman Catholic

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Church. Two things only are necessary on the part of the Government. One is, that it adheres resolutely, not only in its measures, but in its appointments, in the selection of bishops, as well as in making Parliamentary grants to the system of mixed education. (Vol. ii., p. 245.)

"I believe, as I said the other day, that mixed education is gradually enlightening the mass of the people, and that if we give it up, we give up the only hope of weaning the Irish from the abuses of Popery; but I cannot venture openly to profess this opinion. I cannot openly support the Education Board, as an instrument of conversion. I have to fight its battles with one hand, and that my best, tied behind me."—(Vol. ii., p. 246.)

And, as portion of the same conversation, I will read:—

"The control which the mixed system gives to us is not perfect, but is very great. It secures the diffusion of an amount of secular and religious instruction, such as Ireland never enjoyed before its institution, and certainly could not enjoy if it were to be overthrown; and it prevents the diffusion of superstition, bigotry, intolerance, and religious animosity, I really believe more extensive and more furious than any we have yet encountered."—(Vol. ii., p. 247.)

12088. Mr. *Waldron.*—What is the date of that?—Less than two years ago—October, 1866, the work was first published, and a second edition in February, 1868; but the date of the conversation between Archbishop Whately and the late Mr. Senior was 8th October, 1852.

12089. Mr. *Dease.*—In reference to the question I asked you with regard to the quotations from Dr. Whately's life, are you aware that a life of Mr. Senior has been published within a short time past?—Within the last few days, I understand.—"Journals, Conversations, and Essays relating to Ireland." By William Nassau Senior. Two vols. London, 1868.

12090. Do you know whether there is any reference in that book to the passage you read detailing the conversation between Dr. Whately and Mr. Senior?—The sentence (p. 245) in reference to gradually undermining the vast fabric of the Irish Roman Catholic Church, and the whole of the passage (p. 246) are there omitted. This journal was given by Mr. Senior himself, to Miss Whately during her father's life-time. She wrote to all her father's friends to supply her with such materials as they had to aid her in bringing out a proper biography. Her father read in Mr. Senior's journal, an account of their conversation, and revised it himself, so that there is not one link wanted to complete the chain of evidence as to the authenticity of the passages in question—passages all of which are retained in the second edition of Miss Whately's life of her father in defiance of the censure that they had provoked. Mr. Senior and Archbishop Whately died about the same time; but in "The Life of Mr. Senior" they leave out two of the above passages, so damning to the National system, and which justify the sagacity and foresight of some of the Catholic Bishops, because it is seen that the system cannot live under which Catholics are liable to be so deceived—hence the passages have been omitted. I have not yet read "Senior's Life" myself, but I saw it yesterday on the table in the drawing-room of a friend, who called my attention to the important fact of those two omissions. The passages have gone the round of the globe. I hold in my hand a pastoral letter from the Right Rev. Dr. Murray, Bishop of Maitland, to the Catholic clergy of Maitland, New South Wales, on "Catholic Education and the Public Schools Act of New South Wales," dated 8th December, 1867. This pastoral on the subject of primary education at the Antipodes, has justly aroused the Catholics of Australia, so that not merely in this island but throughout all the British colonies, I find the passages that I have just read naturally and universally quoted. Bishop Murray is an Irishman, having been secretary for many years to his Eminence Cardinal Cullen. Appealing to his people Dr. Murray says:—

"I dare not entrust my feelings to characterize the statements of Dr. Whately as they deserve, but I will lay before you the opinion of one of his flock—an Irish Protestant—I mean Sir John Gray, the Member of Parliament and distinguished representative of Kilkenny city, who took a leading part in the debate on National education last August in the House of Commons, London."

I don't intend to cite the words of Sir John Gray, from whose speech the whole of the passage was quoted by a Catholic bishop at the antipodes in a pastoral letter, proving that Catholics cannot work with Boards, or under a system so constituted; but Dr. Murray adds this comment:—

"No wonder that Sir John Gray would feel a sense of shame, which I am sure was shared by all honest English and Irish Protestants who were listening to his eloquent and powerful speech on National education, and, I daresay, he would have felt a still greater shame if other passages had fallen under his notice. The concluding words of Sir John Gray, a Dublin Protestant, were:—

"'Can you wonder then if this new revelation of an unexpected treachery in their hands, the Catholic people desire to be freed for ever from this system. Ought you not rather feel surprised that, after such a gross betrayal, they could ever again give their trust, their affection, their confidence to any man professing the same faith, lest, perhaps, he too should go and do likewise.'"

12091. Mr. *Dease.*—Do Catholics believe that faith has been broken with them by the State through the Board of Education?—Yes, a breach of public faith has been committed in a matter that appeared like a treaty between two peoples or two nations.

12092. Was not that which induced Catholics to accept the mixed system in the first instance, that they were, in Lord Stanley's letter, promised a distinct safeguard against all attempts at proselytism, which they had not in the Kildare-place system?—They were promised all the possible safeguards which can fence such a scheme—namely, to "*banish even the suspicion of proselytism from the schools.*" These words, though in Lord Stanley's letter, are as old as 1812, borrowed from that Royal Commission.

12093. Has that promise been broken by altering the rules that regulated the system?—It has. Not merely was that pledge not kept by the Board, but the very opposite was done, and every facility given for promoting the proselytism, even the suspicion of which was to have been banished.

12094. What was the date of the principal change?—1847 and 1840.

12095. Have vital alterations of the original rules, as sketched forth in Lord Stanley's letter, been made to meet the demands of the Catholics of Ireland, or of others?—No material change has ever been made in the direction of which you speak in the interest of Catholics, or at their request. The changes made were all at the instance of Presbyterians or other Protestants.

12096. Have the alterations of the rules made from time to time by the Board of late years, on the representations, or to meet the demands of Roman Catholics, been alterations intended to lead back the system to what it was when first accepted, rather than to alter the original system?—Two changes have been made for them—one, in 1864, with regard to vested schools, as affecting the legal ownership, or the choice of trustees, local or corporate, of school property, which does not come within the religious category; but there is another, of 1866, which does, namely—compelling patrons to protect the children of religious minorities by excluding them from religious instruction which their parents disapproves.

12097. Then the Catholic demands for alterations of the rules have been merely demands to bring back the system to what was first accepted?—Catholics, under no circumstances, proposed to go back to the old system and accept it.

12098. The *Chairman.*—Was not that new rule of which we heard yesterday, as to the exclusion from religious instruction, made to meet some of the objections on the part of Roman Catholics?—Yes; but made by the Board, under the advice of their friends, and those who wished, when they found the system unpalatable and unpopular, to resort, in the last extremity, to try would the Roman Catholics accept it; but, the latter

did not ask it. One of the main charges made by the Roman Catholics is that the system was subverted—that from 1831 to 1847, or a period of seventeen years, a patron was obliged to exclude from a school any child of a creed different from that in which religious instruction was given. In 1847, this obligation was withdrawn, against which the Catholics protested, as a grave breach of faith. Returns moved for by Major O'Reilly, prove that vast evils had come from that change. These returns confirmed the statement of the Roman Catholics, and those who acted on their behalf; and Mr. Fortescue, under the late Government, had the change made, in 1866, to try and conciliate the Roman Catholics. It is a mistake, however, to suppose that, before 1847, the Catholic bishops ever accepted the National system, or that they accept it at the present moment, or that any change could be made, such as suggested, which would make it agreeable to the Catholics.

12099. Mr. *Waldron.*—As I understand, the new rule was made at the instance of Mr. Fortescue?—He recommended it. He was Chief Secretary at the time.

12100. Was it not in existence before he was Chief Secretary?—I have already stated that the original rule was in existence from 1831 to 1847; that it was withdrawn in the latter year, and restored in June, 1866, under the administration of Lord Wodehouse, and the Chief Secretaryship of Mr. Fortescue.

12101. I understood that you said that it was Mr. Fortescue who recommended that this new rule should be made?—I am certain it was, too. I have the documents before me. I mean the Government did so, reviewing the situation. Mr. Cardwell had changes made, and I call them "Cardwell changes" and Mr. Fortescue others, which I call "Fortescue changes." I never meant that he originated it; but, having seen that the Catholics were in correspondence with the Government on the subject, he recommended a return to the original rule. I never meant that it was at his instance originated.

12102. Mr. *Dease.*—Has the late return to the original rule, as to the exclusion of children from religious instruction given by persons not of their own religious profession, removed the chief practical objection that existed as to the actual working of the school?—Not at all. Far from it.

12103. In what respect has it failed to do so?—In the first place, the mere fact of such a change having been made, a change which fundamentally altered the system as founded—which pledged the Empire, no less than the administration of the Board to banish from the schools even the suspicion of proselytism—and altered it to a rule to facilitate, protect and promote proselytism; you don't suppose that in the face of this being done by a public body, any person with any knowledge of the world could permanently trust the instruction of his children under any administration capable of a thing of that sort. I don't believe that the Presbyterians carry out the new rule. We find that they opposed it. I have it on the authority of a Presbyterian clergyman that it is not observed; I, myself, don't believe that it is, and I intend to go between this and the final meeting of the Commission——

12104. Rev. Dr. *Wilson.*—What is not observed by the Presbyterians?—That children of different denominations are not put out, as required, under the restored rule, during religious instruction.

12105. Do you know the Presbyterian clergymen who don't observe the Board's rule?—I was told by a Presbyterian clergyman that he believes and knows that it is not carried out.

12106. By whom?—The Rev. Mr. Berkeley who was examined here yesterday or the day before. I do not say that he said that he did not observe the rule, but I had a conversation with him on the subject and he said, "Of course they don't observe it."

12107. Do you say on his authority that Presbyterian clergymen, as managers of schools, do not observe the rule?—I adduce this incidentally only; but my statement is, *à priori*, that they don't do so, and I merely give this as collateral evidence. I never said my statement was founded on that. Before this Commission was projected, I stated my conviction that the rule would not be observed.

12108. Are we to understand that you have it on the authority of the Rev. Mr. Berkeley that any Presbyterian clergyman, representing the National Board in the management of a school, did not observe the rules?—I have it on the authority of Mr. Berkeley that he believes that many Presbyterian managers do not observe the rule in question, and do not intend to observe the rule, and that, in their instance, the rule has not worked as intended; but in stating this I attach, beyond the incident of mentioning his name, at your request, no importance whatever to the fact, because I was as confident before he told me, as now, that the rule was not observed, and I will prove, before the Commission is closed, if the Lord spares me, that it is not, as I had intended months ago, to do so. The circumstance to which I have referred, occurred with Mr. Berkeley, in the next room, within the last twenty-four hours.

12109. Mr. *Dease.*—You mentioned, in answer to a question by the Chairman, the circumstances under which the "O'Reilly Returns" were moved for. Did the National Board yield easily to the demand made by Parliament for these returns?—No; they threw every obstacle in the way of their being given. The Chief Secretary either wrote or telegraphed to Marlborough-street asking the Commissioners whether they had any and what objection to give the returns, and the answer was that the preparation of them would be extremely difficult, or next to impossible, unless a great deal of time was given to them; that they had no funds to expend on the extra work required; that they could not increase their staff without the authority of the Treasury; and that should their clerks prepare the returns there would be a suspension of the whole of the ordinary business of the office. That was communicated to the Chief Secretary who informed Major O'Reilly of the fact. Major O'Reilly and myself were in correspondence on the subject, at the time. He urged on the Government that this was the only return of the kind ever proposed, the only honest return that could give satisfaction to the public, and enable them to see the working of the schools, as to religious instruction. The Government evinced a disposition to grant the return, and after a good deal of pressure on the Board by the Government it was ordered. It was held over an unusual length of time as you will see from the great interval between the date at which the returns was ordered and its publication. As soon as the manuscript reached Parliament it was said, by an official fiction, to have been laid on the table of the House, but it would not fit; and when, after some pressure, the Government ordered it to be printed, the next obstacle was that no printer could be found to get it out. At the suggestion of the printers to the House, it was sent over to Mr. Thom in Dublin, who eliminated as much of the return, so as to make the rest fit in tabulated folio columns, and in its mutilated form, in four volumes, I produce it here. That is the simple history of the O'Reilly return. Its revelations compelled the Commissioners to return to a modified form of the original rule and to plead guilty as to their departure from it; and that what the Catholics complained of, as to the interference in religious instruction, was in practice to a great extent in Ulster.

12110. Mr. *Waldron.*—Would you be good enough to state the date of that return?—It was ordered by the House of Commons to be printed on the 13th July, 1864; but I think it was nearly a year after that before it was printed. One important thing that you will see is, that while part of it was printed in 1864, it refers to 1862, which is enough to show the delay.

12111. Mr. *Dease.*—Were any of the portions that were omitted in the process of condensation important to the subject matter with regard to the schools?—Not very important. I would have answered Dr. Wilson's question a day or two ago if the original return had been given. He asked if the Presbyterian patron of

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Galgorm was a clergyman or not, and I was unable to answer the question, because the name of the patron was omitted, and whether clerical or lay, the name, creed, class, and whether trained or not, of the teacher, was omitted, and whether the school, was vested or not, and so on.

12112. Were there many matters alluded to in the order that was printed in the commencement of that book that were omitted from the return?—There were several. The most important was, whether the patron was a clergyman or not. There was also omitted the creed of the Inspectors, Head and District; but all these omissions were made, I presume, in condensing the returns, so as to compress the tabular columns within a folio page. Some of the matters omitted do not affect the spirit of it. I may mention with regard to this, that it is the only complete return in thirty-seven years ever laid before the country affecting the religious element in the schools, and stating whether any, and if any, what religious instruction, with the days and hours at which it is given; the nature of that religious instruction; the persons who impart it, and the persons that are present at it; the creed of the patron; the creed of the teachers, and the creed of the religious instructors.

12113. Does the return tend to show that the original features put forward in Lord Stanley's letter as to the system of education in the country, are adhered to or departed from?—The return shows from the public time-tables of the schools, that they openly trample on and ignore Lord Stanley's system. The first two or three schools on the first page of the return are sufficient to show it. First, as to reading the Scriptures—"Authorized Version of Scriptures for all;" next, "Scriptures for all;" next, "Authorized Version for all;" next, "Authorized Version for all;" next, "Authorized Version for all pupils." It is unnecessary to occupy your time, for it is the same story all along. You cannot suppose that that is the system of Lord Stanley, from which you are "to banish even the suspicion of proselytism."

12114. Can you furnish an analytical return to shew the result of the working of the whole system?—Yes; I had it prepared for another purpose, and I shall hand it in, at a subsequent sitting. There were some 20,000 children in a single year, nearly all in Ulster alone, whose parents received notices, for the first time, that their children were receiving religious instruction, or were undergoing religious practices contrary to the creed which they professed; and suppose the parent got the notice, and never minded it, the child would continue perhaps to attend the adverse instruction, and adopt the different religious creed, without violating any rule of the altered National system.

12115. Have you met instances of Catholic parents expressing a wish that their children should join with Protestants in reading the Protestant version of the Scriptures?—I have never met an instance of the kind. I have heard of instances, and have seen them stated in the evidence of 1837, and I have seen scattered statements to that effect in the evidence of 1854. I have heard Protestant gentlemen state it also; but every Catholic knows, or should know, that it is almost an act of positive abandonment of faith to do so; not that reading the Protestant Bible would make any difference, because it makes little or none with any enlightened person, or any scholar, which version we read; but so far as the *principle* is concerned, the Catholic Church teaches the simple doctrine, that she, and she alone, is the sole deposit of revealed truth, and that revealed truth cannot be taught to Roman Catholics by those who themselves reject the teaching of the Catholic Church.

12116. Could many such instances have occurred during your connexion with the Board, and previously to the first alteration of the rule now referred to, as to compulsory exclusion during the time of religious instruction? Could many such instances have occurred without their coming to your knowledge?—There might have been thousands of cases without their coming to my knowledge, because my duties were confined to a part of Ireland where I suppose there never was at any time during the seven years I was Head Inspector, namely, in Munster, three schools, of the 1,000 schools in my charge, under Protestant teachers alone. I don't think I had to do, at that time, with even three schools under Protestant teachers exclusively.

12117. Rev. Dr. *Wilson.*—Were you ever District Inspector in the province of Ulster?—I was, during the only two years that I held that rank.

12118. Mr. *Dease.*—It was to that part of Ireland I chiefly alluded?—I was District Inspector in charge of about two-thirds of Cavan, the two years, 1845–46, but the change of rule did not take place until the end of 1847. Even in Cavan, I had never more than twelve schools in my charge under Protestant teachers.

12119. Mr. *Sullivan.*—Have you an abstract by you of the number on the O'Reilly returns who attended the reading of the authorized version of the Scriptures under Protestant teachers?—It is about what I say. The number of notices given, which includes all classes, Catholic and Protestant, is between seventeen and eighteen thousand.

12120. Those receiving notice for the first time?—Yes; but tens of thousands of others may, in previous years, have had notice before.

12121. Would it be correct to say there were 1,180 instances in which Catholic children joined in reading the authorized version under Protestant teachers in the National schools?—No—I do not think it would, as there are far more. In the National schools do you mean?

12122. Yes?—I think it is not incompatible with the returns, on the contrary, helps to support them.

12123. Do you think it is limited to that?—No. In Ulster, in 1862, the parents of as many as 4,460 Catholic children, in 579 Presbyterian and Protestant schools, had notice sent them that their children had attended Protestant religious instruction, for the first time; and upon the rolls of these schools there were, that year, 11,435 Catholic children, every one of whom was equally endangered.

12124. Mr. *Dease.*—My question was not intended to refer to the children who are actually reading the Scriptures or having them read to them in schools, but to the cases of parents who have voluntarily expressed a wish that their children should do so?—I do not believe it.

12125. If it were stated to you that many such cases exist at present in the North of Ireland, would you be surprised?—I would not be surprised that there were a good many cases, because in mills and other places where the poor people are dependent upon Protestant employers, though a strict Catholic may see that it is a great dereliction of duty to allow his children to join in reading the Bible; yet if it goes no further, I can conceive how, under pressure, some mill hands and other persons dependent on Presbyterian and Protestant employers might be driven to do so.

12126. My question was qualified by the word "*voluntarily?*"—With regard to that it is not a thing I could have evidence upon; there is no means of finding out how many voluntarily do so.

12127. Rev. Dr. *Wilson.*—Do you know of any one case of pressure being put by any such employers upon any of their dependents in any district?—It could not come within my knowledge to know of a case of pressure as you state it in the abstract, but if you will allow me I will state what is equal to pressure.

12128. Can you give an instance of pressure?—Yes; many cases that I regard as instances of pressure.

12129. Can you give an instance?—No information will be got from me in that way; I mean to tell the whole truth, but to that style of examination I must respectfully object, Dr. Wilson.

12130. The *Chairman.*—Answer the question?—I visited the Bessbrook Mill's National Schools in the year 1854——

12131. Rev. Dr. *Wilson.*—I wish to know if you can give an instance of any case?—I will give cases. In the

year 1854 I visited the Bessbrook Mill Schools, near Newry.

12132. Male or female?—Three departments, boys, girls, infants, and a fourth I did not see working, the evening school. The teachers were all Protestants or Presbyterians, while forty-two per cent. of the children were Catholics. The school was conducted as a portion of the mill establishment; the school fee was deducted from the weekly wages of the parents on the pay night, Friday or Saturday as the case might be, and the whole population round about, at least the chief population frequenting the school, were the mill hands. The Messrs. Richardson in getting up the school said they would allow no religious instruction, whatever, save Scripture reading, meaning the Protestant Authorized Version. The Scriptures were read daily in the school, and the Catholic children attended. I examined the teachers with regard to the extent to which there was criticism, whether it was merely grammatical, explanatory, or doctrinal, and I ascertained, apart from the act of reading the Scriptures, that it was not a proper class for Catholics to attend. I reported the matter to the Board. The Board's Order, after a long delay, was communicated to me, stating that no rule of the Board was violated, and the resident Commissioner took occasion to admonish me, for my private good, that I should not report a matter of the kind to injure myself, knowing it was no violation of the rules of the Board, which I knew it was not, quite as well as he did. I regard that as a case of pressure. The school was a portion of the factory establishment. I will give another and another case.

12133. Do you regard that as an answer to my question?—Certainly. I will give another.

12134. Mr. *Dease.*—Can you give another?—Oh, yes, and another. I visited a school in Mayo in May, 1857, without any special design, without knowing what was its religious economy, who was the patron, or what was the creed of any of the parties. I dropped into it rather to put in a day, than otherwise.

12135. The *Chairman.*—What was the school?—Ballindine, county Mayo. The school was under the landlord, the Hon. Geoffrey Browne, now Lord Oranmore. There were three schools, the boys, the girls, and a work or industrial school. The Hon. Mr. Browne is landlord of the whole neighbourhood. His sister is the Hon. Mrs. Ridley, wife of General Ridley, and though she was not the official patron she took special charge of the work school. Women and girls were employed in various branches of needlework, knitting, &c. There was hardly any secular instruction given. The work was their chief concern.

12136. Mr. *Dease.*—Has this case appeared before?—In the House of Commons Return. I am refreshing my memory from the Parliamentary paper.

12137. The *Chairman.*—You might refer to that?—One or two facts in proof of the pressure.

12138. Mr. *Waldron.*—This is in the Parliamentary paper?—I will give a third case, and after this I will give one on Lord Bessborough's property from my personal observation, also.

12139. The *Chairman.*—Give the sessional number of the Parliamentary return?—No. 332—1858, House of Commons; Maguire's Return. It was the subject of a warm debate in the House of Commons, in 1858, at which I had the pleasure of being present.

12140. Rev. Dr. *Wilson.*—With regard to these Bessbrook schools, who is the manager?—They are the Messrs. Richardson, the manufacturers.

12141. One of these gentlemen, I presume, was manager?—The mill was the manager—the whole establishment, in fact, of which the schools were portion.

12142. One of these gentlemen was manager, which?—I cannot say; I cannot now tell you. Messrs. Richardson, Quakers, built the schools, and were the managers.

12143. Now you have mentioned that there was pressure brought to bear upon these Catholic children?—Yes.

12144. You ascertained so. What was the thing you ascertained that amounts to pressure?—The fact that the school was a portion of the institution.

12145. You say the thing you found amounted to pressure?—The fact that these were the children of dependent Catholic workmen of these employers, that it was expected that their children should attend the Bible class, and that they conformed to that wish, and that in so conforming they were perfectly well aware they were doing a reprehensible act.

12146. Do you regard that as pressure?—Certainly, quite as much as a landlord asking his tenant to vote at an election, under a notice to quit.

12147. Mr. *Sullivan.*—Is it not extremely difficult in most cases to get proof, what may be called legal proof, of pressure of this kind?—You will hardly get it at all. It does not admit of any save moral proof.

12148. Is it not perfectly well known in all parts of the country that the pressure is brought?—Clearly.

12149. Is it subject to proof?—It could not be done—you must prove it from collateral circumstances and the relative position of the parties. I beg to give, as the matter has led to discussion, the precise numbers in the Bessbrook schools. There were 12 Dissenters, 61 Presbyterians, 148 members of the Established Church; total Protestants, 221; Catholics, 158. Any further information you want, I will give you. Allow me, further, to put the Board's Order, sent to me, in evidence.

12150. The *Chairman.*—No?—I referred to the Board's Order, and I hope you will permit me, my lord, to put it in.

12151. Mr. *Dease.*—What is the point of the Board's Order to which you refer?—"We are to inform you that the Board do not think it necessary to take any steps in the matter, as it does not appear that the parents of any of the children have offered any objection to the practice. Maurice Cross, James Kelly."

12152. Mr. *Sullivan.*—Would not the objection in this case lead to the dismissal of the person objecting?—It would be calculated to lead to it.

12153. Mr. *Waldron.*—Are not these gentlemen liberal-minded gentlemen?—I know little or nothing of them.

12154. Do you think they are likely to act in that manner—dismissing workmen whose children were withdrawn from their schools?—I cannot answer questions of that sort regarding persons of whom I declare to you I know next to nothing.

12155. Mr. *Dease.*—Referring to that alteration which took place in the rule concerning which I have asked you some questions. Are there any public documents showing the individual action taken by members of the Board on the proposal to alter that rule?—The statement has been laid before Parliament.

12156. Can you inform us shortly what they are?—Do you mean the explanation which changed the rule, in 1847, or the recent attempt at restoration of the old rule in 1866?

12157. The original change.—The original change took place thus:—Archdeacon Stopford applied to the Board for aid to build a school at Redcommon, near Navan, in 1844.

12158. Mr. *Dease.*—Are you referring to the public documents?—To the inquiry of 1854 and to reports of the Board.

12159. Have you got them there?—Oh, yes; in the Report of the Board for 1847, the change is referred to. In the Fourteenth Report, '47, section 89, dated 16th June, 1848, this change is thus announced:—

"Our Secretaries having informed us that they had been frequently consulted, both personally and by letter, as to the true meaning of the following portion of paragraph 3, sec. 2, of the rules of the Board with reference to religious instruction, 'that due regard be had to parental right and authority, that accordingly no child be compelled to receive, or be present at, any religious instruction to which his parents or guardians object;' and that they deemed it desirable that we should supply them with an authoritative answer to such questions, we directed them, by a Minute bearing date the 18th November, 1847, to give the following explanation, in reply to all such inquiries, in future. First, That the true interpretation of the words in question clearly is, that no child be compelled to receive or to be present at

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any religious instruction, to which his parents or guardians object, and that this rule (in conjunction with a notification, in the school-room, of the arrangement for Religious Instruction, as required by rule 9, sec. 2), has, hitherto, been found amply sufficient, for the full enforcement of parental authority. 2ndly, that though all that is required by this rule (paragraph 3, sec. 2), is, that the patron should engage not to *compel* any child *to be present*, at such religious instruction; yet should the patron use any means, either directly or indirectly, to induce any child to attend such religious instruction, contrary to the desire of its parents or guardians, the Commissioners would consider such conduct inconsistent with the whole spirit of their system."

12160. Mr. *Dease.*—Was there any special report to the Board by any of its officers in the year 1855, bearing upon the point, reported on in the O'Reilly Returns?—Yes; Mr. Keenan, who was only that year appointed Head Inspector, refers in his General Report, to the practices which he found to obtain in nearly 200 schools that he visited, which reference was omitted by the Board when publishing that Report; but the omitted passages, already given in evidence by me, have been laid before the House of Commons. The Stopford Rule of 1847 was attempted to be corrected by the notice-system, and by other absurd contrivances, yet Mr. Keenan found these inoperative to protect Catholic minorities in Presbyterian schools. I quote from the Parliamentary Paper, restoring the suppressed portion of Mr. Keenan's report, moved for by Right Hon. W. Monsell:—

"As to Religious Instruction, five different practices prevail, in the National schools which I visited. These were: 1st. Where there was no Religious Instruction at all given. 2nd. Where the teacher and pupils were of the same denomination, and Religious Instruction was regularly carried on. 3rd. Where the teacher and *part* of the pupils were of *different* denominations, and the teacher gave the Religious Instruction to the children of *his own* faith *only*. 4th. Where the teacher and *part* of the pupils were of *different* denominations, and the teacher gave Religious Instruction to *all* the children, but to *each* in the doctrine *of its own* faith. 5th. Where the teacher and *part* of the pupils were of *different* denominations, and the teacher giving a *common* Religious Instruction to *all*, *none of them retiring*."

Mr. Keenan, commenting on this summary, says:—

"I observed the *first* practice in one school only. The *second* practice prevailed in those places where the population *is not mixed*, as to religion, and also in most of the large towns. The *third* practice, where the teachers were Catholics, and, in some *few* instances, where they were Protestants. The *fourth* where the teachers were Catholics and Protestants *indiscriminately* (principally in the counties of Antrim, Derry, and Donegal); and the *fifth* was confined, exclusively, to schools which were conducted by Protestant (*Presbyterian*) teachers. In *all* the schools that I visited, in Belfast, which were taught by *Presbyterian* teachers, and in which there was a *mixed* attendance, *this practice prevailed*. Indeed, it is pretty general throughout the counties of Antrim and Londonderry, but I never observed it to prevail in any other part of the country. By this practice, Religious Instruction is *separate, as to time*, from the ordinary literary business of the school, but not as to a distinction *of the denominations whilst Religious Instruction is going on.* I brought these different practices already under the notice of the Board in my ordinary reports upon the schools, and have, therefore, no occasion to enter further into them here. Rule 16, section 4 (as to *Notice* to Parents) was not in operation until the end of last year, but the Rules then in force, relating to Religious Instruction and parental right, were in all cases complied with."

This is the suppressed portion of Mr. Keenan's report that, at my instance, was moved for in the House of Commons.

12161. In the face of that report was there any action taken afterwards upon it. What was the date of the publication of that?—"National Education Office, 12th March, 1859. Maurice Cross, James Kelly," is the date of the Return to the Order of the House, but 1855 is the date of the Report.

12162. Mr. *Waldron.*—You say it was at your instance it was moved for?—Yes, I drafted the terms of the notice of motion, the matter being technical.

12163. Were you an officer of the Board at the time?—No.

12164. How did you happen to know that that report was in existence?—I made a statement to a member of Parliament, which statement, as to the mutilation of the Report, having been challenged by Baron, then Sergeant Deasy, I was bound to prove my charge, and defend the member, which I did by asking Mr. Monsell to move for it.

12165. How did you know that that extract was excised from the report?—It occurred in 1856, when I was Head Inspector.

12166. At first I thought you told me you were not an officer of the Board?—Not when it was moved for. I led Mr. Maguire to make a statement in the debate, 9th July, 1858, with regard to the mutilation of the report, and as it was impugned by Sergeant Deasy, I was bound to support my friend, which I did by asking Mr. Monsell to move for the production of the report. Sergeant Deasy said that Mr. Maguire had charged the Board "with having erased from a document presented to that House, a passage which it had originally contained. That was a most serious charge, and ought to be substantiated."

12167. The Bishop of *Meath.*—Which was the date of the publication of Miss Whately's memoirs of her father to which you refer?—I think October, 1866.

12168. The objections made by the Roman Catholic prelates were prior to that date?—Long; they always objected to the system, more or less.

12169. Did I understand you aright to say in reply to Mr. Dease that the publication of these memoirs had any influence upon them with regard to their objections?—A very serious influence.

12170. That is in the way of confirmation?—Confirming them in the views they had expressed, that there was great danger in their being connected with a system, the chairman of which could make such a revelation of himself, as to his own want of honesty in proceedings which so deeply affected their flocks.

12171. In the passage which you read Archbishop Whately chiefly dwelt upon the Scriptural extracts as the means of producing those conversions?—No, not on these alone. I do not think the word extracts occurs.

12172. I mean Scriptural teaching. Scriptural information relegated to the four volumes of Scripture extracts?—He meant Scriptural teaching, through all the books, religious, moral, and literary.

12173. Supposing Archbishop Whately had expressed himself in this way—supposing, without making any allusion to Scriptural teaching, he said he believed that the education of the lower classes in Ireland would ultimately lead to their conversion, would you think he was violating the rules of morality and his special obligation as a member of the National Board?—If he stated that, I think not. He would violate no principle of honour or good faith in so stating.

12174. Because a good many people, and Archbishop Whately also, may have thought that, in proportion as the minds of people were enlightened, as their ideas were enlarged, that particular effect might naturally take place. If he did not mention Scriptural teaching, would you have considered him open to these charges and animadversions made upon him since the publication of this book?—Certainly not, but he could not defend his position; for the aggregate of knowledge in the world is becoming wider, the sum of human intelligence is every year increasing without the people becoming less Catholic.

12175. Then you think it was simply because he referred to Scriptural teaching that he was violating his duty?—Yes; that he wrote many of these books, that he was the author of these books, that his design with regard to these books was to produce this effect; and nothing could be more calculated under the circumstances, to break faith, on his part, with the founders of the system, and with the Catholic Commissioners and people who trusted his liberality.

12176. And you say that the Roman Catholic prelates were confirmed in their opinion by the statement of Archbishop Whately, that Scriptural teaching

would undermine the faith of Roman Catholic children and naturally lead to their conversion?—Not merely Scriptural teaching, but all the surrounding circumstances, and the manner of presenting it to their minds.

12177. The Scriptural teaching, if I understand right, in the National schools is simply the reading of Scripture, without note or any comment?—I beg your pardon, there is no such restriction—there is a slight restriction with regard to the "Scripture Extracts;" but from Second Book to Fifth there is scarcely a single subject or fact connected with Revelation that a teacher cannot bring in, unless he openly or rudely introduces some doctrinal, dogmatic, or controversial matter. Produce any one of the common reading books, my lord, and you will see that from the new Second Book through the whole series, the Creation, the fall of Adam and Eve, the Trial of Abraham's Faith, the Giving of the Law, what is there not open for a teacher to inculcate with regard to it?

12178. If Scripture teaching was admitted at all in the books of the National Board, you think it would have been Archbishop Whately's duty, or any member of the Board, to warn children against the possible evil effects which might arise from their reading Scripture or extracts from such?—I do not think it would have been a part of his duty to do so; but I think that when, under the guise of its being perfectly harmless, and giving outlines of what is called our common Christianity—whatever the meaning of that is in his mouth—to the children, and that under this is the lurking design to subvert the faith of the whole of the people, I consider that an act of treachery and an act of dishonour.

12179. If I understand Archbishop Whately right, he did not concede that the particular extracts that were made from Scripture, that we have had in evidence, that they had any design towards subverting the faith of the children; but the bringing of the minds of the children in contact with the Scriptures themselves had that tendency. Do you think and believe that he was violating his duty in continuing a member of the Board?—I believe that the revelation there made is of a nature that, if applied to ourselves, people of any class or rank in their ordinary transactions of life, they could hold no social or other communion in the common affairs of life with the man who would be guilty of so stealthy, clandestine, and dishonourable a proceeding.

12180. Supposing Archbishop Whately had simply said in his memoirs, I believe the educating of the children, enlarging their minds, giving them new ideas, will have a tendency in due time to lead to their conversion, do you think if he had said simply that, he would have been violating his duty?—Certainly not.

12181. What is the difference?—The great difference is he was an ecclesiastic. The system was founded upon the principle that there should be no tinge of suspicion of proselytism. Could he as a man of honour in the face of this declaration of Lord Stanley, under which he held his office as a member of the Board, become the instrument of subverting the faith of the children; that provision was the vital principle of the system under which he as a man of honour took office.

12182. Mr. *Gibson.*—Are you aware that the Scripture extracts were prepared and submitted to the approval of Dr. Murray, and approved of and put upon the Board's books?—I am aware that in one sense they were.

12183. You stated that Archbishop Whately was guilty of clandestine conduct, or something to that effect. Could it be considered a clandestine thing when a bishop of your own Church, the Archbishop of Dublin, was a party to the preparation and revising of the very extracts, the introduction of which you now condemn as clandestine conduct?—Yes; I consider it clandestine. I do, distinctly.

12184. Are you not aware that these extracts, whatever their character may have been, are now relegated to the hours of special religious instruction?—I am perfectly well aware—no, you are under a mistake. They are relegated, since 1853, to religious instruction, that is to say, to what is called *special*, but not religious instruction *proper*.

12185. Mr. *Sullivan.*—There is a real distinction between the special and religious instruction?—A substantial difference.

12186. Mr. *Gibson.*—You have stated that that rule as originally framed by the Board, as to the attendance of children upon religious instruction, was one that was specially laid hold of by Protestants for some ulterior design—I do not quote your words, but your meaning—against the Catholic faith?—Which rule? I do not understand the question.

12187. I mean the rule as to the attendance of children upon religious instruction?—I will have to trouble you to put the question. I do not see the meaning of it.

12188. Namely, that no child should be compelled to receive or to be present at any religious instruction to which his parents or guardians objected?—I will answer as far as I understand you. I do not know your meaning.

14189. I wish you to answer the question I have read to you?—You are sure to get an answer in what I am about to say. The original rule, altered in 1847, was the chief rule for the protection of children of religious minorities.

12190. What was the original rule?—Have I not stated it? It was that to protect minorities. The alteration of the rule was the removal of that protection, and it chiefly affected Catholics.

12191. Do you insist upon it, that the rule meant that the patron or the teacher of the school should actually turn out any child at the hour of religious instruction not of his own creed?—I do—*should actually turn the child out.* The clear and emphatic words of the Board, in the case of Temple Meeting-house school, in 1833, reproduced in their report for 1839, are—"It is *of the essence* of their rules that children whose parents *do not direct them to be present* at religious instruction *should, previously, retire.*" Applicants for aid were required to answer affirmatively the query, "Will you take care that no children be present at religious instruction except those whose parents direct them to attend?" And Rev. Mr. Carlile, the Presbyterian paid Commissioner, deposed, before the Committee of the House of Commons in 1837, that "When religious instruction was going on of the one party there were to be no others present."

12192. Will you accept Dean Murphy, Roman Catholic Dean of Cork, as an authority with regard to the rules?—Certainly not. Dean Murphy is an esteemed and highly respectable clergyman; but I cannot accept him as any *authority* in a matter of this sort.

12193. The Very Rev. Dominick Murphy, Dean of Cork, said before the House of Lords, in 1854, in answer to question 6557, "Should you consider yourself bound to cause Protestant children to retire during the teaching of the Roman Catholic catechism?—If they wish to retire; I would tell them that the instruction was to be given and that they might go out, either into the play ground or into the separate room"?—What is the date of that?—1854? The rule was changed in 1847, and it shows that the rule, as it had previously existed was then altered. You merely bring a case which shows that he understood the change in the old rule, and was not bound by it. The case cited proves that the Rev. Dean knew what the rule was in 1854, and that he was not bound to put out the children, for that rule was changed in 1847, and therefore the case cited by Mr. Gibson only supports my view.

12194. The rule, as it stood previous to '47 was this—"That no child be compelled to receive or be present at any religious instruction to which his parents or guardians object." What was the alteration made subsequent to that in which you say Dean Murphy acted?—Simply the particle '*to*' was introduced. It totally altered the meaning. It is a very slight alteration, but it is like the word *not* in an Act of Parliament.

12195. Now, Mr. Kavanagh, did you take any share at all in getting that explanation of the rule made on

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account of which Archdeacon Stopford afterwards connected his schools with the Government?—No.

12196. Now, you said a great deal about attempts made to effect a change in the faith of Roman Catholics attending schools. You have referred to a great many matters which you think had that tendency. Is it still your statement that such efforts were totally unsuccessful, and that no case of which you ever heard or knew took place of proselytism?—Oh, I have heard of many. Numbers took place, I am sorry to say.

12197. I ask you if you know of any?—I know of several instances where a change of creed took place in pupils and in teachers, both one and the other, in National schools. I know of them, and believe them.

12198. Was that the result of proselytism?—I cannot say. The changes of creed occurred in connexion with the schools.

12199. Do you mean to say this, that if a Roman Catholic attending our schools, attending a school of the Commissioners, afterwards changes his views and becomes a Protestant, that that change of views is to be ascribed to the teaching of the National Board?—No; I would not necessarily connect them. You are under a mistake if you suppose or assume in putting the question that there was no connexion between the changes and the schools, whereas I will show a connexion between the two.

12200. The Rev. Dr. *Wilson.*—Have you heard of any Protestant becoming Roman Catholic?—Yes; generally learned men and people in the higher ranks of life, in England and Ireland.

12201. Is there any in the lower ranks, so far as you know, who have, in the National schools, become Roman Catholic?—No. I never heard of any Protestant connected with the National Board, either as pupil or teacher, becoming a Catholic except one, the mistress of a model school.

12202. Did they attend any of the National schools? Are you aware that by attending National schools a change of religion occurred?—Yes.

12203. And you attribute that change of religion to the character of the education in the National schools?—No; in the case of the mistress; her mother was a Catholic and her brother a Catholic, and there were other circumstances to account for it.

12204. Are there not similar circumstances to account for such a change in other cases?—There might, in some cases; but if I was allowed I would connect the two directly as cause and effect, as far as such is possible.

12205. Mr. *Gibson.*—I find it stated in the pamphlet of Archdeacon Stopford, "Mr. Kavanagh has stated (p. 88) that 'the Board declined to alter or explain the rule for me, and that, in consequence, I remained apart from the Board about two years; that I then renewed my overtures, and that the interpretation which I desired was assented to by the Commissioners.' He ought here to have explained that in the interval I had met him at school examinations, and that he had volunteered his services to obtain from the Commissioners the explanations I desired. That he did use his best exertions I believe, and I heard from others that he openly took credit for having procured my connexion with the Board by obtaining those explanations." Was this statement of Archdeacon Stopford true or not?—Wholly false. And further, I contradicted it on the spot, in a public letter ten years ago, addressed to and acknowledged by Archdeacon Stopford himself.

12206. Wholly false?—Yes; and contradicted publicly, 2nd June, 1859, when the charge was made.

12207. Mr. *Sullivan.*—You contradicted that statement?—Yes, in the public papers; and Archdeacon Stopford replied in the public papers, and acknowledged his error.

12208. Mr. *Gibson.*—Please produce the letter?—I will put it in evidence. Allow me to read his letter, dated Kells, 4th June, 1859, addressed to myself in the *Morning News.* I proved an *alibi*, that I had never seen him, and never had any correspondence with him during the whole period in question. Archdeacon Stopford's letter, addressed to Right Honorable A. Macdonnell, in reply to my book, "The Catholic Case Stated," was published as a pamphlet in May, 1859. I read that statement which you have quoted from it, and I instantly replied in a letter addressed to him in the *Morning News,* dated 2nd June, 1859, and forwarded myself a copy of that letter to the Archdeacon, calling upon him in the following words—"I emphatically, sir, deny that I did (that is, procure the explanation); and as I have never seen you nor written to you, nor held any connexion whatever with you from the beginning of April, until you applied, to put your schools under the Board, any statement to the contrary must be false. Next, I deny that I had any official connexion, whatever, with the discussion of the change of rule, which was conducted exclusively between yourself and the Commissioners, through direct correspondence, none of which passed through my hands. I challenge you to disprove this statement." Archdeacon Stopford, in a letter to the *Morning News,* dated the 4th of June, 1859, replies—"I give the documents and this letter, showing my connexion with Archdeacon Stopford." I may state in brief——

12209. The *Chairman.*—Come to the point?—I had met Archdeacon Stopford, at schools, in 1845 and 1846, when I was District Inspector, and on three occasions by accident, on my part. In December, 1846, I was appointed Head Inspector, and in the following March he wrote to me in Dublin, requesting me down to Kells to examine his schools, though they were not connected with the Board. He asked me to remain to dinner, which I found myself unable to do as I had to go upon some other business, and I wrote to say so; and from the time I wrote that letter, apologising, I challenged him to name an occasion on which I had anything to do with him officially, or otherwise, from April 1847 up to the publication of his letter in May, 1859—*a period of twelve years.* He states now, and relies upon this, that he merely heard that I had taken a part in *promoting* the explanation of the rule in question. I asked him to name how, when, and in what manner. His letter is not long, and I will give it in if it is thought worthy; but I simply state, that from the month of April, 1847, to the time he was writing, May, 1859, I had never spoken to him, never written to him, or had communication with him in any shape or form, with the exception of having sent to him, by one of the clerks in the office, in August, 1847, the proper forms of application for aid to his schools, as requested by him.

12210. Bishop of *Meath.*—Give us the passage in his letter which will bear out your statement?—His letter is not long, I will read it:—

ARCHDEACON STOPFORD'S REPLY.

"To James W. Kavanagh Esq.

"SIR,—A letter addressed by you, to me, in the *Morning News* of June 2nd, appears to require an answer from me, on one point, only. I did not state that you were officially engaged in the explanation of the Rule of religious instruction, in 1847, I spoke only of your voluntary promotion of it. Our meetings, at schools, in 1845 and 1846, were, certainly, accidental. At those accidental meetings you urged me to connect my schools with the National Board. I said I must have explanations of two things—viz., (1) of the ambiguity of the rule of religious instruction; (2) respecting the permanence of the non-vested system. You assured me that I was under a mistake, and that both these points were already settled, as I wished; and you urged me to join the Board, at once. I said I must have further assurance on both points. You then suggested that I should get an explanation of the rule of religious instruction, upon an application for aid. You said you would give it such support, with the Board, as would make it successful. And as the question of the permanence of the non-vested system could not be settled in that way, you offered to get me an official explanation upon it. I would not have listened to your overture, if it had not embraced both points; but as your suggestion appeared to me right upon both, I said I was open to receive an explanation, if you procured it. You admit having procured me the explanation concerning the non-vested system; but you are mistaken in treating it as your official duty, in reply to my official inquiry. Our meeting at Carnaross school was, as you say, acciden-

tal. I did not go there to make any application to you, neither did I make any; and your official letter, of 14th January, 1847, proves that I made none, for you do not say in that letter 'in reply to your application or inquiry,' but you say, 'having had some conversation with you, on a recent occasion, and being desirous to procure an official answer;' thus clearly admitting that there had been nothing but conversation on my side, and that the desire for official explanation was your own. Accordingly, when I published the transaction, I treated it as 'volunteered,' ('Terms of Aid to Non-vested Schools,' p. 7), of which you never complained. You are correct in saying that delay then occurred. The famine was at its height, and I was constantly engaged; this matter lay over, until harvest brought temporary relief. I stated this reason for the delay, at the time. When I made my application you were aware of it, for you directed the forms to be sent to me. When that application was met by an admission of the construction of the rule, and followed by my connexion with the Board, you took to yourself, as many persons told me, at the time, the whole credit of having yourself effected my connexion with the Board. I could not but understand from this, that you had promoted the explanation of the rule, as you had offered to do. In my letter to Mr. Macdonnell (p. 7), I have stated that I never knew how far the result was affected by your interference, having never, up to this moment, had any communication with any member or officer of the Board, respecting your share in the matter.

"I think it fair then to give you the grounds on which I made the statement contained in pp. 6 and 7 of my letter to Mr. Macdonnell. I shall be prepared to support it on proper occasions. But I do not feel called on to discuss it further, in reply to letters, such as yours. You have erroneously quoted me as defending myself against a charge of seeking for a mitre. If you look at the passage again, you will see that it is a defence of another person.

"I remain, sir, your obedient servant,

"Edward A. Stopford,

"Archdeacon of Meath.

"Archdeaconry, Kells, 4th June, 1859."

You may see from the tone of his letter that I had no intercourse with him for several months before his application, that I had nothing to do with it.

July 11, 1868.

James Wm. Kavanagh, esq.

12211. Rev. Dr. *Wilson.*—Have you any objection yourself to religious instruction being given in schools to children of all denominations?—Of every denomination?

12212. Of all denominations?—I do not wish to see any primary schools in which there would not be religious instruction given, or some provision made for religious instruction.

12213. I mean unitedly, to the communication of religious instruction to children of different denominations—unitedly, to any extent?—I believe it is wholly impossible. I know, from experience, that it is utterly impracticable.

12214. Personally are you in favour of it?—Personally I am against it, because there is grave danger connected with it—I mean in mixed schools.

12215. Did you ever approve of the information communicated in these Extracts yourself?—I highly approve of it as a Christian man. I give that information to my children, but not necessarily out of those books.

12216. Not out of that book?—I may have done so, and may do so to-morrow.

12217. I see that on a former occasion the question was put to you—"You have used the Scripture lessons yourself in teaching. Are you of opinion that the use of Scripture lessons is practically an advantage in a school"?—and you replied, "I think it is, if there be full confidence that they are used with honest motives. It all depends upon the meaning attached to the word 'advantage.' I desire myself, both as a public officer and as an individual, the extension of the Scriptural information contained in the 'Extracts' among the people, if that can be done in consonance with their wishes and feelings"?—I endorse every word of that. I am for the spreading of this information far and wide, but through safe and authorized parties.

[Adjourned.]

Thirty-first Day.—Dublin, Monday, July 13, 1868.

Present:

The Right Hon. The Earl of Powis, *Chairman.*

The Right Hon. and Most Rev. The Lord Bishop of Meath.
The Right Hon. Lord Clonbrock.
Sir Robert Kane, F.R.S.
Rev. David Wilson, D.D.
Rev. Benjamin Morgan Cowie, B.D.
James Arthur Dease, Esq.
James Gibson, Esq.
Scott Nasmyth Stokes, Esq.
William K. Sullivan, Esq., PH.D.
Laurence Waldron, Esq.

D. B. Dunne, Esq., *Secretary.*

Michael Fitzgerald, Esq., one of the Head Inspectors of Schools under the Board of National Education, is further examined.

July 13, 1868.

Michael Fitzgerald, esq.

12218. The *Chairman.*—Have you got the return to which you referred on a former day in answer to question 8468?—I have, my lord.

12219. Will you put it in?—I put it in now (return is put in).*

12220. Is the whole of this, or a part only, comprised in the returns which the Commissioners have asked for from the National Board?—I am not aware how far it is comprised; but when I applied for liberty to put it in to the Commission, I was told in the office that it was one of the returns that had been asked for in the general requisition.

12221. Are you prepared now to complete your information as to the comparative attendance in conventual and in model schools?—I am. I find the per-centage of pupils who attended on 200 days and above, 2·2 in conventual schools, and 22·6 in model schools; at 150 days and above, I find the per-centage respectively 18·6 in conventual schools, and 38·8 in model schools; at 100 days and above, I find the per-centage of attendance in conventual schools to be 40·8, and in model schools 56·1; while the per-centage of pupils who attended on less than 50 days was 34·4 in conventual schools against 22·2 in model schools. Taking 100 attendances and above to include those who may be called regular attendants, it appears that, of every 100 pupils on the rolls, 41 nearly were regular in their attendance at conventual schools, while over 56 were similarly regular in their attendance at model schools. And taking those who attended on less than 50 days as extremely irregular in their attendance, it appears that, of every 100 pupils on the rolls, a little over 41 were extremely irregular attendants at conventual schools, while only a little over 22 were similarly irre-

* This Return will be found among the Returns furnished by the National Board, Section XIII., Paragraph 4.

July 13, 1868.

Michael Fitzgerald, esq.

gular attendants at model schools. And it may be mentioned that among these 22 pupils are to be found all who, having entered the model schools, were withdrawn after a few days' attendance in obedience to the orders of the Roman Catholic clergy. I think these statistics clearly establish that the attendance at model schools is much more regular than at conventual schools; a fact which seems surprising when we remember that the former schools have been exposed to a systematic course of opposition which has not existed in the case of the latter.

12222. Mr. *Sullivan.*—Do you think anybody would make such a comparison *a priori* at all? Would not anyone naturally suppose that the attendance should be better at the model schools?—If the model schools were supported by the public generally, and received with favour by all classes, then *a priori* the attendance would be better.

12223. But looking to those who attend the model schools, and comparing them with the persons who attend the convent schools—having regard to the circumstances—do you say there is any analogy whatever between the two classes of schools?—I think the same classes attend to a great extent in both classes of schools.

12224. Do bare-footed children attend in the model schools?—In some.

12225. Perhaps you would mention a few cases?—Belfast and Trim.

12226. Give us the statistics of the Trim and Belfast model schools?—I am not in a position to do that.

12227. Could you give us the relative attendance at Belfast and Trim in the two classes of schools?—I could not.

12228. Then your statement is for the whole of the model schools as compared with the whole of the conventual schools?—Exactly so.

12229. Your other examples are taken from cases where bare-footed children attend?—I don't take them as examples. I only gave them as instances.

12230. Do you think that at the model schools generally bare-footed children attend?—No. In conventual schools there are two schools—a school for the better class of children, and a school for the poorer class of children.

12231. Do you say that of the convent schools generally?—In almost every convent school I attended it is so.

12232. Is it so in the schools of the Presentation Convent, Cork?—I don't know. I speak only of those I am acquainted with.

12233. Then you are not acquainted with every class of convent schools?—I am not, of course.

12234. What convent schools are you acquainted with?—With the schools of the Sisters of Mercy, with the convent schools of the Sacred Heart, with the convent schools under Les Dames de la Sainte Union, and under Carmelites, and with the schools of the Sisters of Charity, in King's Inn-street.

12235. You are aware that the orders you mention teach not only the poorer classes but all classes of girls, and that they have schools of every grade?—I believe so, in most instances.

12236. You are aware that the Presentation nuns cannot?—I am not aware.

12237. Is your comparison made with the middle or the lower class convent schools?—With the lower only. I have no statistics of the middle schools.

12238. Would not the middle schools of the convents be the schools that would most naturally compare with the model schools?—I think not. I think those who attend the middle schools of the convents are of a higher class than attend model schools.

12239. Are you acquainted with the model schools in the south of Ireland?—I am not acquainted with the south of Ireland at all as an Inspector.

12240. Do you know from any information official or otherwise what is the class of children attending the Cork Model Schools?—Except by hearsay I do not know.

12241. Are you aware there are pupils go to that school in carriages and pairs?—I am not aware of that.

12242. Would you be surprised to hear that they go to school in carriages and on private cars?—I would not.

12243. Would the circumstance of pupils going in carriages and on private cars, or travelling first-class on the railway from Blackrock and Queenstown to Cork, lead you to think they were of a lower class than are to be found in the model schools of the convents?—Such persons as you describe would not be of the lower class, but I am not aware that such classes attend in the model schools.

12244. Mr. *Dease.*—Would not the opposition of the clergy to the model schools affect the rolls rather than the attendance?—It would not. I will explain to you exactly the effect it would have in the case of the model schools I have before me at present. When a child enters a model school its name is placed on the roll. The child may then be withdrawn the next day or a week after, but its name remains on the roll till the end of the quarter. Meanwhile the child is not making any attendance at the school; and so far the per-centage of attendance is lowered by the absence of that child, although the child has virtually ceased to attend. In any model schools I am acquainted with the name is struck off only at the end of the quarter.

12245. Mr. *Stokes.*—How are the fees paid in the model schools?—In advance. The practice is, that the payment shall be made to terminate with the quarter. Suppose a child came in for portion of a quarter, the payment is made in advance from whatever period the child enters till the end of the quarter.

12246. Are not the fees paid quarterly in advance in the model schools?—Yes.

12247. Does not that mode of paying the fees secure greater regularity of attendance?—Undoubtedly; it is, in great measure, to this mode of paying the fees I attribute the regularity of attendance.

12248. Is there any similar system of payment in convent schools?—I should say not.

12249. Do you know that children of county magistrates, professional men, head inspectors, and persons in similar social positions, attend at any middle class convent schools?—I do not know anything of the children who attend the middle class convent schools. I have no access to them. I could not speak of them except from general knowledge. I have no official knowledge of them.

12250. Mr. *Sullivan.*—As a general rule are not the persons who attend model schools better looked after than those who attend the ordinary class National schools? Are not the rolls better kept?—I have already stated that I believe the rolls are kept in fully ninety per cent. of the schools with the greatest regularity.

12251. I mean with reference to keeping the rolls, that the number of children being more limited they are better known and more inquired after?—There is a rule that if children are absent from the model schools without leave, notice of the absence must be sent to the parents to secure their attendance.

12252. Is that the rule in ordinary National schools or in convent schools?—Of the convent schools, the larger schools I am acquainted with belong to the Sisters of Mercy, and the nuns in their visits to the poor make those inquiries, and exert themselves to secure regularity of attendance.

12253. In the cases of schools with an attendance of about 500, could they do it to an equal extent?—I don't know that they do it to that large extent, but they endeavour to do it.

12254. Are not the convent schools generally large schools?—They are.

12255. As to which it would be very difficult for the nuns to do what you state?—I can give you an example of a case in which, in a convent school, success has been attained in that particular. In a convent school in Roscrea the average attendance is 80 per cent. of the number on the rolls. The reason

is, that in that school no child can be absent for a single day without leave. The means by which that rule is enforced is this—in the case of a child who has absented herself from a school, the parent of that child must come to the convent and appear before the superioress, and explain to her the cause of the child's absence. That involves a certain amount of trouble, as the convent is a short distance from the town. It is a task the parents don't like. They don't like appearing in that capacity before the Superioress, because they are sure to be found fault with; therefore they send their children to school most regularly to avoid having to do so.

12256. Mr. *Stokes.*—In King's Inn-street school is there any separation of classes?—Not in that building.

12257. In the National school?—Not in the National school. There may be a higher class school in another building. There is no separation of classes in any convent school I am acquainted with, in the National school part; I heard there was such a thing.

12258. Is Naas in your district?—It is not. Perhaps somewhere in that locality the case occurred.

12259. Rev. Mr. *Cowie.*—Is Navan in your district?—It is.

12260. Do you know the Sisters of Mercy schools?—I have not been able to visit them. I called there about three weeks ago; I think the day after you visited there. The children were engaged all day at religious instruction, preparing for confirmation. I could not think of interrupting them.

12261. Mr. *Stokes.*—Was that the case also in the boys' school?—It was the case in the ordinary boys' day school, which is not under the convent. It was the case in the infant department of the convent schools. It has been the case in a great many schools in that diocese for the last two or three months.

12262. Mr. *Sullivan.*—Have you ever heard it stated before by anyone that the attendance in convent schools was better than in the model schools?—I heard it stated by Mr. Keenan in the Education office, and I was very much surprised at it.

12263. Are you aware whether he gave it in evidence?—I know nothing at all about his evidence. It was before the Royal Commission was appointed that I heard him in conversation make the statement. It was on his making that statement I proceeded to make inquiry to investigate the subject for myself.

JAMES W. KAVANAGH, Esq., further examined.

12264. Mr. *Dease.*—I want to ask you a question, Mr. Kavanagh?—I beg your pardon for a moment. I have, first, to request the Chairman to allow me to correct an error. Your lordship asked me a question in the course of my last examination (8th inst.), and I fell into a mistake in answering it. I don't want to withdraw the answer, but to amend it by making a correction and explanation. In the course of your lordship's examination with regard to the recent changes in 1864, that have been made in what we call the alternative schemes of vesting, either in local trustees or in the Commissioners in their corporate capacity, you asked whether any change had been made with regard to grants by the Board for repairing schools, and I fell into the mistake of saying, that since the late change the Board had extended grants for repairs to the new locally vested schools, and I don't know how I can have been led into such a mistake.*

12265. The *Chairman.*—As regards the new schools that are locally vested, on whom does the expense of the repairs fall?—The denial of aid to repair continues as of old. The repairs are extended only to those schools originally vested in the Commissioners in their corporate capacity, or those assigned to them, thereby still offering a premium to the people in the country to vest their schools in the Commissioners in their corporate capacity.

12266. I understood you on a former day to say that in locally vested schools one-third of the repairs were done by the local parties, and two-thirds by the Commissioners. Was that your statement, and if so is it incorrect?—It was my statement, and it is incorrect. I led your lordship to suppose that in what we called on that day the alternative system—that is, since 1864—that a change was made favourable to local trustees by extending to them aid for repairs, and in this I led your lordship into a mistake, the correction of which leaves the distinction between the two classes of schools the same as it existed before the recent change in 1864.

12267. Then am I to understand that under the present rule the repairs of schools vested in local trustees fall wholly on those trustees?—Yes; in the recently vested schools, just the same as the old schools, vested from the beginning.

12268. Before the Commissioners had power to hold schools as a corporate body, vested schools were only vested in local trustees?—Yes, my lord, up to September, 1845.

12269. Before that date were the schools so vested repaired by the Commissioners?—No, the repairs of them fell solely on the local parties.

12270. Then before the Commissioners had power to hold schools themselves, had they nothing to do with the repairs of vested schools?—Nothing whatever, except to supervise the schools, and through their Inspectors, and by their own action, enforce, as far as they could, the keeping of the schools in proper repair.

12271. Lord *Clonbrock.*—Had they at that time more means of enforcing the keeping up of repairs than they have now?—No; it was then set forth on the face of the trust-deed that the three trustees guarantee for themselves, their heirs, executors, and assigns like any other legal deed, that they would be responsible for the repairs, and it is the same now.

12272. The same now?—The very same now, in the case of schools vested in local trustees.

12273. Mr. *Dease.*—In the course of your former evidence, Mr. Kavanagh, you objected to the word "accept" which I used as expressing the action of the Roman Catholic bishops with regard to the National system. I ask you now, did the Catholic bishops, as a Catholic hierarchy, ever accept the scheme of Lord Stanley?—Never.

12274. And were they consulted as to its establishment?—Never.

12275. You know that as matter of history?—Both as matter of history and matter of absolute fact.

12276. Was not Lord Stanley's proposition favourably received by the bishops?—Rather favourably. The proposition of Lord Stanley arose out of the Commission that was next previous to this, on Primary Education—namely, that of 1824-6. Finding that that Commission had proved that the Kildare-place Society had failed, so far as the great majority of the people were concerned—that that scheme of education had ceased to be acceptable, the Government set about seeing what they could do. When the report of your predecessors of 1826 was laid before Parliament, it was thought some action would be soon taken on it. The matter was delayed, however, till the year 1828, when a Select Committee of the House of Commons took up the report of 1826, and embodied its views in some Resolutions, expressing, at the same time, its surprise and astonishment that no action had been taken on so important a document, and at such a crisis—namely, in the midst of the struggle for Catholic Emancipation, action of a somewhat similar kind was taken by a Committee of the House of Commons in 1830. Concurrently with the struggle for Catholic Emancipation, the virtual overthrow of the Kildare-place Society was promulgated through the country, and the scheme of Lord Stanley was simply, if I may so

* See answer to Question 11,022, page 449.

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speak, the burst of a crisis. O'Connell reviewed the whole proceedings with regard to the primary education question, and insisted that something should be done. Lord Stanley, then the Right Honorable E. G. Stanley, and Chief Secretary for Ireland, gave a pledge that the matter was under the consideration of the Government, and should receive their earliest attention, and asked the House of Commons to intrust them with a moderate sum of money to make a commencement, promising, however, that none of the money would be applied until the Government would have stated to the House what scheme of education they intended to put forth, so as to secure the approbation of the House of Commons. In the interim, between the breaking up of Parliament, and its re-assembling for an autumn session, Lord Cloncurry who was a very active opponent of the Kildare-place Society, the Right Honorable Anthony Richard Blake, and Lord Stanley were invited to dine at the Castle with Lord Anglesey, that they might have a discussion on the whole question, and it was on that occasion the National system was founded. I had it from the lips of the Right Honorable Anthony Richard Blake, himself, who was a party to it. Lord Stanley, I may add, at a very advanced hour of the night separated from the company, stating that the British Parliament would never accept a scheme of education from which the Bible was excluded. Nevertheless, Lord Stanley, about the opening of Parliament blocked out his letter, and you are to recollect that the principles embodied in that memorable document are not his ; the maxim now so trite with us, that from the schools should be banished even the suspicion of proselytism, is taken from the Report of the Commissioners of 1812. So, that I suppose, this brief statement is enough to show that the Catholic Bishops were never consulted, and therefore, were never parties to the terms of Lord Stanley's letter.

12277. Did any of the Roman Catholic Bishops at that time express a decided opposition to the system ?—No ; but at the earliest meeting of the Catholic Bishops, Dr. MacHale and some others, a very considerable minority, urged the dangers of the scheme and asked the Bishops to press for a purely Catholic system.

12278. Did Dr. MacHale, as one of the Roman Catholic Archbishops, ever accept this system ?—So far as to accept grants, and work with it for some time, he did ; but he was one of the bishops who at this meeting proposed that they should hold out, and go into correspondence with the Government, with a view to get denominational grants. It is matter of fact, that the subject was so discussed by the bishops, but they, having faith in the great changes that were taking place in the country—confiding that the new scheme was a great improvement on the past —said they would test the working of the proposed experiment.

12279. Lord *Clonbrock*.—Is it not also matter of fact that it was accepted by the majority of the Irish bishops ?—By all, without any exception, so far as taking grants. All accepted, or rather entered upon the experiment.

12280. I thought you said Dr. MacHale objected to it ?—No : Mr. Dease on the last day several times used the words, "received the system," or "approved of the system," as if it were a matter of fact ; and as he has now thought fit to ask me was he correct, I want to set the matter right, because it is of the utmost importance that the true facts of the origin and introduction of the system should, first, be distinctly understood. There are many parties throughout the country who appear to believe that it is little less venerable and scarcely less sacred than the British Constitution itself, and that it is an Act of Parliament. There is so much ignorance prevailing about the whole question, that it almost amounts to superstition.

12281. But the bishops were generally favourable to it ?—Most favourable, as an experiment, and as an improvement on the other ; and I beg to remind your lordship that the word "*experiment*" occurs in Lord Stanley's own letter ; that it was proposed as an experiment merely, and the Commissioners themselves found, at their first meeting, that the experiment would not work, and gave it up.

12282. But as long as Archbishop Murray lived we had not heard the same objections that we have heard since ?—Nearly the same, and as strong, but not universal, my lord.

12283. Mr. *Dease*. — What public acts of the Catholic hierarchy can you refer to to corroborate that statement ?—I incidentally referred to them in my last examination. I said the bishops were divided into two parties ; that there was a slight majority in favour of the National Board, and that both parties proceeded to lay the matter before the Court of Rome. The Commissioners deputed the late Mr. Dowdall, the Catholic secretary, to advocate their case and explain official matters. What I may call Dr. MacHale's or the anti-National Board party sent an agent on their behalf ; and Dr. Murray's party sent two clergymen on their behalf. The late parish priest of Booterstown, Rev. Dr. Ennis, was one of the parties. They laid the matter before the Court of Rome, and the result was, that the system was tolerated by Rescript, dated 16th January, 1841. As great scandal was given by the bishops writing one against the other, on the subject, the Court of Rome prohibited bishop writing against bishop, and archbishop against archbishop in the newspapers, and as a matter of prudence, the system was tolerated by the Court of Rome with certain conditions, and suggestions ; then came the agitation consequent on the incorporation of the Board, 1845 ; next the Decrees of the Synod of Thurles, 1850, which brings the episcopal proceedings up to 1859, and to the more recent transactions.

12284. The name of Dr. Doyle, the celebrated J.K.L., has been mentioned as having been favourable to a mixed system of education. Is that statement correct ?—Wholly incorrect in the sense in which he is quoted ; and in so saying, I am proud as a child of his diocese, and that great prelate being a friend, or rather a patron, of my boyhood—I am proud of having this opportunity of vindicating his honoured name from the aspersion.

12285. Can you mention any special statement of his, made at any time publicly, that bears out your view ?—Yes, one much more solemn than a mere statement. Lord Stanley's public letter, headed October, 1831, was written the 31st of that month, which letter was printed in script, and sent round to the different parties who were invited to accept the office of Commissioner under it ; and as soon as the Commission of seven was formed, they met, for the first time, in the Castle of Dublin, on the first of December, 1831 ; for in this matter precise dates are of the utmost importance. The Board did not hold their first meeting for the purpose of doing any business or making grants until the 22nd of January, 1832 ; yet on the 26th of December, 1831, Dr. Doyle wrote his memorable letter, that is so misquoted by some of the supporters of the mixed system. If you will allow me, I will put it in evidence. The National Board thought his letter so important, that they published it in the Appendix to their Report, 1839, as an official document, and, if you please, I will make a remark on it. It is quite clear that when writing this letter, 26 December, 1831, he could not have seen the working of the system that, in point of fact, was not yet formed ; it is quite clear there was no National school when he wrote it, not even one ; the clergy had not yet made any application ; Dr. Doyle writes a circular to his own clergy, in his capacity as their bishop, informing them that this new system, as appeared from the published outline of it, was a great improvement on the Kildare-place system, to which he was so inveterately opposed ; inviting his clergy to send in applications to the new Board for aid ; and reviewing one or two of the leading points in the terms of the letter of Lord Stanley, just then out, but using the remarkable caution—"This assumption ('as to the control over books') would produce evil, if the Commissioners sought to corrupt the education of the Irish people. We defy them to

do so, even if they were so minded; but they are not. Their purpose is upright; their views are to promote education, religious as well as literary, and to preserve full and entire freedom of conscience. Should bad men succeed to the present Commissioners, and attempt to corrupt the education of youth, we are not dumb dogs who know not how to bark; we can guard our flocks, and do so easily by the simple process of excluding the Commissioners, and their books and agents, from our schools." Dr. Doyle never wrote, never stated, during the remainder of his life, one word about the National system—one word in favour of mixed education; and, if you allow me, I will put in a document showing what his own system was in 1826, and how tolerant and liberal were his own ideas as to Protestant minorities. I may add that his clergy simultaneously applied for aid; that the Carlow, Kildare, and Leighlin schools were amongst the earliest placed under the Board; that he was ill during nearly the whole of the year 1833, and was absent for a time in England; and that he died in June, 1834. How these advocates of the National system can say that Dr. Doyle approved of it, as we have it to-day, or how they are so ignorant of the facts as to quote him as approving of the system with all the changes it has undergone in the thirty-four years after his death, I am wholly at a loss to understand.

12286. What is the document you refer to, that you will put in in support of that statement?—Several of the schools of that diocese had been connected with the Kildare-place Society, and when Dr. Doyle withdrew therefrom he issued general instructions to his clergy—a sort of modest diocesan code for the management of the parochial schools, which if you please I will put in as an important document, telling you at this stage only, that he distinctly lays down the course of religious instruction, with which the school was to open and to close; and he also distinctly lays down, that if Protestant children attended Catholic parochial schools, they were not to take part in the religious instruction, except directed by their parents. There was no trick, nor slimy ways about him either to coax or to compel them; for he said, that unless at their own desire, sanctioned expressly by their parents, they were to be put out; whilst they not alone got secular instruction, but they obtained shelter under the roof of the school, and were afforded time and place for their own religious instruction, as prescribed by their pastors, though they might not, in a public capacity, have given one shilling towards the building of the school, or towards its support.

12287. Mr. *Gibson.*—I want to know do you refer to Dr. Doyle's letter, dated Carlow, the 26th of December, 1831?—I do.

12288. Do you wish to put it in?—If you please.

12289. I think you have given a commentary on it?—Yes. I beg to say, whether I was misunderstood or not I do not know, that I distinctly stated I intended to put it in as a document, and also the Rules and Regulations in use in the schools in his dioceses, 1826-1831.

12290. Rev. Dr. *Wilson.*—Is that the document you propose to put in?—Dr. Doyle's circular, and the Rules and Regulations for his schools.

"Copy of a Circular Letter addressed by the Right Rev. James Doyle, Bishop of Kildare and Leighlin, to the Clergy under him, upon the first announcement of the National System of Education.

"Carlow, 26th December, 1831.

"Rev. dear Sir,—You have been made acquainted, through advertisements in the public newspapers, with an outline of the plan or terms on which the funds placed by Parliament at the disposal of the Lord Lieutenant to promote the education of the children of the Irish people will be dispensed.

"These terms had been long sought for by repeated applications to Government, and by petitions to Parliament, and have at length, with much difficulty, been obtained. They are not, perhaps, the very best which could be devised; but they are well suited to the especial circumstances of this distracted country. They provide for the religious instruction of children by their respective pastors, or persons appointed for that purpose by them, as often as those pastors can deem it necessary. This instruction shall be given on one or two days in the week, and may be given, as I hope it will, every day.

"The school-house to be built at the public expense is to be secured to the public. This is all the Commissioners require; and this is just, nay, it is necessary, in order to guard against individual rapacity. The Commissioners claim to have control over the books to be used in schools. This appears an assumption from which evil as well as good might follow. It is good that useless or immoral books be utterly, and by authority, excluded. This precaution is idle in our regard, but it may not be so elsewhere; and 'Law,' says the apostle, 'is placed not for the just man, but for the unjust.' It gives no trouble to the man who acts properly, it gives pain, and brings punishment only to him who omits or transgresses his duty.

"This assumption would produce evil if the Commissioners sought to corrupt the education of the Irish people. We defy them to do so, even if they were so minded; but they are not. Their purpose is upright—their views are to promote education, religious as well as literary, and to preserve full and entire freedom of conscience. Should bad men succeed to the present Commissioners, and attempt to corrupt the education of youth, we are not dumb dogs, who know not how to bark. We can guard our flocks, and do so easily, by the simple process of excluding the Commissioners and their books and agents from our schools. We might, by doing so, forfeit the aid which they would, if the supposition were realized, be entitled to withhold; but, in withholding it, they would be answerable to Parliament, to which we also would have access.

"The lesson on Christian charity which the Commissioners wish to have inculcated is one dear to our hearts. I hope they will have it printed as a heading to all their spelling and reading lessons, and placed as a frontispiece to all their books.

"The rule which requires that all teachers henceforth to be employed be provided from some model school with a certificate of their competency, will aid us in a work of great difficulty, to wit, that of suppressing hedge schools and placing youth under the direction of competent teachers and of those only.

"The power claimed by the Commissioners to fine, suspend, or remove teachers is somewhat exorbitant, but the exercise of it might in certain cases where religious differences or religious parties arose, be salutary. If this power were exercised to the detriment of any well-conducted school, which is scarcely possible, we have the same remedy against its exercise that we could resort to in the case of the introduction of improper books; this claim, therefore, is not one to which we are called upon to object.

"During the many years in which education has been in this country a source of religious dissension, our school-houses have been built and generally attached to our places of worship, whilst the school-houses built by Parliamentary aid have been raised in detached places.

"Some years past it would have been easy to combine education and have only one school-house in place of two; not so at present, and time only can effect that union which has hitherto been prevented at great sacrifice and at great expense. I notice this, that you may be enabled in your application or reply to the Commissioners to point out the true and very sufficient reasons why in these dioceses, so well supplied with school-houses, few requisitions for aid to assist schools can, as yet, be made in that joint manner by Catholic and Protestant clergymen, which the Commissioners so justly recommend. Having premised this much, I now beg you will, without unnecessary delay, apply to the Commissioners before mentioned for aid whether to build or to furnish or to support, as the case may warrant, each of your parochial schools. The form in which the application (always to be couched in the most respectful language) should be made, is a matter of indifference; as I suppose, should it be thought worthy of attention, a paper in the form of queries, containing the terms on which aid can be given will be transmitted to you by the Secretary of the Commissioners, and on your reply to such paper will depend the decision on your claims.

"You may take the following as a skeleton draft of the memorial to be prepared on behalf of any school.

"'To the right honorable and honorable the commissioners of education, &c., &c.

"'The memorial of the undersigned clergymen [or parish priest, as the case may be], and other inhabitants of the parish of—— [or town of——]

"'Respectfully showeth—

"'That memorialists have built [or intend to build] a school-house in which [express the average number of

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children are or will be educated]. That the funds at the disposal of the memorialists are insufficient for the building the same, or fitting up and furnishing same with requisites and maintaining a competent teacher therein. Memorialists, therefore, willing to conform to the published rules of the Commissioners, humbly hope for such aid as Commissioners in their wisdom may think proper to grant.

"'And memorialists will ever pray.'

"Wishing you the choicest graces of this auspicious time, when God appeared on earth to establish peace and good-will, I remain, rev. dear sir, your faithful humble servant in Christ,

"(Signed), ✠ J. Doyle."

"Rules and Regulations for Schools in the Dioceses of Kildare and Leighlin, prescribed by the Right Rev. Dr. Doyle.

"1. When a school is fitted up with desks, forms, and supplied with spelling and reading lessons, let a committee of management be formed for governing it.

"2. Let a master who has obtained a Certificate from the teacher in one of the Model Schools in the several Deaneries, be employed at a fixed salary, and engaged to conduct the school according to the improved plan which he has learned.

"3. Let a fund for the payment of the master and for defraying the current expenses of the school be formed of the annual subscriptions paid by the wealthy individuals residing in or connected with the district, of the weekly or quarterly payments by the children, and, where necessary, of collections made at appointed times by the clergymen at the chapel, or by members of the committee throughout the town or district.

"4. Let the weekly payments for paupers be made by the treasurer (who must be a layman) out of this fund, so that by the school roll all may appear to pay.

"5. Let the hours of attendance at school be fixed by the Committee, and all its regulations enforced by the visitors, whose remarks, to be written in a book to be kept by the master for the purpose, are to be read by the Secretary to the Committee at the quarterly meeting. Those meetings are to be held on such days as the Committee may appoint.

"6. The religious education of the children is to be thus conducted. In every school shall be provided, as soon as convenient, and kept carefully by the master, at least one copy of each of the following books:—the New Testament of our Lord Jesus Christ, an approved Prayer-book, Reeve's or Gahan's History of the Bible, Fleury's Historical Catechism, the Evangelical Life of Christ, the Morality of the Bible by Dr. Challoner, Gother or Dorrell on the Epistles and Gospels, the Imitation of Christ, Miss Herbert and the Villagers by Miss Bodenham. On the opening of the school the master shall, after the blessing and the invocation of the Holy Ghost, recite aloud, with the children assembled, the Lord's Prayer, the Hail Mary, the Creed, the Ten Commandments of God, as given, at length, in the "Abridgment of the Christian Doctrine," the Commandments of the Church, with the Acts of Contrition, Faith, Hope, and Charity —as found in the form of Morning Prayer. He shall next arrange the classes, and then, or in the evening if he find it more convenient, hear, with the aid of his monitors, the lessons of the Catechism, as committed to memory by the children. In the evening, after invoking the Holy Ghost and reciting the General Confession, let the master, standing with his head bare, and all the children in like position, read from the New Testament the Gospel or Epistle of the day, as the same is pointed out in the Text or Appendix, or if there be not a Gospel or Epistle appointed for the day, let him read a chapter of the Gospels, or of the Acts of the Apostles; and when he will have done so, and being seated with the children, let him from Gother or Dorrell read the Commentary upon the Gospel or Epistle which had been read. Should the time employed in this instruction be considerable, let the master select a convenient time in the day to have read for the children, by himself or by a scholar selected by him, a chapter from one or other of the several books above mentioned, and let him combine with the catechetical instruction, in the more advanced classes, the History of the Bible, especially of the New Testament, from Fleury or Reeve, as well as the study of the morality of the Bible out of Challoner, or in the other books above mentioned. Let the children, when possible, be provided with copies of those books. The evening exercise to close with a short act of thanksgiving, the Litany, or the Anthem, "Hail, Holy Queen," in honour of the Blessed Virgin.

"7. Whenever Protestant children attend, *let them not share* in the duties of prayer or religious instruction, *unless at their own desire, sanctioned expressly by their parents;* and where the number of such children will be at all considerable, the Committee, if required, *should afford time and place for religious instruction being imparted to them by a person of their own communion, and in the manner prescribed by their own pastors.*

12291. Mr. *Dease.*—A scheme was sketched out about two years ago, by which it was proposed to meet the objections and inconveniences of the mixed system by some such plan as the following, namely—in each school district where there is a mixed population, and where the minority might be sufficiently large to fill a small school, to establish a school for the children of each religious denomination; and in districts where the minority was too small for a school, to establish mixed schools, with the strongest possible safeguards against proselytism. Would such a scheme as that be satisfactory in guarding the rights of minorities?—No.

12292. For what reason?—For the reason that some of the Commissioners urged, especially the late Archbishop Whately, against Lord Stanley's system itself. Lord Stanley's original scheme was, as you are aware, one of combined secular and of separate religious instruction; each category rigidly to exclude the other. When the Commissioners, at their first meeting, considered this, Dr. Whately asked Rev. Mr. Carlile, as he had had a good deal of conversation with the Chief Secretary on the subject, was this his meaning; and Mr. Carlile intimated to the new Board—the provisional Board, as I will call them—that these were Lord Stanley's views, that secular instruction was to rigidly exclude all religious instruction; whereupon Dr. Whately turned to Dr. Murray, and said, "It won't work. I suppose then," he says, "according to this, if a scholar asks the schoolmaster, 'Is Jupiter the true god?' he is not to answer him. It won't work." "It won't work," said Dr. Murray." You are here, Mr. Dease, in a Christian country, and you cannot exclude the facts of revelation, the great truths of Christianity, the external history of Christianity. Apart from any higher motive, you cannot exclude these from the consideration of the people. You can teach mathematics, as I well know; you can teach chemistry, and many other things, without introducing the religious element, but you cannot compile class-books without introducing moral and even religious instruction, and even if you go back to classical and pagan literature there is a religion there; but the moment you introduce the religious element into the daily teaching of the school or introduce history into a mixed community like Ireland, the scheme becomes wholly impracticable. It looks extremely well on paper, and would captivate liberal-minded men; but when you come to its detailed application it does not work.

12293. Mr. *Sullivan.*—As a matter of fact, does not the evidence before the Lords' Committee of 1854 show clearly that many of the masters, especially the Presbyterian masters in the North, actually use the ordinary class-books of the National Board, for the purpose of changing the religion of the Roman Catholic children?—Yes.

12294. Rev. Dr. *Wilson.*—Will the witness read you the evidence to which he refers?—If you please, give me a copy of the Lords' report of 1854, as I did not bring my own with me. The Rev. T. Campbell——

12295. The page?—1069; Second volume, Select Committee of the House of Lords on National Education (Ireland), 1854. The Rev. T. Campbell, Incumbent of Trinity Church, Belfast, states that he visited in the town of Belfast, fifty-five schools that year, 1854, with a view to that inquiry. When under examination by Viscount Clancarty, he was asked, among other things, "Did you observe similar deviations from the rules in any other schools?—I should have to mention a great many; they are generally used as places for religious worship. I will specify one in which it appeared even on the Time-sheet that there would be such a service; that was the Murphy-street schools in the town of Belfast. Mr. Lowrie is the patron. In conversation with the mistress on the subject of religious education, she said that none of the children, though there are Arians as well as orthodox Presbyterians among them, refuse to receive the instruction which is given; which consists of reading the Bible. If explanations of the Bible were given, she said, there would be refusals, but during the lessons opportunities

occur which can be, and are taken advantage of, to instil religious instruction, without suspicion. She added, 'who is to take notice of this?'"

12296. Rev. Dr. *Wilson.*—Do you regard that as reliable evidence?—The evidence of a beneficed clergyman of the Established Church, from the town, on his oath, stating what passed between him and a schoolmistress, on a visit undertaken for the solemn purpose of giving information before the House of Lords, is, I think, most reliable evidence.

12297. Do you regard the statement by the party under the circumstances as very reliable?—I should say so.

12298. You are aware that in connexion with the same examination a Presbyterian witness declared he should be ashamed of himself if the Presbyterian manager of a school had ever used the school or the lessons for such a purpose. Are you aware of that fact?—I am aware, but it is not pertinent to the matter in hand.

12299. You are aware that is part of the evidence?—I am not aware of it, but I entirely accept your statement of it; it is not pertinent, however.

12300. Which is correct—your first answer that you are aware of it, or your second that you are not?—I never meant to give any other answer than that I did not recollect. Well as I know the evidence for 1854, I do not recollect the circumstance, but I accept it on your statement. I was, like yourself, a witness before that Committee of the House of Lords.

12301. Mr. *Sullivan.*—Are there not other cases in that book?—Several.

12302. Will you point out one or two?—Of the White Abbey female school—Patron and teacher Presbyterian—Rev. Mr. Campbell, incumbent of Trinity Church, says that the mistress told him, "she imparts religious instruction whenever she pleases—on any occasion that may suggest itself. There is no one to forbid it. She had been in the school for some years. She may do it" (I use his own words), "as this is a Presbyterian school." She does not consider the introduction of religious instruction into her ordinary teaching a breach of the rules, as there is no one to restrain her.

12303. Mr. *Dease.*—Do you consider it possible to compile or write an educational book that would be satisfactory to persons of all religious denominations?—On agriculture, on mechanics, on mathematics, on physics, on natural history, and matters of that sort, but no book whatever that contains matter of a moral, or even of a general literary character, much less on history or religion.

12304. Could danger, in your opinion, arise from the fact of the Roman Catholic children being taught by teachers of another religious denomination in the ordinary occurrences of the school, even outside the mere teaching class?—I don't see how such danger could be avoided. The ever-recurring breaches of discipline, and occasionally of moral propriety, little crimes, little contentions, will necessitate what we may call a formal lesson on a moral subject—and the question of rewards and punishments, and the highest sanction of religion as influencing our motives and our conduct will crop out. From mere pagan motives of personal prudence, you can speak against intemperance, against lying, against cheating, and against vices that the pagan, without the aid of revelation, would equally condemn, but when you go into the higher sanction, the higher motives, that we in a Christian country, of every religious denomination, appeal to as influencing our conduct, distinctive religious allusions are unavoidable.

12305. I asked you, just now, with regard to a scheme that was proposed two years ago, why it would not be satisfactory?—On the grounds that I have indicated, and only faintly indicated. You cannot exclude religion, religious allusions, and religious motives and sanctions from a school, nor can you exclude history. If these positions be correct, then is mixed education practically impossible, without partaking of the bias of the teacher.

12306. I follow that up by asking you whether you consider that the requirements of the Roman Catholic body would be met by allowing every school manager, in his own school, to teach what he likes, using his own books, provided he reached a certain standard of educational excellence, to be tested by examination—that he should not refuse to receive into his school and to afford instruction in each and every part of the school programme, to the child of any parent in the school district who might apply for it, and to the exclusion of any part to which the parent might object?—As a citizen, I would make the giving of grants for primary education from the common taxation of all the citizens conditional on the admission of every citizen's child, irrespective of creed, to the secular instruction afforded in the school; but when you come then to the question that the presence of an extreme minority is to disarrange the whole moral government, general system, and religious economy of the school, it would be absurd, nay tyrannical, to impose such a condition. Taking for granted that the manager does not designedly frame these arrangements for the purpose of aggression on the minority, I don't see how you could enforce this domination of religious minorities. I would give the patron the same freedom in his school that he has in his church—no more. It is scarcely necessary to say I would not allow him to compel anyone in the school, in the sense of physical or any kindred compulsion, to take a part in anything going on—any religious instruction of which his parents disapproved. I don't see how, except by writing across the face of the school, by inscription or by symbol, whichever you like, Protestant, Catholic, or Presbyterian—I don't see how, otherwise, the primary schools can be worked. The churches are open, whether Protestant, Catholic or Presbyterian. You cannot compel anyone to go in, nor anyone to remain. In a mixed community like this you must adopt the same course—if a minority be present, give them the benefit of secular instruction, always taking for granted there is that good social feeling amongst all classes, that they would not purposely make an assault on the faith of an individual poor child in the school. The school course is allotted, on the time-table. Everyone knows that by the common division of school labour there is a set time for religious instruction, and so on, and if, in the face of this, one of the minority chose to send his child, and that an incidental occasion arises in the school for moral or religious suasion, the course of instruction is not to be stopped for that minority. The thing would not work otherwise.

12307. The *Chairman.*—Are you opposed to the English conscience clause?—I am not opposed to it, if people will accept it, and, personally, I would agree to put out a child under peculiar circumstances—if I found it was a matter of prudence, but I don't think it is a scheme that would work well, for no clause that you can apply would work or be effective for protection during certain times of the day; besides the conscience clause is only a rough attempt at protection; and anyone who knows anything about the subject, any school Inspector, any teacher, any father that has taken active part in the moral management of his own children, knows that it is impossible, with the most honorable, careful, and liberally disposed teachers and patrons, to prevent occasions that will arise during the day where the influence of the school must be brought, and rightly brought, into play, for the purpose of improving the conduct of the children. I believe the conscience clause scheme ineffectual for the end in view, and that it would not work satisfactorily either in England or here.

12308. Rev. Dr. *Wilson.*—Would you not be disposed to be as liberal as Dr. Doyle?—Certainly.

12309. Would you concur in this—"Whenever Protestant children attend let them not share in the duty of prayer or religious instruction unless at their own desire, sanctioned expressly by their parents"?—Certainly; but allow me to explain the meaning which may not be so clear to you, and there is danger if it is not, that you may take it to mean that there is no incidental religious instruction ever to be given during

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the day. Dr. Doyle meant no such thing; he allotted the time for the *formal* religious instruction; not alone the course, the hours, but even the books of which he prescribed. He prescribed the very attitude of the schoolmaster reading the New Testament. He laid down every detail of it; and I do go for and would support that.

12310. Mr. *Dease.*—Would such a scheme as that which I have roughly sketched out for you—supposing the whole fund as now to be supplied by the State—would it, in your opinion, be more or less acceptable than a denominational system exactly in all respects similar to that existing in England?—By the denominational system as it exists in all respects in England, I understand you to mean the mere principle of the denominational system, and the principle alone.

12311. I mean exactly similar in every respect?—I am not prepared to answer the question. I think it a great deal better to qualify or distinguish the question. If you put me a question on the mixed system as distinguished from the denominational——

12312. That is not the question?—Then I decline, just now, to answer the question.

12313. Mr. *Sullivan.*—Are you aware whether the Presbyterians had taken any steps towards establishing a training department or model school previous to the changes made in the rules of the National Board in 1837?—I am.

12314. Is it stated on good authority?—Yes; on the authority of the Synod of Ulster, the then Presbyterian Synod of *Ulster*, now called the General Assembly of *Ireland.*

12315. Will you read it?—The Rev. Dr. Cooke, who is justly regarded as perhaps the very head, in point of years and public respect, of the Presbyterian body in Ireland, having been sixty years an ordained minister of that body, and having filled, twenty-four years ago, the important office of Moderator in the Synod of Ulster, was examined before the Select Committee of the House of Commons in 1837, when he gave the following evidence on the point.

12316. Rev. Dr. *Wilson.*—The page?—Page 431; I will read the last question so as not to take up the time of the Commissioners. To question 6409, Mr. Shaw being the examiner—"There were ten resolutions passed on that occasion"?—"Yes," and so on. Then the resolutions are given at a subsequent period of his examination, one of which is that the Synod is to keep itself disconnected from the new scheme of education.

12317. What place are you quoting from?—The date of the meeting of the Synod is the 10th of January, 1832.

12318. Mr. *Sullivan.*—The new system being the National system?—Yes; the National system, just projected, early as Dr. Doyle approved of it, almost as early the Presbyterians condemned it. I think the tenth resolution appoints the Directors of the Synod's Missions to investigate and report on the practicability of establishing a central model school in Ulster for the training of Presbyterian teachers.

12319. Rev. Dr. *Wilson.*—Will you quote the resolutions, please, and have the kindness to say where they are found?—Page 464. The resolutions open with this preamble:—"As it is the acknowledged duty of this Church to provide for the children of the people under its care, a system of Scriptural and Presbyterian education, superintended by its ecclesiastical courts, the following regulations for conducting schools to be established under this system in each congregation, was drawn up, and ordered to be published and transmitted to Presbyteries, with all convenient speed." Then the tenth resolution, which is the matter of your question, declares that the directors of the Synod's mission, for the present year, shall continue until the next annual meeting of Synod; and "shall report on the praticability of establishing, in Ulster, a Central Model School, for the training of the teachers of the Synod's Schools, and they shall report the result of their inquiries, on this important matter, to the next meeting of the Synod."

12320. Mr. *Sullivan.*—It is quite evident that, at that period, the Presbyterians had not the same views with regard to model schools that they have at present. Is not that so?—Quite so. They sought for themselves what Catholics now seek, and for which we are so much attacked—Catholic teachers to be trained by Catholics.

12321. When was the first change made at the instance of the Presbyterians in the rules of the National Board? What was the cause of the change?—Autumn 1837. Before the Select Committee of the House of Commons, in 1837, they stated, amongst other things, that to exclude, as they said, the Word of God, within school hours from instruction, is virtually to put it under a ban or prohibition, and then a question arose as to what was meant by "school hours." The Government and the National Board had said, that by school hours was meant the whole time during which the children are under instruction, whether that instruction be religious or secular, or both, but yielding to their wishes the rules were modified; in fact, the original code was re-cast in 1837, and permission given, in express terms, to any patron of a school to introduce religious instruction—what we call breaking the secular instruction—that is, they might have it at twelve, one, two, three o'clock, or any other hour of the day, *provided they complied with the rule to exclude the other dissentient children.*

12322. What was the second change made in the rules of the National Board at the instance of the Presbyterian body?—The second change which grew up tentatively, approved of by Board's Orders and otherwise, though it did not appear for some time in a formal rule—was with regard to the use of the school-houses, outside of the school hours. Dr. Cooke, in reply to a question (Q. 6,706—House of Commons, 1837), complains of "A rule forbidding to preach in a school-house, and annexing for such offence the penalty of suspension of aid." And I may add, in connexion with this, that soon after the scheme was started, that venerable clergyman, Dr. Cooke, sent a challenge, containing seven propositions, round his own immediate neighbourhood, near Belfast, defying all comers to controvert them—these propositions being that:—

"Having been requested by some members of my own congregation residing in county Down, in and about Ballymacarrett and Lagan village, to state my opinion of the (so called) National system of education, the following charges I am at any time or place ready to maintain against it, from the evidence of its own documents. 1. It was invented and imposed, not at the wish of *Protestants*, but to please the *priests of Rome* in their dislike of Bible-reading in schools. 2. During *four hours* every day the Bible must be excluded, and to read it during that time would forfeit all assistance. 3. During four hours a day neither schoolmaster nor minister dare *pray* in the school, under the above penalty. 4. No minister dare *ever preach* in the school-house, under the like penalty. 5. The Romish priest is a visitor of the school, whether the Committee will or not, and can turn out the Protestant children, *one day* every week in the year to teach that Protestants are heretics, and cannot, as such, be saved, being out of the pale of the Church. 6. The Board publishes books that inculcate *Popery*, and authorizes their use in schools. 7. The Board has published in one of their school books a well-known seditious song, '*Erin-go-Bragh*,' and give it among their schools. I affix my name to these charges, being ready to maintain them against any gainsayer." (Q. 7,691—1837.)

12323. That was the second change?—Yes; if you desire it, I will tell you how that grew up. The Rev. Dr. Hincks, Killileagh, Co. Down, raised the question in 1837. He stated that at the time of religious instruction—it might be a winter's evening, it might be late, it might be wet—many circumstances might make it desirable that the children should be accompanied by their parents; or, if their parents were unable to go, by their friends; and he asked the Board whether, under such circumstances, they would allow the children to be accompanied, at the time of religious instruction, by their parents, or by their connexions, to which the Board assented; one of the conditions being added that neither a pulpit nor an altar was to be erected in the school. Strange thing; but in the north of Ireland the teacher's desk is uni-

versally called the pulpit, and in the south the rostrum, so that that did not make much matter. This was getting in the small end of the wedge. Rev. Dr. Stewart, Broughshane, had this concession still further extended by the Board's Order, in October, 1840. The fourth condition led to frequent disputes and correspondence —it prohibited a pulpit or an altar, "*and any assembly of the public generally for religious worship and instruction*, whether such service be conducted by a clergyman or layman, *would be regarded as a violation of the National system.*" I wrote letters on this subject, as Head Inspector, and had letters written under my direction; the matter went on bit by bit, this privilege being availed of until the question came to be who were the parents, friends, and connexions of the children, and on this the whole neighbourhood got in; the religious instruction went on, and the Board did not attempt to control it. It might be psalmody, it might be a controversial discourse, it might be a prayer meeting, it might be one of the recent revivals, or that sort of thing, until at last they were allowed the school-houses as places of worship, with the condition added that they were not to be places of *stated* public worship. Meantime, the Catholics in many parts of the country, tried to get the use or privilege of these school-houses for holding School Stations, not allowed to be held in them. I am happy to say that lately the Catholic clergy are beginning to hold them there; and the sacramental character of Penance being denied by the Board I do not see how the privilege can be refused. In this way the rule sprung up, and assumed its present form, so that most of the school-houses of the Presbyterian body in the north of Ireland are at this moment *de facto* auxiliary meeting-houses, on which the General Assembly, at its meeting in Dublin, in 1855, immediately after the publication of the code that year, very properly and gratefully thanked the Board of Education for this final, clear, and explicit declaration of the uses to which they may apply the school-houses, which resolutions have already been given in evidence by me.

12324. Now, when did the third change come into operation?—The third change, the greatest of those to which you have referred, was the great change of January, 1840. That brought the Presbyterian body, as such, *en rapport* with the Board, after eight years of—I won't say rebellion—but insubordination; thenceforward they sat down together to smoke the pipe of official peace; but the exact change made in 1840 was the distinction in reference to religious instruction between vested and non-vested schools, a distinction first introduced for the purpose of excluding Catholics from receiving their own religious instruction in Presbyterian schools. This totally changed the face of Lord Stanley's system, and which, in an honourable and manly manner, no one deplored more than Lord Derby when, in his place in the House of Lords, in 1858, he said he regretted to see thousands of children denied the right to receive their own religious instruction under shelter of the roof of a National school.

12325. The *Chairman.*—Was the change you refer to made by the Board before the Presbyterian body joined?—No, my lord, not at all.

12326. What was the date of it?—26th January, 1840.

12327. Rev. Dr. *Wilson.*—What change?—The distinction between vested and non-vested schools.

12328. Was there no such distinction previously, may I ask?—No such *religious* distinction.

12329. Had there been no vested schools in existence under Presbyterian management previously?—Yes, but very few.

12330. From 1830 to 1840, are you aware?—There had been from the first, vested as well as non-vested schools in existence, before as well as since 1840. The distinction between vested and non-vested schools before 1840, referred to the legal trust as to how the property was held; but the distinction between vested and non-vested, in regard to the use or to the denial of the use of schools for religious instruction, the point to which I have referred was then created in January, 1840.

12331. Mr. *Sullivan.*—What was that distinction?—That patrons of all schools were bound to provide a time and a place—a convenient time and place—for the religious instruction, by its own pastors, of every child frequenting the schools, vested and non-vested. This obligation, in the case of non-vested schools, was withdrawn in 1840; but the distinction was not embodied in the rules of the Board until 1842-3. A footnote, of two lines, to which no special attention was called in the Appendix to the Report for 1841 was the clandestine record of this grave change.

12332. Would not rule six of that Explanatory Paper bear that out?—Yes; that document was issued immediately after the constitution of the Board, and is thus headed—"The following document, explanatory of some of the foregoing conditions, which have been misunderstood, having been drawn up by the Commissioners, as containing their views of them, has received the approbation and sanction of Her Majesty's Government." Explanation VI.—"The Board understands that the times for religious instruction are to be determined by the Local Patrons and Conductors of Schools; the power vested in the Board on that subject, being merely to see that at least one day in the week is set apart for that purpose; they also understand that the Religious Instruction given *may or may not be in the school-rooms, the choice of the place being left to the pastors of the children, but that liberty is to be secured to them to assemble the children of their respective flocks in the school-rooms, if they think fit.*"

12333. Will you return to Explanation IV. How far does the 4th section of that influence the 6th?—"The Board understand they are to require a permanent submission to its regulations, only in those cases in which grants have been made towards the erection of school-houses to be vested in trustees, according to the directions of Government; and that in schools receiving occasional or annual grants, such as salaries for the teachers, &c., they are to require submission to their regulations, only during the period for which grants are made."

12334. Do you think that in the least affects the question of vested or non-vested?—Not in the slightest, except that submission to the Board's Rules, during the term of the lease, is secured, by legal document in the former, whilst submsssion in the non-vested schools depends on the will of the patrons, who, like the Board, can dissolve the connexion at a moment's notice. Section IV., was rigidly enforced, in proof of which I can cite evidence, from the Commissioners themselves, and from the officers of the Board, so that there is no manner of doubt about the provision. The evidence of Dr. Kelly, the original Secretary, and of Rev. Mr. Carlile, and Mr. Blake, who were examined, jointly, before the select Committee of the House of Commons in 1837, shows that the Board insisted that on one day in the week the school should be closed, though only one child of the minority attended it, lest not closing the school might exclude that one child from attending. The practice up to 1840 is not a matter of controversy, and I will not take up the time of the Commissioners by going over the evidence.

12335. What was the fourth change made in the rules?—The next change made was one that was not effected at the instance of Presbyterians—at least they were not the active agents—but no parties in Ireland have at all availed themselves of its provisions to anything like the same extent. I mean the subversion of the other principle of Lord Stanley's letter. Lord Stanley's letter contains only two principles, two securities worth your discussing—the one affording opportunity, in the school-room, for the child receiving his own religious instruction, which was withdrawn, for the Presbyterians, or at their instance, in 1840; thereby denying the religious privileges of minorities; and the other was, the obligation of patrons to exclude children from any religious instruction at which their parents had not directed them to attend; by the with-

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drawal of which proselytizing was not only permitted, but protected in the schools. This serious change was made at the close of 1847. Though it was not done immediately through the Presbyterians, they more largely availed themselves of it than any other party in Ireland. The moment this was done, there was an end of Lord Stanley's system—it was only the ghost of a departed quantity.

12336. Does that change refer to separate religious instruction?—There were two most important conditions secured, as inducements to join for united *secular* instruction, in the same school. The first was freedom from religious aggression. The next was the opportunity for safe and separate religious instruction. The latter was withdrawn for the Presbyterians in 1840, the former was changed in 1847, and with these two Lord Stanley's system, or rather scheme, disappeared.

12337. What other change was made in the rules?—The change of 1839, which was immediately before the junction of the Presbyterian body, was a change made for minorities, and they largely came in under it. Before 1839, there were very few but Catholics—very few Established Church clergy or others—connected with the Board. In 1832 the principle of capitation came into existence, which, it was said, was a very good thing for religious majorities, but that it would starve minorities. By making, in 1839, the salaries personal to the teacher, through certificate of classification, a poor little school of 30 or 35 children in the north of Ireland was placed on nearly the same level with a large school of 70, 80, or 100, where the mass of the population was Catholic.

12338. What was Lord Derby's opinion with regard to the several changes?—With regard to one, he himself examined Dr. Cooke in 1837. The conversion of the Presbyterian body, is certainly remarkable, as they are now strongly in favour of what is alleged to be united education; although it was they who gave it the first death-blow. They stated they would not get the signatures of clergymen of different denominations—whether Protestant rectors or Popish priests, that it should not be made a condition that they would consult anybody before they would make application for aid to the Board. If you allow me, I will read from the Report of the Select Committee of the House of Commons on Education, 1837, Dr. Cooke's evidence; Lord Stanley is the examiner. He asks, question 6524,—

"What objection would you have to answering that 14th query in the negative, the query being simply whether the clergymen of the different denominations in the parish or in the neighbourhood of the school have been applied to in order to obtain their signatures to the application?" Dr. Cooke answers: "I could easily answer negatively, but as matter of feeling and matter of principle, it is just one of those questions which appear to me, to say the least of it, practically inconvenient. I feel an objection to its being put." "6525. What objection can you have to answering that query?—Simply because I think it implies, in the opinion of the asker, that I ought to do it. I think the asker of that question is a very foolish questioner, if he does not mean to prove that I am wrong, or that he is right." (Recollect, Professor Sullivan, that Lord Derby is the founder of the system.) "And it appears to me one of the most clear and settled points, that no Protestant clergyman establishing a school should be called on, in managing the education of his own people or the public, to consult the Romish priesthood." In answer to the next question, "What difficulty can you have in answering a question, whether the clergymen of different denominations in the parish have been applied to in order to obtain their signatures?" Dr. Cooke said—"It is, I think, one of those things I should not be asked, because no man has a right to expect me so to apply. It would seem to me I might as well ask a member of the Commons House of Parliament whether he had consulted the French House of Deputies before he made a motion—a question, I think, no man has a right to put to him; and, viewed as a Protestant, no man has a right to ask me whether I have consulted the Pope of Rome, or any other of the grades of his clergy, before I set about educating my children, set free as I am, by the Protestantism of the Reformation." "Question 6527. This is before you set about asking for money to educate them?—As a Protestant, if it implies that, I ought to consult the clergymen of the Church of Rome, I hold that is a query which should not be put, and which I should not be expected to answer." Mr. Shaw then takes up the examination, and says:—"Mr. Carlisle has stated that he should be afraid of pressing the question on the members of the Synod of Ulster subsequent to those propositions being acceded to?—I dare say he would." He says again—"He was asked whether he thought it would give offence, and he stated that he did not wish to do that; and he should not press for an answer to that query." Dr. Cooke answered—"To some it might not give offence; to some others it would; for it appears to imply a right in the Board to make any investigation in favour of the clergy of the Church of Rome. I do hold that the Board has no more right to ask me whether I have consulted the clergy of the Church of Rome, before I commence to educate my children, than the Elector of Saxony had to ask Luther whether he had consulted Cardinal Cajetan before he became a Protestant."

12339. Rev. Dr. *Wilson.*—Be kind enough to read the next question?—Yes. Mr. Sergeant Jackson asks:—

"Will you state the whole force of your objection to this regulation:—'It is expected that clergymen of all denominations, even although they may not have signed the application to the Board, shall have free admission to the school, not to take part in the ordinary business, or to interrupt it, but as visitors, to observe how the school is conducted.' Is your objection, or the objection of such Presbyterian clergymen and laymen as agree with you, to the recognition of the clergy of any other persuasion than your own?—Certainly not." "6531. Is it to the recognition of the clergy of any particular Church?—Yes." "6532. Is that confined to the clergy of the Church of Rome?—Certainly, as Protestants we can go no further."

12340. Is it not plain that Dr. Cooke had in view in reference to all these questions, the schools called "their own schools"—schools which had previously existed under Presbyterian management, similar to the schools which Dr. Doyle, in his letter, designates as his "own schools?"—I would say——

12341. Answer the question, "yes" or "no?"—The question does not admit of such an answer. No falsehood is more dangerous than half a truth. Hear the other half. Dr. Cooke calls them his own schools, but he was reminded by Lord Stanley (Q. 6527), as I now remind you, that in seeking grants he was about to give them up "*as his own.*" They were postulants to become Catholic schools, meaning *National.*

12342. To what schools do you refer?—To the Presbyterian schools. Dr. Cooke was speaking as an applicant for grants which would make the Presbyterian schools become Catholic, or technically "National," open to all.

12343. Mr. *Sullivan.*—When a school, whether vested or non-vested, accepts money from the Board of Education, does it not, from that fact, and so long as it receives the money upon certain conditions become, in the full sense of the word, a National school, bound by the rules?—Clearly.

12344. Rev. Dr. *Wilson.*—Did Dr. Cooke object to the visit of a Roman Catholic clergyman to his schools, except in his *ex officio* capacity?—He would recognise a parish priest as he would a parish pound-keeper, merely coming in as *one* of the public, to the school.

12345. Was that an expression of Dr. Cooke?—No.

12346. That is your own?—Yes, like any other just comparison. The alliteration suggested itself.

12347. Mr. *Sullivan.*—Those changes of rules are not the only objectionable matters that have originated I think with the Presbyterians. Have they not also objected to take the oath of allegiance?—Yes, the Covenanters have, and the oath of allegiance, as taken for many years, by all the teachers in training, had to be given up. The Board respected the conscientious objection of Covenanting Presbyterians to give an implied recognition of the Queen, as Head of the Church.

12348. Rev. Dr. *Wilson.*—Were any of the Covenanters of whom you speak, members of the Synod of Ulster, in reference to whom your examination is being led?—I understand all Covenanters are Presbyterians in a certain sense as to Church Government.

12349. How so?—I am unable to say, as I don't know sufficient of the various eight sub-divisions of the Presbyterian body, and you must decide yourself. They are Presbyterians, the same as Arians, and Unitarians are, as distinguished from Episcopalians. Of that I am certain.

12350. Mr. *Sullivan.*—Which branch of the Presbyterians refused to accept the use of the school placard containing the Ten Commandments?—They all refused generally on the ground that that version favours "Mariolatry," and image worship.

12351. Are the teachers now separated, by creed, on Sunday in the training department?—Yes; at the instance of Presbyterians.

12352. Was that a complete departure from the system of united education to comply with the demands of the Presbyterians?—It was, at their instance, and out of respect for the strong religious feelings they hold with regard to religious observances on Sunday. They are graver in their deportment than other Christians on that day; and the Presbyterian teachers said they were disturbed by the levity of the other teachers, and, at length, a separate room was set apart for them in the training-house, and bit by bit the denominational system was introduced, so that, short of taking their meals together, there is little of a united life in the domestic establishment.

12353. Did the Presbyterian patrons refuse to carry out the Notice System?—They sternly refused to do so, when first proposed.

12354. Mr. *Gibson.*—Are the Presbyterians obliged to keep Lent in the Marlborough-street House?—I think they are. On Friday they get no flesh meat, I believe, as a matter of economic discipline.

12355. Mr. *Sullivan.*—Are the Presbyterians an isolated and compact body in Ireland, and confined to a small portion of Ireland?—Yes; but they are very strong there, in the Plantation District.

12356. What proportion of the total Presbyterians alone are to be found, for example, in the parish of Shankill?—Eight per cent. of the whole body in Ireland are in that parish.

12357. What is the proportion in the counties of Antrim, Down, Armagh, and Derry?—Seventy-eight per cent., I think. They were located there, about 220 years ago, at the time of the Plantation or Settlement of Ulster, and they have never moved out of that, except in a few spaces and patches here and there. They were brought into the country, and *planted* in the confiscated lands of the native chiefs and septs, and there they are since. In the parish of Shankill there are 8 per cent. of the Presbyterians, and in the four counties of Antrim, Down, Armagh, and Derry, upwards of 78 per cent. of the body. There are 96·3 per cent. of the whole body in Ulster, and 3·7 in the rest of Ireland, consisting of two-thirds of the population of the kingdom.

12358. Does it not seem strange that a body so compact and isolated in a quarter like that should attempt to legislate for, or at least dictate to the entire people of a country?—It is strange. They have kept the education system at any rate, completely in their hands; and as soon as they got hold of and changed it, they accused the Catholic bishops, the clergy, and the laity, myself in particular, of utter inconsistency, for accepting Lord Stanley's scheme thirty-seven years ago and now opposing it; but, the fact is, we oppose it, on the ground of the changes wrought in the system for them, and at their instance.

12359. Do you think that many of the present abuses of the system have arisen from this series of concessions to the Presbyterians which have been made from 1837 downwards?—I do not say that some abuses might not have crept in, but I believe that, under a wise administration, long before this time public education would have settled down into a form in exact accordance with the feelings and wishes of the great body of the people. What was tried as an experiment would long since have taken the shape of the feelings and wishes of the several religious bodies in the country.

12360. Reference was made once or twice in the previous evidence here, as to the proportion of Catholics and Protestants among the Education Commissioners. Do you know as a matter of fact, during your connexion with the Board, that the Catholic members of that Board were the least compact body, and acted least together, and more from general principle than other bodies?—Yes; I know it but too painfully. Whether it was the motive or not, I cannot say, but as a matter of fact, with the exception, perhaps, of Dr. Murray, it was political Catholics, chiefly lawyers, who were appointed; and if there are any lawyers present they will pardon me, when I say, that there are no persons less qualified for the position. Having to preside in high judicial positions, I know of no body of men in Ireland so unsuitable. I don't mean unqualified as to social position or superior education, but they have no equal in point of unsuitability in other respects.

12361. Is it not the fact, that such as they were, they were less of a mere party in the Board than the others?—They never acted together at all, and during the entire seventeen years that I was connected with the Board in higher positions—perhaps it is to the honour of the Commissioners that it should be told, as I trust it is to my own honour, I never called at the house of the Archbishop, Dr. Murray, on official business, I never recollect to have addressed a letter to him, nor he to me, on any matter respecting the Board; I never called at the house of a Commissioner on official business, except on two occasions, near the time of my resignation when I called on Mr. James O'Farrell and on Master Murphy, who were the most active of the Catholic Commissioners on the Board, and both of whom have since resigned. The same is the case now.

12362. The Catholics object to the manner of making the appointments to the chief administrative offices of the Board, do they not?—They would be either less or more than men if they did not. They would be less than men if they did not resent it, and more than men if they had patience to submit to it. If you allow me I will state instances. In the first place, the Presbyterians, a mere minority in the country, then only 8 per cent. of the population, yet out of the seven original Commissioners two were Presbyterians, one a Unitarian, and the other what is called an orthodox Presbyterian, and that orthodox Presbyterian was a clergyman and a schoolmaster, on Ormond-quay, in Dublin—I mean the Rev. Mr. Carlile, who, up to 1839, was sole *paid* Commissioner. The other was the representative of a small body, a mere handful of Unitarians in the country, whilst the whole Catholic body, then 81 per cent. of the people and 90 per cent. of the pupils, was supposed to be represented by two members, Dr. Murray and Mr. Blake, who was an active member, but who also filled the office of Chief Remembrancer under the Crown. Two of Mr. Carlile's ushers—one of whom, Dr. M'Arthur, was his nephew—wrote nearly all the books for the Irish people. Search the whole history of Europe, and you will find nothing, in kind or degree, like this.

12363. What of the nephew, Dr. Bilbie?—He was a relation, and got an Inspectorship, as did also another nephew, Mr. Carlile, but Dr. M'Arthur, the head master of the training school, was his nephew-in-law, and all had assisted in compiling the books. If you go, then, to the Head Inspectors, the Secretaries, and other officers, you will find that, the Established Church people—as whether they joined the Board or not, there were reasons why they had a claim on some of the good things—were nowhere, as compared with the Presbyterian body.

12364. Are you acquainted with the book known as the "Epitome of Geographical Knowledge"?—Indeed, I am.

12365. Would this observation of an Inspector of schools be correct as to that—"I have been unable to discover an error with reference to the rivers in Ireland in it"?—Either he had not read the book, or he does not know Ireland, either as to map or soil.

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12366. Will you point out any errors?—I am perfectly sure also, he was not a Belfast man or a Presbyterian, or he would call your attention to the fact that the Lagan, on which the metropolis of Ulster is built, is not correctly spelled in the book; and in spelling, at anyrate, it might be correct.

12367. Just point out a few of the errors as to the rivers in Ireland?—There is the late chief town of a county in the centre of Ireland—with which many gentlemen in the Commission are acquainted—Philipstown; and Philipstown is put in the book (p. 253) as on the Barrow. It is not on the Barrow, nor is there any river near it at all. They rank it with Carlow and different other towns on the Barrow. The difficulty would be to say what is right in the book; some of the information may have been true thirty or forty years ago, and to use a field phrase, is pitchforked together.

12368. Was it ever true that the Shannon was navigable for 240 miles?—It was not. From its source, in the Shannon Pot, near the foot of Cuilca Mountain, in Cavan, to the extreme point of its ocean estuary, between Clare and Kerry, is 254 miles, whilst the river navigation is open only from the northern shore of Lough Allen, near Drumkeeran, to Limerick, a distance of 143 miles, in a direct course. There is no navigation higher up than Lough Allen, the statement of the Board's veracious *Epitome*, to the contrary (p. 224), that "the Shannon is navigable *from its source*, above Lough Allen, to its mouth, a distance of about 240 miles." Including the estuary, 45 miles below Limerick, the whole navigation, inland and tidal, is only 185 miles.

12369. And yet would you be astonished at finding that the Inspector does not find it wrong after having consulted his own edition of the book in 1853? Suppose he had consulted it for the express purpose of finding errors, or seeing errors pointed out, is it not astonishing such a statement should be made?—I must say to the credit of my former colleagues, the Head Inspectors, that I hope a case like his is exceptional—I must say it to their honour, that they had been as candid and truthful in exposing the errors of the books as you could expect from men in the service. If you will allow me, I will point out a few of the grosser errors in a few pages. The commonest forms of spelling Irish words, which Mr. Carlile, being a Celt himself, ought to have known, are not adhered to. As to the bays in the county Kerry, either the bays or the rivers are misplaced at the wrong sides of the peninsula of Dingle, which is a very serious mistake. Ballyheigh bay on the north side is put on the south for Dingle bay. It is stated (p. 223) that Achill Head is the most western point of Ireland; whereas, anyone who looks at the map must see how much farther west is Cape Sybil, in the peninsula of Dingle, whilst some of the Blaskets are nearly half a degree west of Achill Head; so that even the four chief points which mark the position of Ireland are not given correctly.

12370. Look at the rivers Laune and Maine and Ballyheigh Bay?—First all these are misspelled.

12371. How far is Ballyheigh Bay from where it is described to be in that Epitome?—I suppose it is forty miles from Castlemaine round to Tralee, by sea, and at a different side of the peninsula. To support a few of the other statements I have made, I will read from page 253 of the book. They improperly describe the Nore as a tributary of the Barrow. It is not; it is a large independent river, and after its junction with the Barrow both are called the Ross river, and neither Barrow nor Nore. Then it says that Carlow and Philipstown are higher up on the Barrow. Now, Philipstown is not on the Barrow at all: it is in the centre of the bog of Allen. There is a little stream near Philipstown, called the Blackwater, I think; but the nearest point on the Barrow to the town of Philipstown is Portarlington, several miles distant. Here are a few of the gross errors in the nine pages devoted to Ireland in a volume of 610 pages of an "*Epitome* of Geography (New and Revised Edition, 1856) compiled for the use of the teachers and advanced classes of the *National* schools of Ireland."

12372. Outside the class-books and that "Epitome of Geography" what other school books were brought out by the Board?—Before you leave this precious *Epitome* allow me to say another word. "At present," in 1842, it says "the whole population of America may be estimated at forty-five millions" (page 116), that is twenty-six years ago, while I see the imprint of the book is 1856. The few pages of the volume on Ireland misstate the position of the extreme points of the kingdom, misrepresent the length of rivers, the height of mountains, and the dimensions of the island; misplace great water-sheds (thus, p. 225, the drainage of Lough Erne is said to be north-east of the basin of the Shannon), counties (Monaghan is said to border on Connaught), mountains (the position of the Galtees is fixed by stating that they are north-east of Killarney), and so with bays and rivers. Not alone the Laune and the Maine are made to flow into Tralee bay, but the great Blackwater is made to join the sea in Kinsale, while the river Bandon is made to empty itself into Youghal Harbour. Towns (Ballymonagh), rivers, mountains, islands, bays, capes, are all misspelled. After an expenditure of six millions of the public money for thirty-six years, some £350,000 of it in books, there is no current class-book of geography in the English language equal to this in point of the antiquity of the information contained in it, even had it been correct.

12373. What other books besides the "Epitome of Geography" and the class-books have been prepared by the National Board?—You distinguish, I see, by the latter part of the question between books on the approved list and books the property of the Board.

12374. Yes?—They brought out two classes of books. First the religious series, properly so called, devoted exclusively to religion. There are the four that are called "Scripture Extracts." The "Evidences of Christianity," in two different forms, and the "Sacred Poetry," and these seven I will call the religious element exclusively.

12375. These books are not used now by the Board?—Yes, they are used in some of the model schools and some few other schools. The Scripture Extracts and Sacred Poetry may be used as before, but the Evidences of Christianity are struck off the list.

12376. As a matter of fact, except in a few model schools, are the remaining books used at all in National schools?—No. Catholics do not use them, on principle, and Protestants would not use them because they would not offer an indignity to the Authorized Version by substituting the Scripture Lessons. They scout them. They were intended for Catholics, but they don't use them. The secular books consist of two classes. The class-books, First, Second, Sequel (which has been withdrawn), Third, Fourth, Fifth, Supplement to the Fourth Book, and the Reading Book for Girls, or as it used to be called, the Girls' Reading Book. These with the volume on rudimentary elocution and the three volumes of British poets, are the books in which you have, largely, the moral, religious, and historical elements permeating the general matter of the reading lesson. The other books are not open to objection on any of these grounds, those on arithmetic, scientific books, geographies, grammars, and so on.

12377. Who was the author of the larger treatise on arithmetic?—A Mr. John Gregory.

12378. Have you ever seen the first edition of that book?—Yes; but very soon after its publication an injunction was obtained from the Lord Chancellor, and its publication inhibited on the ground of piracy.

12379. What amount of money was paid for that book?—I don't know exactly the amount of money paid. Its publication was inhibited, and after some years the Board employed the late Mr. M'Gauley to bring out a new edition.

12380. Who was the author of the smaller arithmetic?—The gentleman of whom I spoke before, Dr. M'Arthur, the nephew-in-law of Dr. Carlile, of the

Epitome, and one of the ushers in his school on the quay. He knew nothing whatever of arithmetic.

12381. How many editions has that book gone through?—It is not said how many, but a large number, I believe. Hundreds of thousands of copies were sold. He did not know the first principles of common arithmetic.

12382. Give an example, in proof, from the first edition before being purified?—In the early edition if you divide a sum of money into a sum of money he gave you a concrete instead of an abstract quotient. Thus he would have stated that fourteen shillings is contained in twenty-eight shillings not twice, but two shillings' times.

12383. Rev. Dr. *Wilson*.—In what books?—In the earlier editions of the Board's first arithmetic, by a Scotchman, imported from a parochial school.

12384. Have you one here?—No, but it is certain. To go to something more important, and show the ignorant and slipshod way of putting it together, the book, even as a mechanical ciphering primer, is incomparably below *Voster* or *Gough*. Take the case of *proportion*—the most important branch of arithmetic—which every one knows *is an equality of ratios*, to understand which, you first require to know *what ratio is*. Instead, the two terms are confounded; I will read for you the way it stands here at this moment—"Simple Proportion" is the heading at page 56. "When we have three numbers given this rule teaches how to find a fourth number, which has the same *proportion* to the third number that the second has to the first," instead of the same *ratio*. All through, there is the same confusion of fundamental ideas. There is scarcely a definition, not even of the elementary processes of addition, subtraction, multiplication, and division, that is not inaccurate.

12385. Mr. *Sullivan*.—As a matter of fact, has not some remarkable number of errors been discovered in this treatise by a common schoolmaster?—Mr. Hely, a teacher from Essex-street, wrote a few years ago to the Board, stating that he had a difficulty in teaching it, owing to the number of errors, and that time was lost by the scholars in consequence. He received a letter from the Secretaries, saying that they were obliged to him, and that they would be happy to receive his corrections. He sent in corrections, and many of them were adopted. On demanding payment, they wrote, stating that they were obliged to him, but that it was merely as a matter of favour they received them, but that the Board never intended to employ or to remunerate him. They refused to recognise the just and fair claim of this poor schoolmaster, offering him rather as a gift than a payment, a sum of £20, which he declined to accept, and appealed to the Chief Secretary for Ireland. A correspondence took place between the Board, the Chief Secretary, and the schoolmaster, which is published in a separate pamphlet, and if you allow me I will now put it in evidence.* Perhaps one of the best examples of the antiquity of the book is, that it does not recognise the existence of railways. It very sensibly and wisely takes the circumstances of common life on which to put practical questions; as, for instance—The circumference of the wheel of a mail coach is so many feet, how many turns does it make from Dublin to Cork, the distance being 130 miles. It sets down the price of soft sugar at 8*d*. a pound, tea at 12*s*., and calicoes are put down at a very large price, and these are given as examples of present and familiar Bills of Parcels. Allow me to read another question or two—"I was born in the year 1829. How old shall I be in the year 1839"? That is nearly thirty years ago. Another is—"Columbus discovered America in the year 1492. How many years is it from that to 1836"? Now, a painful feature about Ireland is, that everywhere through the book the population is set down as 8,000,000, constantly reminding us of a loss of two and a-half millions of our people since it was written. The Board paid £300 for writing that book; that is the state in which we now find it. The man knew nothing about it.

12386. Are you acquainted with the book on Mensuration?—Very well.

12387. Who was the author of that book?—The same Mr. Gregory, to whom I have referred already.

12388. Are you aware what he was paid for it?—No; I should say the price was £400 or £500.

12389. Is there anything remarkable about the history of that book as to its originality?—First with regard to the subject itself, perhaps next to arithmetic, it will be found that it is the portion of applied mathematics for which the Irish people have the greatest taste and turn. This being an agricultural country, even the humblest persons have an idea of areas, figures, and of rude land-surveying, and your Assistant Commissioners, when they go to the South of Ireland, will find along with abstract geometry or Euclid, a considerable knowledge of mensuration, in many of the National schools, but more largely still in the Christian Brothers' schools. Hence the greater necessity of having a suitable and superior book on the subject. The latter part, on surveying, is a plagiarism from Hutton's Mathematical Dictionary, published in 1795, and that was taken from Keith and Emerson's Surveying; Sir William Petty's method and plans were little less rude when taking the Down survey.

12390. Are the diagrams taken, too?—Yes, literally copied from it, so that the work is only useful as a fossil in geology to give the history of the science. It will tell the method used in surveying at that time; and this is in a country the survey of which is an honour to science, namely, the great National Survey of Ireland.

12391. With regard to the Tract on bookkeeping, has not it been very much objected to that the names of the people in the book are nearly all strange?—Yes, the unusual names is one objection, but it does not reflect the practice of a counting-house, or any place of business from the humblest hucksters up to the Bank of Ireland. You will in vain seek for more than the expression debtor and creditor, or the mere technical terms; but as to reflecting the practice in counting-houses, it is a complete contrast to the excellent book of the Christian Brothers.

12392. You had something to do with the introduction of physical science into the model schools?—Yes, I was the person, who with Dr. Clarke, introduced the teaching of physical science which now forms such a feature, that the Science and Art Department use the model schools largely in promoting such instruction in Ireland. I may refer on that point to a distinguished member of this Commission, Sir Robert Kane, than whom none could be louder in praise of the Clonmel model schools when under me.

12393. You are acquainted with the books used and employed by the Board in teaching physical science?—I am, very well.

12394. What state are they in?—The Fifth Book is untouched since 1836. If the people in Central Africa had schoolbooks or a scientific literature, you might as well search in them for railroads, telegraphy, photometry, photography, chloroform, gun-cotton, needle-guns, or iron-clads, as in the fifth, or most advanced class-book, in the Irish National schools. I think the expression is in it that gas was recently adopted in lighting the towns; but as to telegraphy, or anything modern, they are unconscious of it. As to astronomy, they make the most unfounded statements; such as that the distances of the fixed stars cannot and never can be ascertained; that the number of heavenly bodies is what it was at the beginning of the last century, and that the six or seven planets of antiquity are all that exist of the 100 we have now in our solar system. The Fifth Book is in that state as I now speak.

12395. And not yet revised?—No.

12396. Have you seen any of the newer editions of the book?—Yes, I have read them all with great care, and prepared detailed reviews of them.

12397. What is your opinion of the newer ones?—There are some few features in them that demand my

* The Pamphlet referred to by the witness will be found in the Appendix to Minutes of Evidence, No. XI.

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approval. Some of the exiled lessons that were put out at the instance of the Presbyterians have been brought back. "Erin-Go-Bragh"—called by Dr. Cooke that "seditious song"—(the Exile of Erin), has been brought back. The original Third Book was compiled by a Scotchman, who introduced his own countryman, Campbell's exquisite lyric, "There came to the beach," and also the Irish Harper. The same with regard to Scott's "Breathes there a man." Many think it is referring to Ireland. It is a beautiful thing, and I am happy to say it was written by a Scotchman. The exiled "Exile" is back again into the books.

12398. You had a good deal of experience in the country during your connexion with the National Board?—Few had more.

12399. What is your opinion of the attempt to keep the books entirely free from references to the country?—It is one of the objections to the so-called National system that has had the strongest and deepest effect on, not merely Catholics, but Protestants, and every one of the Celtic Race in Ireland in whom patriotism is not completely stamped out.

12400. Has it produced the result that was anticipated from it?—The very opposite. It was drilling and driving them to get literature from dangerous sources. inferior ballad poetry, or the low songs, instead of laying a better foundation, by bringing in some of the safer extracts from the Irish Melodies. I would be sorry to bring in anything exciting or of a very objectionable character, but I do not believe that the way to make one friendly to England or to her rule, is first to make him a bad Irishman, or to treat the people of the country as if their fathers had been all hanged for the lowest crimes.

12401. Has it contributed remotely to Fenianism?—I am certain it has. The National Board take credit that only so few of their teachers have been taken up as Fenians. No one will expect me to turn informer against individuals, but I am certain that every one who knows me knows my opinion on that subject, and that I am utterly opposed to the principle of that movement.

12402. Mr. *Gibson.*—How do you arrive at that certainty of conviction you have just expressed?—As I understood Dr. Sullivan's question, he asked—has the exclusion of the history and the literature of Ireland from the National school books had a tendency to produce Fenianism. I assert that it has, and these are my grounds for saying so. In the first place, with regard to the question itself, his lordship, the chairman, is evidently not aware that subject occupies a prominent place in the text of the Board's Report for 1866, that Returns relating to it have been laid before Parliament, and, therefore, it cannot be foreign to the business of this Commission, as many National school teachers in Ireland were taken up as Fenians and incarcerated, or tried as such.

12403. How many?—The Commissioners state forty, or fifty.

12404. Rev. Dr. *Wilson.*—What is the number?—The report which I am about to read will say.

12405. Mr. *Gibson.*—Refer to the part of the report?—I find the exact number is forty-seven. The Board say in the Report for 1866:—

"We cannot close this report without referring to the painful fact that as many as 37 National teachers have been arrested—although more than half the number on suspicion—for alleged complicity with 'Fenianism.' We, however, hope that of this number the great majority will be found innocent men. Against not more than two have the charges preferred been established; and so far as we can offer an opinion upon the matter, we assert, with confidence, that, as a body, the National teachers of Ireland are loyal men.

"In the rebellious times preceding 1798, the masters of what were called Hedge schools throughout Ireland were, almost universally, teachers of sedition.

"When the National system was instituted, one of the first labours of the Board was to root out from the school manuals a considerable residue of the revolutionary literature of the schoolmasters of 1798.

"Since the establishment of the National system, we have had at least *four* periods of political commotion—The Tithe agitation, the Repeal agitation, the agitation of 1848, and the Fenian conspiracy.

"1. The Tithe agitation did not produce a single case of complicity on the part of a National teacher.

"2. The Repeal agitation produced only three or four subjects amongst the teachers for the animadversion of the Board.

"3. The Young Ireland rebellion brought forth only two who were known to show sympathy with the movement.

"4. The Fenian conspiracy, the most artful and seductive of all the political agitations, a system of agitation founded upon the revolutionary theories of the Continent, a system that recognises the schoolmaster as a political power, and tries by flattery to win him over to the ranks of revolution, even this conspiracy, has produced only the following results:—

"The total number of cases which have come under our attention, connected (however remotely) with the Fenian conspiracy, is forty-seven.

"Of these—

"Four were teachers who had been out of the service, prior to date of arrest.

"Three absconded on learning that warrants had been issued for their arrest.

"Thirty-three were arrested, whilst in charge of National schools.

"Five were reported by the police authorities, as open to suspicion, but were not arrested.

"One was reported by the District Inspector, for having written a letter containing passages of a suspicious character.

"One was dismissed by sealed Order of the Poor Law Commissioners.

"Of these cases, thirty were discharged:—

"Thirteen teachers, who were in the service at the time of arrest, and one who was out of the service, were discharged, on bail.

"Eleven teachers in the service, and one out of the service, at date of arrest, were discharged without bail.

"Four were discharged, but it cannot be stated with certainty whether with or without bail.

"There were two cases of conviction: Arthur Gough, who was arrested for having arms in a proclaimed district; and Thomas Duggan, who had been dismissed by the Board in 1862 for being a member of a political society. The latter went to America, and subsequently returned to Ireland, when he was arrested, and sentenced to ten years' penal servitude."

I think it right to quote this also:—

"It is to be remembered that there are nearly 5,000 male teachers, from seventeen years of age and upwards, in the employment of the Commissioners—that a very large portion of them are between the ages of seventeen and twenty-five—that they spring almost invariably from the ranks of the people—that their position in their several localities is an isolated and unprotected one—and that all the arts of the conspirators were employed to seduce them into association with the seditious brotherhood."

The answer that I give to all that is, that several portions of it are contrary to known fact, and some portions I believe to be untrue, whilst one broad and general reply to it lies in the notorious fact—which, indeed, might be expected—that not less than 75 per cent. of the whole of the parties implicated in the Fenian conspiracy, at home and abroad, had been pupils of National schools.

12406. Rev. Dr. *Wilson.*—What is the distinction you make between being contrary to fact and not being true?—Some portions I know to be contrary to public fact, the others are, in my opinion, not true.

12407. Mr. *Sullivan.*—You have had some experience of the training department here?—Yes.

12408. What is your opinion with regard to the teaching power there?—Do you mean as to the extent of teaching power or as to its efficiency?

12409. To the extent of teaching power, and efficiency, and the duration of the training?—I believe that the teaching power in the Normal school proper—that is in the training house as distinguished from the mere practising or model schools—is neither adequate nor fully efficient. For example, physical science is not represented there, at all, at present. Experimental physics is not taught in it; before there had been, whatever its value, an attempt made at teaching them. I believe the department of mathematics is

fairly represented, but in English literature, history, logic, social science, geography, and physical science there is a total want, whilst as to method, or pedagogics, or professional teaching, it was never satisfactory, and never more unsatisfactory than at present.

12410. Did you ever draw attention to the unsatisfactory state of that department of training while in connexion with the Board?—While head master of the model school, 1841-4, I did so, repeatedly, which led to such unpleasantness between the professors and myself, that I was obliged to go out as Inspector, although I had no desire to do so. Similar differences arose between the professors and my two predecessors, Mr. Lawlor and Mr. Kerr, both of whom withdrew from the position, the former, like myself, as Inspector. When I got a model school in my own charge, as in Clonmel, of which I was manager under the Commissioners, and had large powers, I was enabled to show my view as to how a modest humble training school of that sort should be conducted. The deficiency I noticed in the training, especially in regard to elementary subjects, I adverted to, with some detail, at a former sitting of this Commission, when I described the lectures I gave to the Dublin teachers. The time devoted to training, four to five months, is far too short, and should extend to at least a year. I will ask your Secretary now, if you please, to put in evidence a letter of mine the Chairman was good enough to order from the National Board, with reference to the defects of training. It was written by me fourteen years ago, in answer to a circular addressed to the Head Inspectors.

12411. Rev. Dr. *Wilson.*—What is the document?—It refers to the training of the teachers, and the pedagogic qualifications of Inspectors.

12412. What is the date of it?—9th September, 1854. It is my reply to the Board's circular to the Head Inspectors. You will find in the suggestions written by me at that time, that I have not changed my opinion on any of the leading subjects referred to me as to inspection, the training of teachers, and the method of teaching and of school management. I suggested several matters with regard to school-houses and Inspectors, and so on. It is as follows:—

"Drogheda, 9th September, 1854.

"Gentlemen,—In reply to your letter of the 4th inst., respecting the contemplated Code of Instructions for the District and Sub-Inspectors, I beg leave to submit the following observations:

"1. The *principles* of the Science of Education have received less attention in Ireland than in almost any country of equal rank in civilization, and at the recently closed Educational Exhibition in London, ours was *the only country*, with a State-endowed scheme of education, which was unable to contribute even a good Tract on the Science of Education, or on the methods used in applying this science; on pedagogy, school economy (including fittings, furniture, and apparatus), school architecture, and school inspection—we were the only exhibiting nation that had nothing to state, or at least that *had nothing stated.* . . .

"2. Some exhibited their peculiar apparatus, some their treatises on gymnastics, on sanitation, on architecture; all their works on method, pedagogy, and pedagogics; some their hand-books for Inspectors, and some their laws and ordinances on the several grades of schools and of education in their respective states. *See the Official Catalogue of the Educational Exhibition.*

"3. Treatises on these subjects are of a character so peculiarly professional and technical that, in Ireland at least, there is little hope that the few persons who are competent to draw them up would undertake them, as a *private* speculation, or otherwise than under the direction of the Commissioners, and by whom alone they should be published.

"4. To supply the whole Institution with suitable collections of *objects* to illustrate the Lesson, &c., Books, with maps, globes, diagrams, models of machinery, &c., chemicals, and chemical and other apparatus; to supply cabinets of specimens classified for instruction in geology, mineralogy, zoology, botany, and various branches of manufacture; to select Libraries for ordinary, for model, and for industrial schools; and to assist the architect in designing and improving school furniture and school fittings—For these and kindred objects, it appears to me that three Committees, or rather one Committee (for the supply of material aids) consisting of three *sections*, should be appointed:—

"Section I.—For central model schools and training department. Members, 7.—The two Professors and their Assistants, and the heads of the three branches of the model schools.

"Section II.—For the district and other model schools, and for all the ordinary National schools. Members, 7.—The six Head Inspectors and Dr. Clarke.

"Section III.—For agricultural and industrial schools, and for Glasnevin Institution. Members, 3.—Dr. Kirkpatrick Dr. Clarke, and one Head Inspector.

"The first would direct the purely agricultural department, the second, the scientific, and the last, the scholastic department.

"The nautical schools would be better directed by one Head Inspector, and by Dr. Clarke.

"The Board's Architect to be a member of each of these sections; so that the 'Committee for the supply of material aids to the schools' would consist of sixteen members, who would meet at least once a year for the consideration of the objects already set forth. If the Commissioners should adopt the recommendation so frequently made to supply their schools with suitable apparatus, &c., at *moderate* rates, the appointment of a qualified *Curator*, to manage the department, under the advice of the Committee, would be necessary.

"5. I beg leave to suggest that the Board's Architect, assisted by whatever officer the Commissioners may deem most suitable for the task, shall be instructed to draw up a 'Manual of School Architecture and School Economy.'—To contain ground plans, elevations, sections, &c., of schools of various sizes, &c.; instructions on the selection of sites, on drainage, sewerage, light, warmth, and ventilation; on building-materials; plans of furniture, and its arrangement; school apparatus and its distribution; and playgrounds and gymnastic requirements.

"The '*Manual of the Principles* and Methods of Teaching and of School Management," so necessary for our teachers and for our Inspectors, would have more unity by being drawn up by one officer, but the subjects might be divided between two officers, selected by the Commissioners for that purpose. This work should, within about the compass of the Fourth Lesson Book, contain an exposition of the best modes of teaching every ordinary branch taught under the National Board; directions for the classification of the pupils; for the training and the cultivation of the moral feelings and affections of children; school discipline, games, gymnastics, and drill; the relation of teachers to the pupils, and their parents, to the school managers, to the Inspectors, to the Commissioners, and to the State; sanitary appliances in a school—dry, sheltered and cheerful site, planted and well-kept grounds, warmth, ventilation, cleanliness, and order of rooms, personal cleanliness, diseases of children, contagious and epidemic diseases, serious evils, which arise from ignorance and from neglect, respecting the known laws of health, popular abuses as to food, clothing, and habitations, remedies for accidents, and emergencies in school; qualities and qualifications, both natural and acquired, necessary in a good teacher, love of children, faith in education, passion for teaching, earnestness of character, self-confidence, presence of mind, command of language, warmth of imagination, versatility of tastes, recognition of the teacher's mission, improvement in his social position, avenues to promotion; distribution of teaching power in the school, monitors and assistants; boys', girls', mixed, and infants' schools, separately considered; school accounts and general directions as to relation of teacher and school to all the rules of the Commissioners.

"7. The two manuals now referred to should be thoroughly well known by every Inspector, but in addition to these, a young officer would require for his guidance a "*Manual (or Outline) of School Inspection, with hints for its efficient discharge,*" and in such a work should be embodied a condensed history of the origin, principles, rules, and progress of the National system, with the successive Codes of Rules and Regulations as they were developed, amplified, modified, or cancelled; relation of the Inspector to the Board, the school, the manager, the teacher, and the public; list of all the Inspectors, from the first appointment of such officers; programme of literary qualifications required in an Inspector, necessity for self-improvement and danger of loss of influence by falling behind some of the more advanced teachers; outline of an Inspector's library; besides works to gratify his especial tastes, it should be amply official and professional, and include reports of the various educational societies and systems in Great Britain and Ireland, America, and the British Colonies, educational reviews, periodicals, &c., and such standard works as exhibit the state of popular education through Europe and America; reports of Parliamentary Inquiries into all questions bearing on education, factories, mines, mercantile navy, charitable trusts, en-

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dowed schools, universities, schools of art and design, patents, public libraries, mechanics' institutes, prisons, poor laws, reformatory schools, &c., statistical returns bearing on education, taxation, trade, and commerce, public health—all these should be within the Inspector's reach, and form the subjects of his constant study.

"The examination of the pupils, the record of their answering, the nature of the suggestions to be given to the teachers, the school accounts, and other official inquiries would form another most important feature of such a manual; it is clear, however, that several of these official inquiries, *important as they are*, form but the *merest fraction* of an Inspector's utility, as an *educational* agent.

"To issue a Code of Instructions, therefore, to Sub and District Inspectors in any less general way than here indicated, would be, as I humbly take leave to submit, to do harm rather than good. Up to this, except what has been effected through the personal influence of the Head Inspectors, the Commissioners have not been able to give *inspection* an *educational*, as distinguished from an *official* direction, and now that opportunity is afforded by suggested improvements, I trust that such broad views, sound principles, and harmonious plans will influence the direction of affairs that every officer in the institution will have ever before him that the *education* of the people is the ONE OBJECT *for which the State employs and pays him*, and such as are not so employed, directly, are ancillary to that object.

"8. There would still be required two manuals—one of industrial occupations of boys, and another of girls, and in the preparation of these, likely Dr. Kirkpatrick, for the former, and Mrs. Campbell, for the latter, might call in to their aid such officers as show tastes in the respective departments.

"9. Your letter suggested this rude outline of educational unity which it is now in the power of the Commissioners to attempt, and which I would most humbly and earnestly press upon their consideration. In sketching the substance of some of these manuals I have observed no formal order or system, and the headings rather suggest portions of their matter than the order in which it should be dealt with or treated.

"I remain, gentlemen, your obedient servant,

"(Signed) J. W. KAVANAGH.

"P.S.—It is clear that some of the articles suggested in these manuals would require to be drawn up by medical men of ability, to popularize important branches of medical science.

"(Signed) J. W. K.

"The Secretaries, Education Office."

12413. Mr. *Sullivan.*—Is the training establishment a mere model school, and not a normal school?—It is a common school, and no more. There is little or no difference made between the methods used in instructing teachers, in the Training Establishment, and pupils in the model school. The late Archbishop Whately frequently said to some of the professors, that I cannot name here, that they were constantly reading to the teachers the same lectures, class after class, for many years, adding "*print them.*"

12414. Are the special qualifications required in schools in the country provided for?—Not at all. It is only within the last few years they have got practising schools, each being a mimic rural school, town school, mixed school, and so on. It is no better than little children, with toys, playing "schools."

12415. Has that led to the necessity of the organizing system?—Yes, the failure of it has.

12416. What is the position of the teachers in training?—Very unsatisfactory, especially among the young men.

12417. In what way?—If you visit a training college in England you will invariably find presiding a gentleman of high character, generally a clergyman—a scholar of distinction, yet thoroughly impressed with the respectability no less than the importance of the office and mission of the parish schoolmaster—and such gentlemen freely mix with the students, who wear academic robes, or costume of some sort, and through such intercourse with the principal, their manners, tone, and bearing, undergo a cultivation which, while it elevates the man, also trains him to respect the dignity of his office as well as to discharge its duties. I had the pleasure of visiting the Kneller Hall College, at Twickenham, a training college for workhouse schoolmasters, some years since, where I spent one of the most agreeable days in my life with Dr. Temple, the Principal. He first presided at the students' dinner, and superintended them before coming in to dine with his own family, and the guests he had that day. You see nothing, in kind or degree, like that in the Irish training schools. With regard to the dormitories, if any of the Commissioners will visit either Glasnevin or George's-street establishment, they will find, unless greatly changed, a large barrack of a room, some twenty young men in each, with no compartments separating the beds of the schoolmasters; you will find it in a lower state, in fact, than a way-side police barrack. It is somewhat better in the district model schools, and a good deal better in the case of the female teachers in Talbot-street; but in the case of the young men nothing could be conceived much lower than their domestic position.

12418. Is there no tendency in the system to raise them morally?—None whatever. The officers keep them at arm's length, as an inferior order of creation. That is one of the worst features, looking at it socially, connected with the central training school.

12419. Do you know anything of the classes that have been called up for the last two or three years?—Since 1862 and 1863 a total change, which does not appear upon the documents of the Board, has taken place with regard to the rules regulating the admission of students. A large number of them have hardly any claims to be admitted. They merely enter for their food, and have a seat on the benches for instruction.

12420. Are they not, properly speaking, teachers of schools?—Not at all. There was a time when teachers were obliged to have a character, but now they need no character at all. Up to that time it was required, as a condition of his admission, that a teacher should produce a certificate from the clergymen of his own communion, but when it was found that the clergy, in the case of Catholics, could not do it, for the Catholic clergy were not only forbidden to send their teachers to model schools, but they were forbidden to be accessory thereto, in any way, such as by giving them certificates of character, upon which the Board turned round for the purpose of meeting this emergency, and cancelled the Rule. If you wish I will show some of the later lists. Some of the students are mere pupils.

12421. Rev. Dr. *Wilson.*—What would you say if this was denied by a former witness that the change took place in consequence of the opposition of Roman Catholics?—I can have no certainty that it was, but I speak from the obvious coincidence of the dates and the *primâ facie* circumstances.

12422. Which first took place?—The prohibition.

12423. Are you certain of that?—Certain. The prohibition dates from June, 1862, while the omission of the necessity for a certificate of character from the clergyman does not appear until the Revised Rules of 1864.

12424. Mr. *Sullivan.*—Proceed with your statement?—With regard to the teachers in training their creed, as a general rule fairly represented the proportion of different creeds in the country, up to 1862. The Roman Catholic teachers and assistants, male and female, are generally eighty per cent., or four-fifths of the entire number. Since the prohibition of which I speak, the proportion of Catholic teachers has fallen to fifty per cent. and less, but if we are only to take those who are *bonâ fide* teachers, it has fallen to less than twenty per cent. May I refer to the memorandum which was a question of controversy between the Presbyterians and the Board? This is a memorandum which must have been before you on a former occasion, and I should say that there is a serious mistake in this statement. It is said that a large number of assistants are now in the institution, or are now grouped as assistants; but the assistants are almost altogether monitors, and the late introduction of these is to fill the benches of the candidates. You will find in the list several pupil teachers, some pupils from the Agricultural Institution, at Glasnevin; several, paid monitors; many, set down as pupils; and even some, un-

able to advance even this claim for admission. Of course as to pupil teachers I cannot have an objection to their going in provided they enter, *bonâ fide*, as teachers, but it is waste of public money, which ought not to be incurred if they go in otherwise, and a waste for which there is no defence.

12425. Have you any statistics or any list showing the numbers for the last two or three years?—I will put in a list with the details since the training establishment was opened, including the creed of the teachers for every year, and including the last six years. I will give the numbers.

12426. Rev. Dr. *Wilson.*—How can you verify such a return?—I have the materials.

12427. How have you obtained it?—I got it, regularly from the training class, each session, since I left the service. Before that, I had official command of the materials.

12428. How can you verify a return as to the number and names and particulars of parties who have been in the training establishment for the past two years?—For the past six years, I got regularly the names, schools, positions, &c., of every class of men and women from the printed returns. I have some in print, and some in manuscript.

12429. Mr. *Sullivan.*—The list is not a list of names?—No, it will not be that. It will be a summary return of the numbers only.

12430. What is your opinion as to the present supply of teachers?—I believe it has fallen away very much within the last few years, as I know from personal observation and from the Annual Reports of the Inspectors.

12431. I mean as to the competency of the persons?—It is very inferior. It is getting far worse, both as to the quality and the numbers. You will see advertisements in the papers every day for teachers, while applications for situations are very rare.

12432. To what do you attribute this want of supply?—There are some causes that are general, and some particular, and I hope temporary. First, the general cause is the great change in the social condition of the country, on which I was fully examined by his lordship the Chairman in my first day's evidence, and to which I refer you for the social causes. The other respects training—the supply of trained teachers has fallen away—it has been stopped, in fact, by the action of the Catholic Bishops. Amongst the social causes, I refer to the lowness of the salaries, want of residences, absence of pensions, too long intervals of payment, uncertainty of income, owing to action of administration, want of public sympathy with the teacher's mission, the tendency to emigration, and also the unsettled state of the public mind on account of the transition condition of the education question itself.

12433. What is your opinion as to the principle of payment by results, as a remedy for the present deficiency?—As one remedy, I am entirely for it, and have been so for many years. I beg to say that I intended to put in, as evidence, a paper that I drew up on the subject in the year 1854, in answer to a circular addressed to the Head Inspectors, on the subject of teachers' salaries. The Chairman ordered a copy of it, from the Education office, but the National Board states that my letter is missing, and cannot be found. Mr. Hunter, one of the Chiefs of Inspection, has just assured me that it is mislaid. The Board supplied me with a copy of the letter since I left the service. It is a scheme that I laid before them in 1854—a detailed scheme with regard to payment by results; and, if you allow me, I will indicate briefly its drift. Results, at the time, had not been introduced in England; it was there payment by capitation only. So long as I had been connected with the Board, I was an advocate for payment by results. Capitation is by results too, but not in the strict sense of educational results. I was an advocate, however, for retaining the teachers' certificate. I am now an advocate for payment by results—by capitation, in some cases—and the retention of moderate classification, or certificate grants, and I will give my reasons. I saw it was absolutely necessary, in order to equalize work and wages, especially in different parts of Ireland, where social circumstances were different. Since I came to manhood, I have been an advocate for some sort of results. I proposed that the seven grades of teachers' certificate should be reduced to three, the sub-divisions taken away; and that moderate salaries should be attached to these three grades of certificates. I proposed that into the classification of the teacher should enter the classification of his school; that we should have a classification of schools as well as personal classification—that the two should go together, and the certificate go up or down according to the state of the school which should be ascertained, by minute, detailed and careful examination, not merely of classes, but of individuals; and the whole system of the school should be gone into—that the capitation rate should be given by a certain minimum for every child in the school, on a certain sliding scale. It is not a complicated scheme. We have the element of results—an examination gone into, and a personal investigation goes on. You will clearly understand it, as I will be able to produce it again, and put it in as a separate paper. I took great care with the matter, and I have made converts of some of the Inspectors. I am happy to say that, in their reports for 1864, 1865, and 1866, many of them agree with me in this scheme, sketched fourteen years ago.

12434. Would it not be better to give your views generally in a paper as you last gave them in another paper?—I will do that. I had all the detailed information on the subject; I knew it was an important subject with all the members of the Commission, and I bestowed a great deal of pains in the investigation of it. I think that you will find that most of the practical men connected with the Board, with the Church Education Society, and the Christian Brothers, and other schools—if they put their heads together would recommend to the Commission some transitional plan for recasting salaries; but, of course, it is for you to decide it. I have given the subject all the consideration in my power, and happily it outlies our different controversies on system-monging and the religious element, and I don't believe you can introduce results simply as they are in England, or anything like it. The attendance here is too low and too irregular. I am not favourable to the system as in England, for it would be the utter degradation of learning if it continued sufficiently long. If you merely take a guager's dipping stick to try the wet and dry inches of the children and register them, it is not an examination that would be as good as examining the classes, and trying the children in the class-books and in their grammar and geography lessons, as is done in Ireland, and as they state they are doing in England; that must be done or education will not be advanced. I would not accept the scheme of results as it exists in England as a permanent institution, and they have added a late minute as to giving the payable number, showing that the Inspectors in England feel, as we do here that the system could not remain as a permanent institution. I am for having capitation allowed, certificate allowed, and results allowed, and you will have a combination of the three. The capitation will increase the attendance, that is most desirable; the certificate element will improve the qualification of the schoolmaster, that is most desirable also; and the results element will test the real value of the education given to the children, and that is necessary, I believe. If a scheme could be devised by the different parties and put before you at the end of the Commission, not dealing with *à priori* views but the concrete circumstances of the country—you have the admirable returns from the Board with regard to the attendance, and your own return got from the police—with all these together you could devise a scheme which, I think, the Government—no matter what Government is in office—will be inclined to adopt, or any proposal that is settled on the point. In connexion with this I might say that I am dissatisfied with

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the clergymen of all denominations, and more especially of my own, for allowing the school-fees of the country to go down to the low position in which they are—down to a degree that misrepresents the desire for education and the generosity of the country. I have no objection to the screw being put fairly on them, and I wish it was put on the landlords to make them give more local indowments. I don't want the schools more dependent or even as dependent as they are on the State; and I am not for drawing on the Imperial Parliament for very large funds. I hope from this general outline you will see my views are not very extreme, and my ideas are not at all revolutionary.

12435. Mr. *Gibson.*—Will you explain the answers you gave to these questions in the House of Lords, before a Select Committee, in 1854:—

"2502. Earl of *Desart*—Is not there an apprehension entertained of proselytism, both by the Roman Catholics and by the clergy of the Established Church?—I have no doubt they both see that under this system, as well as any other, proselytism is quite possible; but the National system takes every precaution against its occurrence.

"2503. Do not you think, that if more general confidence were felt in the intentions of the Board, and in the strict observance of their regulations, it would tend to increase the advantages to be derived from the National system of education in the country?—I think on the whole, with regard to the observance of the rules of the Board, that the rules are faithfully observed. Violations of the spirit or principle of the system itself are of rare occurrence, and are very seldom repeated.

"2504. Is that confidence in the rules and regulations of the Board felt generally?—Beyond all doubt, I think it is amongst the great body of the intelligence of the nation; and certainly, taking it in point of numbers, there is that confidence.

"2505. Do not you think such changes in the regulations of the Board, and in the Board itself, which have recently taken place, must tend to diminish that confidence?—I feared they would have had that effect, but I have seen no evidence of it by overt acts on the part of any class of persons; none have withdrawn their schools from the Board, I have seen no evidence of it in going through the country, nor did I hear from my Protestant colleagues that they had heard any expression of want of public confidence.

2506. You think a greater security for the observance of the regulations of the Board would have a tendency to dissipate all existing fears and doubts?—I do not think there could be much greater security given than there is; if the rules of the Board are not clearly defined and expressed, they ought to be made as clear as a sunbeam; and then if persons take aid from the Government on the faith of observing those rules they ought to be punished if they deliberately violate them; I do not see that you could get greater security than there is under the present state of things.

"2507. Is the security efficient and the inspection adequate for the purpose of ascertaining the existence of any abuses or violations of the rules of the Board?—The inspection is not fully adequate, particularly so far as secular education is concerned, but no serious abuse could exist for any considerable time without its being detected, and its repetition prevented."

In this examination of yours in 1854, after these changes in the rules you say were made——*Witness*—What changes?

12436. All the changes?—Excuse me, there is no connexion whatever between them.

12437. You refer to the four changes on certain dates. Was that inquiry in 1854, after the changes made in the rules as to the attendance of children on religious worship?—Mr. Gibson has read a number of questions and answers, and I beg to state without taking him by surprise, that he is wholly mistaken with regard to the changes referred to, as I will prove.

12438. I refer to the answer you gave to Mr. Sullivan?—If you hand me the report of the evidence of 1854, I will prove it. There is no reference to those changes in the questions. They refer to the changes then recently made which led to Archbishop Whately, Baron Green, and Mr. Blackburne leaving the Board. You are wholly mistaken, Mr. Gibson, if you think that the general drift of those questions and answers refers to the changes that were made for the Presbyterians.

12439. I refer to all changes prior to 1854?—The reference made by the Earl of Desart, who examines me is with regard to my having excluded the books of Dr. Whately from the Clonmel model school, and the consequent secession of three Commissioners from the Board.

12440. I read question 2502—"Is there not an apprehension entertained of proselytism, both by the Roman Catholics and the clergy of the Established Church?" and your answer is, "I have no doubt they both see that under this system, as well as any other, proselytism is quite possible; but the National system takes every possible precaution against its occurrence?"—I beg to say that what I then stated was perfectly true, as true as what I state now; I was then Head Inspector in the South of Ireland, and had no experience whatever of Protestant schools. I suppose I had not inspected, as Head Inspector, six ordinary schools in my circuit with Protestant teachers. I had never seen any of those abuses. I did not state it then more emphatically than I now do, when, unhappily, I can give scores of cases of proselytism; but till after that evidence they had not come under my notice. I had not visited Ballindine or Bessbrook mills schools till after that. I was Head Inspector over a Catholic district, in which the pupils were almost exclusively Catholic. I gave that general impression with regard to the rules and regulations of the Board, but I also stated that proselytism was possible.

12441. Rev. Dr. *Wilson.*—Is not proselytism possible under any system?—Under any *mixed* system. The drift of my evidence to-day was to show that. The particular point I want to state is that I am sure my friend Mr. Gibson, if he will allow me to call him so, is under a mistake about those questions and answers. The changes referred to in my evidence in 1854 were not what he supposes namely, those great changes of 1837—1840—1847.

12442. Mr. *Gibson.*—I read question 2499 and your answer to it—"Do you not think now that such entire confidence is felt by the members of different persuasions in Ireland, as to the education given to their children in the National schools under the existing regulations of the Board?" and your answer is, "I am quite aware that a large and considerable class of persons, I am sorry to say, do not appear, from their acts, to have confidence in the principles of the National system. Those are chiefly a section of the clergy of the Established Church"?—I repeat the same now.

12443. Then I read question 2502—"Is there any apprehension entertained of proselytism, both by the Roman Catholics and the clergy of the Established Church?" Your answer is, "I have no doubt that they both see that under this system, as well as under any other, proselytism is quite possible; but the National system takes every possible precaution against its occurrence"?—So far as I knew I could have given no other answer then.

12444. Not in connexion with the alterations?—You are quite right, not in connexion with the alterations. I repeat that without modification or reservation. A sentiment has not fallen from me to-day incompatible with the statements in my evidence in 1854—taking both in connexion with the explanation given.

12445. Rev. Dr. *Wilson.*—I read question 2752—"Have you heard, in the course of your inspection, any complaint that proselytism has been the result of mixed education?" and your answer is, "I have never heard of an instance in which it arose from or could be traced to that cause alone"?—I repeat the same.

12446. I read 2753—"You have never heard of the sympathy of numbers which has been spoken of as having carried along the minority?" and your answer is, "No, I am not aware of any such instance. I do not know of any such instance of a change of religion happening to any of the children in a mixed school, where it could be traced to the influence of religion." I read question 2754, also from your evidence in 1854—"Or in which the clergymen of either religious persuasion have come to you with the complaint that the children have been drawn away through the influence of the school?"

Your answer is, "No, I never heard of a single instance." That is your evidence, is it not?—I repeat it; it was perfectly true. If I stated anything else it would have been contrary to the fact.

12447. Now, you say a change took place in your views with regard to this mixed education—am I correct in that?—A change did take place on account of the revelations made known to me of the working of schools in the north of Ireland.

12448. At what date?—Bit by bit, day by day.

12449. Fix the time?—I will give you a remarkable example.

12450. I wish the date?—From that very time, while the Select Committee was sitting in London, in 1854.

12451. Your views underwent a change then in 1854?—Certainly; after my evidence they underwent a change. After my examination in London, in conversation with Mr. Macdonnell, he said the whole thing could not work, that lots of cases of proselytising had turned up in evidence.

12452. When in London, in July, 1858, you wrote a letter to the Secretaries of the Education Office, Dublin?—Yes.

12453. You say you were surprised to learn from official parties, that day, that the returns ordered from the House of Commons, on the motion of Mr. Herbert, had been printed by the Board's authority. Now I wish to ask——

Mr. *Kavanagh.*—Read the whole letter, and don't read a portion only of the document.

[Letter read.]

"13, Cecil-street, Strand,
London, July 3rd, 1858.

"Gentlemen,—I was surprised to learn from official parties, on this day, that the Returns now ordered by the House of Commons, on the motion of the Right Hon. H. Herbert, had actually been printed by the Board's authority, previous to such motion, and as these Returns are entirely of an *ex parte* character, and in circulation amongst some parties, I have to request that the other Returns, ordered upon Mr. Maguire's motion, be prepared and forwarded, forthwith, to the House, otherwise the matter will be brought under the special notice of Parliament.

"I have the honour to be, gentlemen,
"Your very obedient servant,

(Signed,) "J. W. Kavanagh.

"The Secretaries, Education Office, Dublin."

"P.S.—I deem it right to record the following—It is openly stated, by prominent parties, that I came here to suggest the breaking up of the National system, and the substitution of some other in its stead. This is as wholly unfounded as many of the other statements currently reported with regard to me.

"Upon the abstract question of *mixed education,* I have recorded my opinion under the solemnity of my oath. Neither Catholic nor Protestant is favourable to it; but so long as the Catholic Church *tolerates it,* so long am I free. The destruction of the system is beyond my province as much as beyond my power; and I have addressed myself to an exposure of the abuses and defects in the administration only of the system; but never, in private or in public, to its overthrow. I trust that all who now become aware of this unqualified contradiction of this unfounded charge, will neither extend its farther circulation nor fail to contradict it. Other rumours, equally untrue, have reached from Ireland, but I shall meet them elsewhere.

"J. W. Kavanagh."

12454. Do you adhere to your former statement, that in 1854 your views changed upon the subject of mixed education?—Certainly; there is no contradiction whatever between my evidence in 1854, and the statement in the postscript to that letter in 1858.

12455. Do you regard that as perfectly in accordance with the terms of this letter of July 3rd, 1858?—Perfectly—that in 1854 the abuses that came out through the Ulster witnesses, some of those quoted here to-day, I learned, for the first time, with astonishment, months after my own examination. I beg to remind you that I was one of the first witnesses examined in March, and the report of the Select Committee was not published until the following winter. Mr. Macdonnell, as well as myself, and several others stated after that, that the thing could not work.

12456. Did I understand you to say the other day that you were favourable yourself to the Scripture Extracts, and the books of the Archbishop of Dublin?—The "Scripture Extracts" are not the books of the Archbishop of Dublin, though he aided in and supervised their preparation.

12457. I refer specially to his books?—I don't know what you mean by being favourable to them—do you mean favourable to them as compositions or as to their use?

12458. Did you approve of their contents?—I could not deny the truth of a large portion of their contents nor their Scripture facts when I find them in my own Bible.

12459. Do you approve of them, Mr. Kavanagh?—For what purpose?

12460. For use by Catholics?—Certainly not in schools where they might be taught to them by Protestants. Catholics don't use them.

12461. Did you approve of them for use in your own family?—Certainly not; I may read the Catholic Collects in the Book of Common Prayer; but it does not follow that I am going to substitute it for a Catholic Missal.

12462. Do you remember addressing his lordship, the Archbishop of Dublin, on the 21st of September, 1852?—I don't remember addressing him.

[Letter read.]

"Clonmel, September 21st, 1852.

"My Lord,—I beg leave to bring under the notice of your Grace a circular recently addressed to the Head Inspectors of schools, on the subject of the use of the Scripture Extracts, and the two little treatises on Christian Evidences, in the District Model schools of the Commissioners of National Education:

"In one capacity or other, I have had the honour to be connected with the National system from the year of its establishment, to the present time; and amongst the several promotions conferred on me, under it, much of the gratification is derived from the fact that some of them have been from the lips of your Grace, as Chairman, and were accompanied by kindly cautions and advice, which I trust I shall never forget.

"As a Roman Catholic and an Irishman, I feel deeply grateful to you, a Protestant Prelate and an Englishman, for the services you have rendered to the great cause of civil and religious liberty, in Ireland, and in the British Empire generally. Your Grace's works, except those on doctrinal subjects, have materially aided in forming my opinions on several important questions, and I feel that I cannot, as a father, put better works into the hands of my own children. With these opinions, it must have been very painful to me to learn that the recommendations in my reply to the circular of the Commissioners were not quite in accordance with your Grace's views. I should, however, have studied your Grace's works to no profit, and the opportunities of the last eleven years were thrown away, if I could, for a moment, believe that I would find favour in the eyes of your Grace by hesitating to express my honest and matured convictions on a subject upon which my experience, and the nature of my situation, afford me ample opportunity of enabling me to judge.

"In conclusion I shall only add, that while the 'Scripture Extracts' and the 'Christian Evidences,' are used in the instruction of my own children, I beg leave to refer your Grace to my reasons, as given in my letter, why it is inexpedient to strongly urge them, for use, in some of the model schools, at present.

"I have the honour to remain, my Lord,
"Your Grace's most obedient servant,

"J. W. Kavanagh,
"Head Inspector National Schools.

"His Grace the Archbishop of Dublin,
"The Palace, Stephen's-green."

Witness.—Certainly, I wrote that; I am proud of having so stated to him, and also of having excluded all these books from the model schools of Clonmel and Bailieboro', and of aiding in excluding the "Christian Evidences" from Dunmanway.

12463. May I ask, in reference to that, what you mean by saying where it is inexpedient to "strongly" urge them for use in some of the model schools at pre-

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sent?—I had but one practical way of urging them, and that was, to put them out.

12464. What do you mean by suggesting to his Grace the "inexpediency" as to the use of them in the model schools?—I excluded them in Clonmel, which led to his Grace and two other Commissioners retiring from the Board. And Dr. Whately stated to the Lords' Committee of 1854, that had he been at the Board when my answer to the circular above referred to, was read, he would have proposed my instant dismissal, so that he cannot have felt much flattered by my letter just cited by you. I have already stated that the Scripture extracts are very good books. I had and have them in my own library.

12465. Did you not use them for your children?—I dare say I did, or would, as I said before. It is not very material, when I teach my own children, what book of Scripture I use.

12466. I heard you to-day say that in the establishment of this system of National education, the Roman Catholic bishops and clergy were in no way consulted?—I did not say that.

12467. What did you say?—I said the Roman Catholic bishops were not consulted.

12468. Were not parties representing them consulted?—Certainly not.

12469. Did any of the Roman Catholics as a body, in any representative way, approve of the system as first introduced?—Certainly not in any representative way, neither by meeting, discussion, resolution, deputation or otherwise, either the whole or any portion of them, whether lay or clerical.

12470. You stated yesterday in your evidence that you regarded the introduction of the National system as a treaty between the Government of the day, between the State and the Catholic people?—So far as the proceedings in Parliament were concerned.

12471. What is the meaning of the word treaty?—I don't understand that there was a written document, nor do you suppose that I implied that.

12472. How did you apply the word "treaty"?—A public understanding in Parliament.

12473. How many parties must there be to an understanding, public or private?—At least two.

12474. Who were the two parties in the case you referred to?—The party representing the Catholic sentiment, so far as it was then represented in the House of Commons.

12475. I thought you said there was no party representing the Catholic bishops or the people as a body—parties to this treaty?—Not in the sense of being elected, or sent there, from a formal meeting. It was only a general proceeding in Parliament.

12476. Do you acknowledge that the "Catholic Case Stated" is your own?—I never denied it—no one ever doubted it.

12477. At page 20 of that book you say, with regard to the introduction of this National system—"In fact it was a treaty declaring in the face of the empire, and of all nations, that Irish Catholics were not only politically emancipated, but that the State, of which they were members, was about to place funds at their disposal to enable them to educate their children both as Catholics and as citizens"?—I say the same now.

12478. Was it not meant to be a system of combined education, in the terms of Lord Stanley's letter?—As far as possible.

12479. Was not the object to have all parties united in the management of the system?—Largely, but the first who frustrated that object was the Presbyterian body.

12480. Hence a representative Board, representing different denominations?—In no sense whatever *representative*, no more than this Royal Commission is a representative Commission.

12481. So far as there are right reverend prelates, noble lords, and gentlemen on the Board, representing the different Churches to which they belong?—I totally deny, *in limine*, that the National Board is, or ever was, in its constitution, a representative Commission.

12482. Are there parties on that Board because they are Episcopalians, Presbyterians, and Roman Catholics?—Yes; but that does not make them in any sense representatives of the several bodies. The several bodies, at least so far as Catholics are concerned, were never consulted as to who should be on it.

12483. If there was no treaty, how could it be broken?—There was no treaty other than the word expresses, that there was an understanding in Parliament that on the overthrow of one system, another was to be established. The Government framed and presented a system to the Catholics of Ireland, and bishops, individually, availed themselves of it, with different degrees of warmth, or of caution, just as they thought fit.

12484. You have referred to the case of Dr. Doyle, and you say he favoured the mixed system of education?—I did not say that.

12485. What did you say?—Why, without authority, do you assert that I said Dr. Doyle favoured the mixed system? He made a provision for the mixture, should it arise in his schools; but I never said he was favourable to mixed education.

12486. Was he favourable or unfavourable to the system of united education?—Decidedly unfavourable. Every Catholic bishop is unfavourable to it, in the sense in which you put it.

12487. Did Dr. Doyle ever withdraw or modify the letter you have quoted?—Never.

12488. You have already said that Dr. Doyle's views in connexion with his own scheme were, that Protestant children should not be required to take part in religious instruction, unless when so directed by their parents. Do you approve of that principle?—Certainly.

12489. In your opinion do the Roman Catholic bishops approve of that principle?—I can only say that they practise it.

12490. In his letter, Dr. Doyle says—"I notice this that you may be enabled in your application or reply to the Commissioners to point out the true and very sufficient reason why in these dioceses, so well supplied with school-houses, few requests for aid to assist schools can as yet be made in that joint manner by Catholic and Protestant clergymen, which the Commissioners so justly recommend." Do you adhere to your opinion that Dr. Doyle, in no sense, approved of this system?—I never said he approved of it in no sense.

12491. I ask you did he approve of it or not, in your opinion?—He tolerated it, or rather proposed to try it, in the manner I have pointed out.

12492. In view of the two words "as yet," I ask you, did he not, by the use of these words, contemplate a system of mixed or non-sectarian education?—He contemplated a system of Catholic education for his Catholic people, the general population of his diocese being almost exclusively Catholic.

12493. Question repeated?—He contemplated no such thing as a scheme of mixed education for his flock.

12494. In view of the words which follow—viz., "Can as yet be made in that joint manner by Catholic and Protestant clergymen which the Commissioners so justly recommend." Will you state, in your opinion, whether or not he had in view a system which was to be introduced, of mixed education?—What is there in the passage to prove it? He contemplated no such thing. It is not because applicants for aid were required to get the signature of a parish rector, of a parish priest, or of a Presbyterian minister, that their names, mixed on the same sheet, will render the system one of mixed education.

12495. Question repeated?—He had not.

12496. You refer to a plan proposed, as you say, by Dr. Cooke for the Presbyterian body. I ask you, from your reading of the evidence, was not that system for the Presbyterian Church as such?—Yes; in the same sense as Dr. Doyle's was a system for his Church.

12497. What was the date of Lord Stanley's letter?—31st October, 1831.

12498. Was that letter in view of Dr. Doyle when he wrote his letter of December, 1831?—Yes.

12499. Does he specially refer to it?—Yes. The opening passage in his letter to his clergy assumes that they are aware, from the public papers, of "the plan or terms" of the new scheme.

12500. He referred to it in connexion with the system Lord Stanley was about to introduce?—Had just projected.

12501. And Dr. Doyle advised his clergy so far to take advantage of the system?—Yes.

12502. At the time to which you refer, with regard to the system proposed by Dr. Cooke, had not the body of which he was a member declared their non-adherence to the National system by a majority?—Yes, a majority of the Presbyterian body.

12503. Was it not in view of that non-acceptance of the National system of education this new scheme of the body itself was introduced?—Clearly.

12504. Was not that system to be sustained and supported altogether by the Church?—Yes; the system so projected by the Synod of Ulster was.

12505. And without State aid?—Yes; a voluntary system.

12506. Do you know whether, in connexion with that peculiarly Presbyterian Church system, the Presbyterian body were anxious to give advantages to all other denominations without interfering with their religious convictions?—I don't believe that they were willing, still less anxious to do so.

12507. Will you take the Blue Book and read for me from the evidence given by the Rev. Dr. Cooke, before the Select Committee of the House of Commons in 1837, the question and the answer?—The witness reads as follows.: "Is the principle contained in them?" Then tell me what is meant by the "them," mentioned there?

12508. The four propositions of the Synod of Ulster?—The witness reads—

"Is the principle contained in them as to the Scriptures this, that the use of the Scriptures shall be free and unrestricted in every school connected with the National Board, but that no compulsion shall be employed either to induce those children whose parents or guardians shall object to their reading them, to read them, or remain during the reading of them?—That is the meaning of the resolutions."

12509. Now read the question 6823, and the answer?—Witness reads—

"Mr. *Gladstone*.—Under all the circumstances of education in Ireland, you would not insist that all the children in the National schools should receive instruction in the Scriptures, though you would consider it desirable, and would only tolerate the exemption as a grievance; a grievance in the case of those children who did not receive instruction in the Scriptures, would you allow them to remain in the schools without religious instruction, or what means would you adopt of giving them religious instruction?—I have stated that I make a distinction between my own opinions and those I conceive to be the opinions of the Presbyterian body. They have stated in one of their resolutions that they would allow the children of other denominations to take advantage of the literary instruction in the school without engaging in or taking any part in religious exercises.

"6824. You understand that the Presbyterian body would consent to give an education which should be merely secular to those children whose parents would not allow them to receive religious instruction in the Scriptures?—They have stated that in one of the rules I have read.

"6825. Mr. *Shaw*.—At the same time offering them a religious instruction?—Yes, providing it and presenting it, but not commanding it."

12510. Has it not been stated by you here that Dr. Cooke was the Presbyterian body?—No; it has not.

12511. On the day on which you were examined, at the close of our last sitting, did you not state that the Presbyterian body declared so and so, and when I asked you for the proof, you instanced Dr. Cooke?—I distinguish, entirely, between Dr. Cooke when he speaks in his individual capacity, and where he speaks vicariously. I know well the distinction. Any matter elicited from me to-day was solely when speaking of acts done where I accept him as a witness, as when he gives in evidence records from the Clerk of Session.

12512. Was Dr. Cooke ever Clerk of Session?—I did not say he was. He gave the record in, further telling the Committee that the Clerk of Session had, in the Scottish fashion, lifted up his hand and taken his oath that he would faithfully record the proceedings.

12513. Read question 6826, &c., and Dr. Cooke's answers:—

"Mr. *Gladstone*.—In the event of the parents of the children not allowing their instruction in reading the Scriptures they would receive no religious education?—They will allow children of other denominations to take advantage of the literary department, even although they may not take advantage of the religious education. 6827. Giving the Committee the benefit of your interpretation do you consider that the disposition of the Synod of Ulster would be to present only this alternative, religious instruction in the Scriptures, or no religious instruction at all?—In the three documents I have furnished, the Synod of Ulster state their determination. In one of their four propositions they made provision for freedom of reading the Scriptures, and they said that it remained with the parents to direct whether their children should remain in the school during the reading; then in another of the documents they made rules for their own schools; those were the rules adopted at Belfast in 1834; by these they provided that joint literary and mercantile education should be allowed in the school, and then that children of other denominations should be permitted to enjoy all the literary advantages of the school without being compelled to attend to any of the religious exercises; and then in the third document, that of the Synod at Derry, they have expressed their opinion that they will provide for the unrestricted use of the Scriptures, but without compulsion on anyone. In those three documents they distinctly state the whole of their views about Scriptural instruction. No other joint mode was contemplated."

12514. These schools, which were to be peculiarly their own schools, supported by themselves—should you regard them as sectarian or denominational?—Strictly denominational.

12515. Was not provision made at the same time for the literary instruction of the children of other religious denominations?—Yes; it would appear from these resolutions that they would allow such provision.

12516. Did they allow them to enjoy all the literary advantages of the school, without compelling them to attend at any of the religious exercises?—I do not believe it.

12517. Was that the rule passed?—It may have been the rule, but I don't believe that in practice there was that freedom.

12518. Read again from page 472 of the Blue Book of the evidence of 1837?—

"By these they provided that joint literary and mercantile education should be allowed in the school, and then that the children of other denominations should be permitted to enjoy all the literary advantages of the school without being compelled to attend to any of the religious exercises."

Again:—

"In one of the four propositions they made provision for freedom of reading the Scriptures, and they said that it remained with the parents to direct whether the children should remain in the school during the reading."

12519. Read on—

"Then in another of the documents they made rules for their own schools; those were the rules adopted at Belfast in 1834; by these they provided that joint literary and mercantile education should be allowed in the school, and then, that children of other denominations should be permitted to enjoy all the literary advantages of the school without being compelled to attend to any of the religious exercises."

12520. In the provisions made when the schools were designed to be "their own schools" and to be supported by the Church alone—was not provision made for the children of other denominations to receive secular instruction without religious instruction being forced upon them?—It is so stated by Dr. Cooke.

12521. Do you believe the evidence?—It contradicts the whole drift of the evidence with regard to that period.

12522. Do you believe the evidence of Dr. Cooke?—I believe the evidence was given, but it is incompatible with all the documents of the time.

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12523. Now, read questions and answers 6724, '25, and '26?—

"The Rev. HENRY COOKE, D.D. and LL.D., called in and further examined.

"6724. Mr. *Shaw*.—On the last day of the meeting of the Committee, you were under examination on the proceedings of the Synod of Ulster, with respect to the Board of Education. You left off at the Synod which met at Derry in June and July, 1834. Subsequent to that, in December, 1834, there was a Synod met at Belfast, where something was done upon the same subject?—Yes; not on the subject of the Board of Education, but with reference to education on a better plan.

"6725. Were any regulations then entered into for the Synod's own conduct?—Yes; the Synod was specially called at Belfast in December, 1834. They passed a set of regulations for schools to be under their own care.

"6726. Have the goodness to state the third of those regulations which was then passed?—In order to give the third, I must also read the second: the second is, that 'In these schools due care shall be taken that the ordinary branches of a sound literary and mercantile education shall be effectually taught; third, the children of other denominations may avail themselves of the literary advantages afforded by these schools, without being compelled to join in the religious exercises prescribed for our own children.

"6727. Have the goodness to give in a copy of the whole of the resolutions passed on that day, on that subject?—As it is the acknowledged duty of this Church to provide for the children of the people under its care, a system of Scriptural and Presbyterian education, superintended by its Ecclesiastical Courts, the following regulations for conducting schools to be established under this system in each congregation, was drawn up, and ordered to be published, and transmitted to Presbyteries with all convenient speed."

12524. Do you believe that resolution was passed by the Synod at Derry in 1834?—I do, on the authority of the document before me; I must believe that these resolutions were passed, as I have, myself, this day, quoted them in evidence, when under examination by Professor Sullivan.

12525. Do you believe that the parties who passed that resolution would have honestly carried out the terms of it?—I do not, I must candidly tell you. It is incompatible with what I know of their whole conduct in the Board of Education, and under the National system.

12526. Reference has been made to the establishment of a model school by the same Church?—Yes.

12527. Now, in reference to the establishment of that model school, did they look for or expect any State aid whatever?—None.

12528. Do any parties in Church or State object to the Presbyterian Church, or Roman Catholic Church, or the Established Church population regulating and forming as a Church a school establishment to be supported by themselves alone?—I am sorry to say there are.

12529. Do you object?—I do not, but others do. When the Roman Catholics in their own economy attempt to get up schools of their own they are publicly attacked for it.

12530. Can anyone interfere with them?—Fortunately they cannot. I have never known the Roman Catholics to attempt to get up a monks' school or a nuns' school that they are not attacked.

12531. When did the vesting of the schools begin?—Immediately after the foundation of the system.

12532. Can you tell me the first case of a school vested?—It is not necessary to state. Very likely it was in the county Antrim, a Presbyterian case.

12533. Can you state the number at the time of the introduction of the National system of education who vested their own schools?—What I read of them. I do not know them of my own personal knowledge. I was not connected with the Board in 1834.

12534. You cannot state the number of parties who vested their own schools?—I can in a general way.

12535. What was the objection of the Roman Catholics?—They did not like to bind themselves too permanently to any system—to a system that was only in a transition state, and as an experiment, with some hesitation they went in to it largely, and almost the only persons who got their schools vested were Roman Catholics.

12536. Did you not state here that Dr. Doyle's objection was a certain difficulty?—The difficulty to which he adverts was the fact that he had a large number of schools already in existence, many of them on chapel grounds.

12537. Was there a large number of schools previously in the diocese of which he was bishop?—Happily.

12538. Did other bishops possess schools similarly circumstanced?—A good many, a large number.

12539. And the Episcopalian schools formerly in connexion with the Kildare-place Society, or otherwise supported?—Yes.

12540. Can you state the number of applications received from Protestant and Roman Catholic clergymen conjointly by the Commissioners of Education, from 1832 to December, 1838?—I cannot lay my hand on it now, but I have the return amongst my papers.

12541. Can you say the number of Presbyterians who so joined?—I dare say there must have been some.

12542. Can you say the number?—I have the number in a paper with me. I will give it in.

12543. Can you tell the number now?—I cannot name the precise number now, at this moment.

12544. If you cannot do so, why should you undertake to say they opposed the principle of vested schools?—Because I have the number of Presbyterian patrons that in thirty-seven years have vested their schools.

12545. Does the number vested in thirty-seven years apply to the question of the number of schools in connexion with the Board, from 1832 to 1840—has it any bearing on that question?—It has very great bearing upon it.

12546. We are speaking of the Synod of Ulster and the vesting of schools at that time?—I gave the number already.

12547. Were the Roman Catholic clergy as anxious as any other for absolute control and management of "their own" schools that were to be placed under the National Board?—I dare say they had just about a similar fear, and about the same natural desire to get the sole management of their schools as any other body might have, not a whit less.

12548. You acknowledge that?—Certainly. They are human nature. That is what I acknowledge.

12549. Should you be surprised to learn that the 5th and 6th vested schools in 1833 were under Presbyterian managers?—Not at all surprised at it.

12550. Should you be surprised if you heard that within one of one-half of the total number of schools vested in the county Antrim and county Down from 1832 to 1839 were under Presbyterian management?—No.

12551. Are you aware that two of these were under the joint management of Presbyterians and Roman Catholics, and Episcopalians and Roman Catholics?—I am not, nor does it affect or modify my return one tittle.

12552. Have you heard of Crebilly school in the county Antrim?—I heard the name often.

12553. Do you know where it is?—No. It is very likely I know the locality.

12554. Would you be surprised to hear that in that vested school, to which aid was given in 1832, of those who signed the application were the Rev. William Waughop, Presbyterian minister, and the Rev. Mr. M'Auly, parish priest?—No.

12555. The application was signed by the Presbyterian minister, two Presbyterians, one Episcopalian, the parish priest, and three Roman Catholics?—I am sure these are facts, but there are now only sixty-eight Presbyterian vested schools in Ireland, in the year 1868. How is that explained?

12556. Should you be surprised to learn that the same applies to Donegal-street school, Belfast?—No; but may I remind you that that also is a Catholic school.

12557. Are you aware the signatures to the application were those of a Presbyterian minister, the Rev. Mr. Porter, with fourteen Protestants, Dr. Crolly, the Roman Catholic bishop, and seventeen others?—You are omitting the fact, however, that it was not a vested school for Presbyterians.

12558. Are you aware of that?—I hear it now, for the first time, and there is nothing in it affecting the question.

12559. I am anxious to give you instances of union in the management of vested schools?—I never raised a question about it. I say there are sixty-eight vested schools at this moment in Ireland. The Presbyterians are 11 per cent. of the pupils in the schools.

12560. Should you be surprised if I could multiply the cases of joint applications on the part of Roman Catholic and Presbyterian clergymen to a very large extent?—Nothing will surprise me, unless you show me there are more than 68 vested schools now under Presbyterians.

12561. Do you believe that the Presbyterian clergy and laity had as strong an objection at any time since the National system was introduced, to employ Roman Catholic teachers as the Roman Catholic clergy had to employ Protestant teachers?—I am satisfied that their readiness to employ Roman Catholic teachers was for this reason—they used them as agents for proselytizing.

12562. Have you as good means of judging as Presbyterian or Protestant Inspectors in the Board's service, from the origin of the National system?—I could not answer so vague a question. You must name the Inspectors, and take them of equal rank and experience.

12563. Refer to the first vol. of the evidence before the Lords' Committee in 1854, and read two questions for me from page 503?—Mr. M'Creedy, late one of the Secretaries, and then Head Inspector, is under examination before the Lords' Committee.

12564. Is that in the book?—Certainly.

12565. Is Mr. M'Creedy's name so stated in the book as you have stated?—It is correct that Mr. M'Creedy's evidence, which you ask me to cite, is here, and I have described who he is.

12566. It is not correct that he is so described in that book?—No; I stated it for the information of the Commissioners, that they might know who Mr. M'Creedy was.

12567. Read questions and answers?—

"My question is, whether in parishes where there has been a National school introduced, you have observed a difference in the tone and spirit of the people, as compared with other parishes where there has been no National school?—I have both cases in view; and with regard to the laity and to their mutual prejudices as belonging to different Churches, it is quite an erroneous view to suppose that, if left to themselves, they are so embittered towards each other, as is generally represented. In my old district of Ballymena, where I was placed as District Inspector for nine years, and with which I have been connected as Head Inspector for six years more, I know that such feelings and prejudices are greatly abated. As one instance out of many, I can recall, this moment, the case of a Roman Catholic teacher being selected by a Committee of the most ultra Protestants, Orangemen, in short, who had continued hostile to our system for years, on the ground of its supposed 'Popish' leanings, and who yet, on my recommendation, accepted that teacher, willingly, and treated him, for years, with the greatest kindness, and who, at last, parted with him with regret. On looking at the report, your lordships will find that Presbyterian patrons have no hesitation in employing Roman Catholic teachers, and that Protestants of the Established Church likewise have no hesitation in doing so. Not only do Presbyterians and Protestants of the Established Church mutually exchange good offices, in this matter of employing teachers, indifferently, of either Church, but neither party has any objection to employ Roman Catholics.

"3542. You think that the mixture in a school, where it does take place, has a beneficial effect upon the tone and spirit of the population among whom it has been in operation?—Very beneficial. Some of the best teachers to be found in Presbyterian schools, and under Presbyterian ministers even, are Roman Catholics; and it is a singular thing that the very first school that was applied for by the Presbyterian body, the Correen school, was conducted by a Roman Catholic under Dr. Stewart, a most distinguished Presbyterian divine, and a most unflinching Protestant. I was the officer that first visited it, on the part of the Board, and that school was attended, almost exclusively, by Presbyterian children."

12568. Having read that, I ask you do you regard your opinion to be as good as that of a Protestant who had been in the North of Ireland during a much longer time than you were—with respect to the willingness of Presbyterians and Episcopalians to employ Roman Catholics?—So much better qualified was Mr. M'Creedy as to the matter of fact than I was, that I read the statement with astonishment, and, nearly ten years since, I published it in my book now on the table, the extract now read. The reason that they employ them is that they use them as decoy ducks to get the Catholic children to read the Authorized Version of the Scriptures.

12569. When did you come to that conclusion?—On being apprised of the facts.

12570. When were you apprised of the facts—state the year?—About the close of 1854. I was confirmed, in this opinion, in 1855 by Mr. Keenan's report. In 1853 I first heard of these practices, faintly, and in the end of 1854 I heard of them more generally.

12571. How do you harmonise that with the evidence you gave in answer to question 2752, where you say you never heard of a single instance of proselytism?—It has nothing to say to it, as proselytism used in Lord Harrowby's examination of me, in 1854, means an actual *change of religion.*

12572. Do you regard it as a fact that Episcopalian or Presbyterian ministers employed Roman Catholic teachers for the purposes of proselytism?—I am absolutely certain of it, with a view to proselytising practices.

12573. Have you so little faith in Roman Catholics that you believe they would submit to be so used by any Protestant clergy?—Some of them are not aware of it, and many are very poor, very dependent on Presbyterian and Protestant employers, and some of them very ignorant.

12574. Are they so innocent and so ignorant as not to be aware of it?—Many of the Roman Catholics of the humbler classes are not aware that it may lead to an abrasion or weakening of their faith, or that it is opposed to the general teaching of their Church to join in reading the Scriptures, daily, without note or comment, or even with trifling comment, by or under Protestants.

12575. What is your opinion now with regard to mixed education?—My opinion is, first, that in Ireland, in point of numbers statistically stated, it has wholly failed—failed, to secure union amongst the patrons, as was desiderated by Lord Stanley. There must be very many clergymen that have in reality the greatest desire to promote charity, union, and consideration for others, yet after 37 years, there is not a dozen of them united in the management of schools in Ireland; next, the union of teachers, in the one school, never was practised; and it has wholly failed to effect the union of children of different creeds, under instruction, save in parts of Ulster.

12576. What is your opinion of it?—That as an experiment in Ireland, and such it was launched and projected, it has wholly hopelessly failed.

12577. What is your opinion of it as a principle, not of the success or failure of the system? Do you approve of the principle of mixed education?—I don't believe it to be practicable.

12578. Do you approve of the principle?—I don't know anything of the principle of mixed education, except as to its being carried out in practice. It is a mere speculative question.

12579. Did you ever approve of it?—I don't know.

12580. Did you ever give an opinion upon it as a practical question?—When I was examined in 1854 I had no substantial experience. I was not in the district connected with it. I could not have the know-

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ledge then that I have now, with the complete returns that are before us of the working of the schools.

12581. Did the Roman Catholic bishops and clergy approve of it?—They disapprove of it.

12582. When did they change their opinion?—They never change their opinion, that Catholics ought to be taught by Catholics. If Catholics believe, as they do, that they have the true faith in the Church, they have no need to mix with others in order to make them better Catholics.

12583. Have you ever changed your opinion on this?—Never on that point. I never knew it was necessary for a Catholic, to be brought up as such, to mix with, much less be taught by, Protestants.

12584. Do you recollect the answer which I will now read, as given by you before the Lords' Committee, to question 2465. I read as follows:—

"*Chairman.*—One of the objects mentioned in Lord Stanley's letter was the giving united instruction as far as was practicable to the children of the labouring poor in Ireland. How far in your opinion has that object been carried out?—To a very great extent. I beg to call your lordship's attention to a short summary of the question statistically considered. If I am permitted I will consider first the increase in the relative amount of the entire population attending the National schools, and for this purpose, comparing the number of pupils in all our National schools with the three or four census returns of the whole population as taken since the Board was founded. Next, I will assume as a basis, if I am permitted, that the proportions of the different religious denominations are nearly what they were in 1834, when the last religious returns of the population were taken, and from these and other data I hope to be able to prove that all you can reasonably expect under the circumstances which have affected the spread of National education has been realized, and that the proportions of the religious denominations are very fairly represented in the schools"?—

I merely spoke of it as it was carried out.

12585. I now read question 2488, and your answer:—

"Under those circumstances would parties who objected to the principles of the National system out of the workhouse be able to carry out any peculiar views which they might entertain with respect to instruction in the workhouse?—I conceive the guardians could carry on separate education, and I will give your lordship, as an example, the South Dublin Union, the only school which was last year withdrawn from connexion with our Board. I visited the schools and made a long report upon them before the guardians came to the decision to withdraw from us. It would appear that they withdrew on account of some differences of opinion on the recent changes which had taken place at the Board, whereas in reality the Commissioners would have withdrawn from any connexion with them, because they had practices in the school wholly at variance with the whole spirit of the National system and with every sound principle upon which, as I believe, the training of destitute children in a mixed community should be conducted. They had the schools carried on while they were under our Board on entirely sectarian grounds. Not only had they Roman Catholic teachers, for the Roman Catholic children, and Protestant teachers for the Protestant children, but even the Roman Catholic and the Protestant little girls were not allowed to play together, or even to work in the same room at the same time. To such an extent had they carried sectarianism amongst the children that in my report I strongly recommended our Board at once to withdraw from connexion with such a school"?—

The changes here referred to are the Whately changes, 1853, in reference to the religious books; in the former answer I merely state the outline of the statistical sketch that I laid before the Committee of the results of united education.

12586. Are you aware that the statutes of the Synod of Thurles produced no effect whatever?—Not at that time; recollect the date, March, 1854, when I gave my evidence, whilst the Decrees of the Council of Thurles were not approved and confirmed by the Holy See until May, 1851, an interval of less than three years.

12587. Did they?—Not at that time.

12588. Have they produced any since?—Very serious effects.

12589. Are you still an advocate for non-sectarian education?—I am an advocate for Catholics being taught by Catholics; I never was anything else.

12590. You don't adhere to the principle enunciated by you in reference to the South Dublin Union?—The South Dublin Union and society at large are somewhat different. Thank God Ireland is not yet an uncovered workhouse; they are very different.

12591. Did you not believe that in connexion with the National system the highest religious instruction could be given to children?—So it is in the convent schools, and in your Presbyterian schools as I am glad to find, except that some of our children come in for a share of it.

12592. You are most unwilling to acknowledge it should apply to the South. Should you now say what you said before, with regard to the South? I read from Mr. Kavanagh's report on the Clonmel model school:

"Here we have proof that UNITED EDUCATION, united both as to creeds and classes, has been *tried*, watched, examined, and cautiously tested on a new and peculiar field—the Catholic South—and the result of eighteen months' experience is the entire public confidence of all social ranks, and of all religious persuasions. It may be necessary to repeat what was stated in my former report that there are in Clonmel"——

Witness (interrupting).—In the town.

12593. Mr. *Sullivan.*—That report has reference only to the one school?—Only to one school then seven months in operation.

12594. Rev. Dr. *Wilson.*—You add:—

"The Roman Catholic pupils, who form two-thirds of the schools, receive religious instruction daily from two of the teachers, six pupil teachers, and six paid monitresses, who are of their own communion. On Friday the instruction continues for an hour"——

Witness (interrupting).—I think there were, besides these, both the Catholic clergy of the parish and also nuns.

12595. There were.

"And in addition to the Sisters of Mercy, who, during the entire year, attended on that day to instruct the girls, Rev. Mr. Baldwin, R.P., and one, sometimes both, of his curates regularly visited and examined the Catholic children. The clergymen also frequently visit at the daily morning instruction; and Mr. Baldwin assures me, that the proficiency of the pupils in religious knowledge, the exertions and attention of the teachers and assistants in imparting it, the excellent conduct of the children, and the moral influence of all the general arrangements of the school continue to give him undiminished satisfaction."

Witness.—What a once happy scene, and so different now.

12596. Again you say—

"These clergymen, who represent four of the religious denominations, and who attend regularly to give instruction to the children of their respective creeds, so entirely approve of the arrangements on this important point, of the sufficiency of the time devoted to it, and of the proficiency made by the members of their several communions, that they unanimously state alteration or suggestion is unnecessary in the existing rules. I am not aware that in any denominational school in Ireland, whether conducted by ordinary teachers or by those of a special religious character, more time is devoted, or greater attention given to religious instruction than in the Clonmel Model School."

That was your opinion with regard to the Clonmel schools?—Of the scheme of education in that one school, in the religious workings of which the parish priest could see no necessity for alteration, I did not wish to be more Catholic. The parish priest and the Sisters of Mercy gave ample religious instruction. The boast in that report is not the principle of the model schools, or the justice of the administration of the officers; but that I had secured, under difficult circumstances, the joint management of four clergymen in the management of the school.

12597. What was the date of that?—1850.

12598. Did you continue to approve of this system?—Certainly, so far as that one school was concerned. Soon after I left, in 1853, the priest left it. A priest would be suspended now, *ipso facto*, if he crossed the precincts.

12599. Your change of opinion took place because the priest was not allowed to attend?—Not at all. I always saw very great danger in the scheme of model schools.

12600. When did you change this opinion about the model schools?—Never while connected with Clonmel.

12601. After that?—Yes.

12602. When?—In 1856 or 1857, when they commenced religious contention in the schools, the staff and pupils amongst themselves.

12603. Did you disapprove of it about 1854?—I saw a very great change in the government and management of the school.

12604. Did your change of view with regard to it take place at or previous to 1854?—My opinions were the same until by circumstances in the school——

12605. When was that?—When I ceased to be officially connected with it.

12606. What year?—1855 or 1856. It is not important which.

12607. Did you ever visit the school after?—A month or two after I withdrew from the service I visited the school.

12608. Did you approve of them then?—Several features were as good as when I had been in it; but there was a great want of confidence.

12609. Did you leave any report in the book as to the efficiency of the school?—A very favourable one of its efficiency. There is not a better master connected with the Board than Mr. Smith, the master of the school.

12610. Is that part of the statement in the Report Book?—Read it.

"After an absence of five years, I have visited these schools, opened under me in 1849, and superintended by me as Head Inspector up to 1853. From personal observation, and from interviews which I have had with the *clergymen* of the town, I am acquainted with the general character of the schools, and I am happy to find that they command very general, indeed universal support and approbation, at least as far as their practical working is concerned."

12611. Did you make that report in March, 1858?—I am pretty certain I did; but is that the whole of it?

12612. It is not?—What do you quote from?

12613. From your own statement?—Where did you get it?

12614. Do you acknowledge it?—No, I impeach it now. I don't know to what I might be subjected, if I received as correct alleged extracts and unauthenticated statements of that sort.

12615. Do you say you did not leave such a statement in the books of the Clonmel Model School?—I refuse to receive that as a copy or statement of what I did write. I don't say I did not write it, but I object to acknowledging that, unless you produce a copy through the National Board.

12616. Will you acknowledge it then?—Certainly. I do not object on the ground of what is in it *per se*, but that I don't know what you might produce hereafter.

12617. You have stated that you have strong sympathy with the National system for the education of the people?—For its end, the education of the people.

12618. Was it to promote the efficiency of the schools and the success of the National system that you latterly visited so many schools?—I visited them to see how they were working. I did so with the view of avoiding the charge that might be brought by able gentlemen like you, that I had not visited the schools for the last ten years, and as they might be good, bad, or indifferent since, but that the business of this Commission is to inquire not so much as to the history as to what is the condition of things at present.

12619. Was it to promote the efficiency and to secure the success of the system you visited the schools?—Certainly not. It was for either the complete overthrow of the system, or to obtain such modification of it as the Catholic people can accept.

12620. From the book of which you acknowledge yourself to be the author I read——

12621. Mr. *Kavanagh.*—Read from the book itself. I will not accept quotations from it through an anonymous pamphlet.

12622. In the "Catholic Case Stated" I find that you have declared the following——

12623. Mr. *Kavanagh.*—Read from the book, if you please.

12624. At page 400 I find this—

"We would, therefore, earnestly caution Catholics against these arguments which are put forward by designing parties who wish to divert attention from the real stronghold of mixed education—the National schools. While agitating these important questions, the proofs of the sincerity of Catholics should be shown by—

"1. Withdrawal of every Catholic child from schools under any but Catholic patrons;

"2. Withdrawal of every Catholic child from all the model schools, central and provincial, under the exclusive control of the National Board;

"3. Withdrawal of all the Catholic teachers and pupil-teachers from the central training, and from the district model schools; no teachers who would attend any of these establishments to be employed after a given date."

You acknowledge you gave that caution and advice?—Yes, in 1859, and each and every part of that advice has been or is being carried out in almost every model school.

12625. Should you regard this language as proof of your continued sympathy in the work being prosecuted by the Commissioners of National Education?—Whenever the work to educate the people is fairly entered on, my sympathies are with them.

12626. Question repeated?—If by language you mean my recommendation, so eminently conducive to, and showing sympathy with the end for which the Commissioners were appointed, namely, the education of the people of Ireland.

12627. You approved of the model school system at one time?—I approved of the model schools wherever I found them safely worked and carrying out the end for which, I then believed, they were designed; and I did my best as officer to carry out this end—to make them good and safe schools.

12628. Do you continue to approve of model schools being continued by the Commissioners of Education?—I do not. I am strongly opposed to them.

12629. In what way did your opinions undergo a change?—I dare say the change was gradual, like nearly all changes of opinion.

12630. I thought I understood you to say your opinions underwent a change about the year 1854?—I am sure they did, but that is not incompatible with what I am now saying.

12631. In connexion with the report of the Clonmel Model School, do you recollect using these words—"In concluding this, my second report on the Clonmel Model Schools, I have to reiterate my congratulations before expressed on their entire and complete success, &c.?—I believed that, and it was perfectly true then.

12632. Were you anxious at that time for the extension of the model school system?—Yes, in the direction and to the extent indicated.

12633. Were you anxious that the model schools should cover a wide field?—I don't know what you mean by a wide field—whether by a wide field you mean with regard to area, or to instruction, or both.

12634. What do you mean by the further capabilities in the same field, and that it would be difficult to assign a limit to its general development?—All true of that school. It was of that one school of Clonmel I was speaking.

12635. Of Clonmel school alone?—Yes.

12636. Do you mean to inform this Commission that you were opposed to the extension of the model schools throughout the country?—The question did not come before me, whether I would support or oppose it.

12637. I ask you the question now?—I was not

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asked whether I was opposed or whether I was not. It was not a matter that came before me for my opinion.

12638. I ask now, were you at that time?—I can only say, that on being asked whether a model school should be established in any place, I stated my opinion. When I found the Commissioners were determined on establishing a school in an unsuitable place I did my best to prevent it, as you have in evidence.

12639. Did you ever recommend any such cases?—Possibly I did. It is not unlikely, I would do so. I dealt with each case on its local merits.

12640. Did you make a speech at the Trim Model Schools?—I don't know whether you can dignify remarks made by a Head Inspector at an examination with the epithet of a speech. If you like to call it a speech you may. I am sure I said something.

12641. Did you approve of the model school system when you made that statement at Trim?—I am sure I approved of the Trim school while I was connected with it. Now there is but one of its three departments remaining. Two of them were closed a few days ago—obeying the law of those institutions generally.

12642. Do you recollect making this statement at the Trim Model Schools. It appeared in the *Dublin Evening Post* of the 29th of July, 1856. "Two years since, when the Select Committee of the House of Lords were engaged in inquiring into the practical working of the National system in Ireland, &c., Dean Butler remarked that he wished the Committee would come to Trim, examine the model schools there, and inquire into their working." Do you recollect making such a statement?—I am certain I did make it.

12643. Were you in the habit of reading the *Catholic Tablet* about that time?—Yes, like other papers.

12644. Did it notice your speech about the 16th of August, 1856?—I don't recollect the notice, but I heard they said something of it.

12645. They characterized it as a eulogium on the system in general, and the Trim Model Schools in particular, as proving that, whoever else might doubt the merits of the model school system, Mr. Kavanagh was an enthusiastic, if not a firm believer in it?—If you read that as having been in the *Tablet* I am sure it was.

12646. Do you acknowledge you approved of the model school system at that time?—What you have read proves clearly that I highly approved of how the Trim Model School was conducted, but there is no warranty for the *Tablet's* remarks on what you read from me. The Trim school was an excellent school, admirably and fairly managed, and the parish priest of the town regularly gave instruction in it.

12647. With regard to the system generally did you make such a statement as this——?—I will not allow you to read from an anonymous pamphlet, the author of which you are not prepared to name.

12648. Did you read a paper at the Social Science Congress in 1857?—Yes; at the British Association.

12649. I read from that paper:—

"The new system, in the face of much opposition, continued to extend and gradually take root in the country. . .

"In the year 1821 the Kildare-place Society had 36,657 pupils in their schools, or one in 211; and in 1831, 137,639 pupils, or one in fifty-six of the general population of Ireland. In 1834 the National schools had one in fifty-four of the whole population in attendance in them. In 1841 they had one in twenty-eight. In 1851, one in twelve; and in 1856, very nearly one in ten. From 1836 to 1856 the number of schools had increased about five-fold, and the number of pupils four-fold nearly; and whereas in 1836 less than one-fiftieth of the whole population was in the National schools, in 1856 there was one-tenth, or five-fold increase in the twenty years. We have here before us the unparalleled fact, that although the population has rapidly decreased since 1841 to the estimated extent of 2,971,307, being now only 6,047,492, whereas at the ordinary rate of increase it should be 9,526,398, the number of pupils in the National schools has not only not shared in the expected decline, but it has actually doubled in 1856 as compared with 1841. The explanation of this remarkable social phenomenon is to be found in three causes—1. The intense love of knowledge and hatred of illiteracy by the Irish people. 2. The impartiality, upon religious grounds, with which the National schools are conducted; and 3, the gradual extinction of most of the hedge, private, and adventure schools."

Again you say:—

"The education now afforded in the higher National schools is of the most eminently practical character. It embraces a sound knowledge of our language, a thorough acquaintance with geography, an extensive course of elementary mathematics, the principles of political economy and of formal logic, the outlines of history and the general principles of chemistry, and of all the branches of natural philosophy; in addition, vocal music and drawing."

Was that your testimony?—It is my statement of the broad statistics of Primary Education, and a summary of what was the then programme of the National system, as to the course of instruction.

12650. Was that your testimony?—A statement—not testimony. A statistical review of the National system in connexion with the Kildare-place system, the Church Education Society, the Christian Brothers' schools, and the other schools in the country. The subject was not *National* education; but "The Rise, Present Position, and Prospects of Popular Education in Ireland." And I beg to put in evidence what the Commissioners thought about that Paper, to show whether they deemed it a flattering picture or not.

12651. First, do you acknowledge that as your statement?—Certainly. I am proud of the statement. I have nothing to modify about it. That Paper, after I read it, was brought under the notice of the Commissioners, without my knowledge. The first intimation I had that any fault could be found with me, with regard to it, was this advertisement in the *Saunders's News Letter*. Before any threat—before any fault was found with me—the first intimation I had of even implied disapproval was this letter, which I now read as follows—

NATIONAL BOARD OF EDUCATION.

TO THE EDITOR OF SAUNDERS'S NEWS LETTER.

"Office of National Education, 12th Sept., 1857.

"Sir,—The Commissioners of National Education having learned that many persons believe, that a paper lately read by J. W. Kavanagh, Esq., one of the Head Inspectors, before the British Association, on the "Rise, Progress, and Present Prospects of Popular Education in Ireland," was written with the approbation of the Commissioners, we have been directed to inform the public, through the medium of your journal, that so far from the paper in question having been written with their authority, they would, had Mr. Kavanagh previously acquainted them with his intention, have at once prohibited him from addressing the Association, on the subject.

"We are further directed to observe, that so long ago as 1832, a circular was issued by the Commissioners, in which it was ordered "that the Inspectors and other officers of our Board be informed, that they are not to publish any letter or document relating to its proceedings, or to any theological or political subject; and that they are not to write any letter on the business of the Commissioners, unless to them, or by their directions.

"We have the honour to be, sir,

"Your very obedient servants,

"Maurice Cross, } Secretaries."
"James Kelly, }

On the appearance of that letter, in *Saunders's News Letter*, I immediately sent in to the Commissioners the Paper itself, the identical paper that I read. I heard no more about it until I found that it was included in an indictment against me, the frivolous details of which I will not go into. One would suppose that I was drawing a flattering picture of the National Board—that as their liveried servant I went to the Association to praise them; but the opinion of the Commissioners themselves I have just read. It was one of the circumstances that in fact led to my retirement from the service. An honourable and learned gentleman here, a member of the National Board, was one of the two dissentients against including this Paper in a censure against me—a Roman Catholic member and himself. But if Mr. Gibson was a dissentient he wrote very strongly against my having written such a paper—that it greatly lessened his

opinion of my prudence or judgment. It was one of the things that led to my final disagreement with the Board—that led to my resignation, February, 1858. The Commissioners cannot, at all events, have believed it a highly coloured or a very flattering photograph of the system.

12652. In page 198 of your book, you speak of an alarming circumstance about the bishops not coinciding with the Catholic members of the Board. What was that?—The Catholic bishops of the province of Tuam had there met in synod, in the year referred to. Amongst other matters that came before them was the projected establishment of a model school in Sligo. The bishops put this dilemma; they said, either the Catholic members of the Board approve of this forcing of model schools, or they do not. If they approve of the project, then is the case truly lamentable. If they disapprove of the project, but are a minority, and not able to carry out their views, what is the reason they don't protest against it? Commenting on this dilemma, I say the more lamentable aspect of the question is the real one, because even some of the Catholic members of the Board were present at the time the decision was made to go on with the Sligo model school.

12653. You make there no exception—you say, "the Catholic members of the Board" do not coincide in opinion with the bishops?—I meant some of them only.

12654. You make no exception in the body?—I meant only those who attended that meeting of the Board.

12655. Do you recollect your own happy expedient for preventing the erection of the Sligo model school?—Yes; a very natural one—to empty the Galway model school, and it is in course of being emptied.

12656. You say that "the Catholic officer who remonstrated against forcing model and other State schools into provincial localities, received no support from the Catholic Commissioners." Who was the Catholic officer?—Myself.

12657. Do you say you were at the time opposed to these institutions?—I cannot say that I was opposed to all these institutions; you manage to put your question in a form not quite fair. I was opposed to them in some places and not in others.

12658. Were you opposed to the one in Sligo?—I was never asked about it.

12659. Did you ever offer an opinion?—I don't recollect.

12660. The *Chairman.*—Was it in your district?—It was not. But even in the case of Enniscorthy, in my circuit, they established it without consulting me.

12661. Rev. Dr. *Wilson.*—When was this work (The Catholic Case) prepared?—It is dated "Festival of St. Patrick," 1859.

12662. It was in preparation for a few months before that?—Yes, five or six months.

12663. You don't recollect whether you ever made a suggestion with regard to Sligo?—I am absolutely certain it was never referred to me since. It was impossible it could have been. I had no official connexion with Sligo at the time..

12664. Do you recollect writing a letter of the 29th of August, 1856?—I cannot recollect, from a mere date, whether I did or not. Read the letter and I will answer.

12665. Did you write the following in a letter of the 29th August, 1856:—

"August, 29, 1856.

"Looking over the map and bearing in mind the localities of existing model schools and also the feelings of influential local parties on the subject, I am of opinion that inquiries should be made in Sligo (pop. 11,104), as to whether the establishment of a model school is desired by the bulk of the people. Next in order, in Athlone (pop. 6,218), next, in Ennis (pop. 8,623), next, in Tralee (pop. 9,957), next, in Mallow (pop. 5,436), then, Parsonstown (5,540), then, Enniskillen (pop. 5,998). If a line be drawn from Londonderry to Cork, three model schools only lie to the west of it, all the others being eastward, and if a north-east and south-west line be drawn from Fair Head in Antrim to Mizen Head in Cork, and this line would very nearly bisect the island, two will lie to the west of it (Limerick and Galway), and all the others to the east of it. Leinster has the Central Model, West Dublin, Kilkenny, Athy, and Trim schools, and Waterford, Bailieboro', and Clonmel on its frontiers whereas Connaught has but one such establishment."

12666. Did you write that?—I did, and I am proud of having written the letter. I am obliged to you for exhuming it. I said there to go and inquire do the bulk of the people in these seven towns desire a model school or not. I wish Dr. Wilson, you would ascertain as a matter of fact whether that was a volunteer statement of mine, or a reply to the Commissioners; but whether or not, the advice given there is in entire consonance with everything I ever thought, said, or felt on the subject. I looked to the map and said go and inquire whether the people desire you to evangelize them or not.

12667. Did you approve of the model schools being extended to town populations?—Certainly, if both desired and required.

12668. Have you from time to time acknowledged they gave a great impetus to education?—Yes, some of them were well calculated to do so in their secular aspects.

12669. Did you acknowledge that in them the rules of the Board were observed, and that the children made great progress, and that there was no instance of proselytism in connexion with the model schools?—So far as I knew. In the model schools connected with me I never knew any instance of attempts at proselytism during my charge of them.

12670. Did you ever recommend the introduction of classics?—Certainly, to meet an admitted want.

12671. With regard to the "freedom of conscience" in the National schools, have you not acknowledged that freedom of conscience was secured and maintained?—Everywhere I knew of in the south of Ireland. The sole place where conscience is enslaved and interfered with—excepting the West Connaught and Irish Church Mission districts—the main seat of that interference is the Presbyterian patch of Ireland, as the O'Reilly returns statistically prove.

12672. Have you a word of praise for schools in Ulster?—Yes. The Bailieborough model schools under me were very good, and several of the schools where I was District Inspector were very fair.

12673. Did you approve of these schools from their not being very large?—The fact of their being small ought to make them better taught—as in the Church Education Society's schools—I assigned that as a reason why they ought to be better.

12674. Would you regard an increase of the number of small schools with from forty to sixty pupils each in attendance as desirable?—I would, within certain limits, regard it as desirable. A school with from forty to sixty pupils is very handy.

12675. Mr. *Sullivan.*—Do you refer to the number on the roll or in daily attendance?—In daily attendance, of course.

12676. Rev. Dr. *Wilson.*—We have evidence from other witnesses, and I value your opinion on the point. What is your idea as to the size of a school that can be properly and efficiently conducted by one teacher?—I don't think one teacher can manage more, at the most, than forty children, in actual attendance. Even with forty, I would like a good monitor. But you must tell what the classification of the children would be. Much depends on the varieties of age. If you have first, second, third, and fourth, apart from fifth classes, one master could not teach forty children in such a school. A great deal depends on the range of classification of the children. As a general rule, from forty to sixty is a desirable school. With sixty there ought to be an assistant and a senior monitor. That would be a handy school, in a rural locality. In a town I would certainly like a larger school—80 to 100 pupils.

12677. Your opinion remains what it was?—Yes; allow me to give a passage as part of my evidence on this subject, not in any way in conflict with the

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views of Dr. Wilson. He and I, so far as I understand, are of one opinion on this subject. The subject was the cause which affected the spread of small schools. In my general report for 1849, on the first public examination of schoolmistresses, I said that in the North of Ireland, where the congregational basis prevails, the multiplication of small schools is going on; whereas in the South of Ireland, where the schools are large, the teachers are not properly paid. The school takes the same features as the country. Where the form of Church government is Episcopal, area or territory forms the limit of spiritual authority, and the schools directed by such clergy partake of the enlarged size and tendency to centrality which distinguish the Catholic and the Established Church. There should be a limit to this multiplication of schools.

12678. The *Chairman.*—During what years did the old system of payment by capitation exist?—Up to 1839.

12679. From the beginning?—From the beginning, in 1831 to 1839, the capitation being *per capitum* on the roll, and not those in actual attendance, or present.

12680. During that time were the teachers paid wholly by capitation?—Wholly by capitation.

12681. During that time did they receive no payment in respect of their class?—They were not classified until 1839.

12682. Mr. *Gibson.*—You spoke of it as a grievance, that the convent schools were not on the same system of payment as the ordinary schools?—They were on the same system under the Kildare-place Society, and also under the Board, up to that date, 1839.

12683. They could not receive class salary in the convent schools?—They can not.

12684. There were some lay teachers employed in the convent schools?—A great number.

12685. They always received salary as classified teachers. The fact of a classified teacher being in a convent school does not deprive the teacher of the right to class salary?—It does. Every such school is either a convent school or an ordinary lay and secular school. It cannot be mixed. The school is either paid by the capitation rate—and it is not so paid unless it is a convent school—or it is a lay school; and the nuns may go in there, as is the case in three or four schools—one in Leeson-lane, near Stephen's-green; one in Harold's-cross; one in Tranquilla, Rathmines, and one in Manor-street. These schools are in one sense convent schools, within the convent grounds. Nuns visit them, and they are under the superintendence of nuns; yet they are recognised only as secular schools under lay teachers. They undergo the same rule and practice as to classification as the other ordinary girls' schools. The two classes of schools, conventual and lay, are not mixed. One must be exclusive of the other; so that no classified lay teacher in a convent school will get class salary, as such.

12686. They could not get salary as classified teachers, because the nuns did not submit to the rules of classification?—You have rightly stated the grounds; but when the classification was introduced in regard to lay schools, and the salaries were several times increased, the capitation principle retained in convent schools, was altered from payment per cent. on the roll to per cent. in daily average attendance, which is a very different thing. While the salaries have been trebled, and, in some respects, quadrupled, from 1839 to 1868, for the mistresses of lay female schools, hardly any improvement has taken place in the convent schools. I beg to put in, in connexion with Major O'Reilly's return, a statement which gives the average annual cost per child in every National school in Ireland. You will see that the average cost per child in a convent school is only 7*s.* 2*d.*, a-year, and for a child in a model school 36*s.* We also complain, in connexion with convent schools, that while only the capitation rate is given to the nuns, a large portion of the entire grant, nearly half what is given altogether of the £12,000, goes to monitresses, workmistresses, and assistants, of which the nuns don't receive a penny. They are, even where they, themselves, are the patrons or managers, the mere channel through which it passes. Further, that the appointment of the whole staff of monitresses and assistants in the very convent schools, contrary to the principles of Lord Stanley's scheme, as to local rights, is in the hands of the Board, through the Inspectors. Will you allow me to give in this parliamentary paper without comment.

12687. The *Chairman.*—You do not allege that the system of capitation is maintained in any way as a discouragement of convent schools, but you would like to see the rate higher?—Certainly. I proposed myself, in 1849, that even the nun's schools should be classified—the schools and not the teachers—and that they should get a sliding scale like other schools, because there are degrees of merit in convent schools as well as in other schools.

[Adjourned.]

Thirty-second Day.—Dublin, Tuesday, July 14, 1868.

Present:

The Right Hon. The Earl of Powis, *Chairman.*

The Right Hon. The Earl of Dunraven, K.P.
The Right Hon. and Most Rev. the Lord Bishop of Meath.
The Right Hon. Lord Clonbrock.
Sir Robert Kane, F.R.S.
William Brooke, Esq., M.C.
Rev. David Wilson, D.D.
Rev. Benjamin Morgan Cowie, B.D.
James Arthur Dease, Esq.
James Gibson, Esq.
Scott Nasmyth Stokes, Esq.
William K. Sullivan, Esq., PH.D.

D. B. Dunne, Esq., *Secretary.*

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Eustace Thorp, esq.

Eustace Thorp, Esq., sworn and examined.

12688. The *Chairman.*—What is your official position in connexion with the Erasmus Smith's schools?—I am Registrar.

12689. Are you a member of the legal profession?—No.

12690. What are the duties of your office?—To attend the meetings of the Governors, receive and carry out their instructions, the correspondence, the payment of teachers, to have the minutes written upon the books to be ready for the next meeting, and all those transactions that are necessary to be carried on with respect to the schools.

12691. Have you anything to do with the inspection of the schools?—I never had. I avoided it in fact, because there is a regular officer for that particular duty.

12692. Do you pay all the schoolmasters?—Every one.

12693. I believe the founder, Erasmus Smith, was an Alderman of the City of London, in the reign of

Charles II., and that this charity originated out of some Irish estates, which he left for this and other purposes?—Yes; and if you would refer to the reports of 1809–12, from the Commissioners of Education, they give a short and distinct history of them which they took from the Charter and Acts of Parliament on the point on which your lordship is speaking.

12694. The total number of English schools at present is 146 I believe?—Yes; but since I made that return, which was up to May 1868, as you mentioned to me, two have been withdrawn—a male and a female school—and at this moment the number of schools is 144.

12695. Upon what system were the places selected on which these various schools were built?—In that report of 1809–12, there was a large sum of money in the hands of the Governors, and at that time they had only three or four English schools.

12696. On what principle were the places selected on which the schools were founded?—On this principle, that the Governors took a conveyance of land from landowners, and they contributed say three-fourths and sometimes the entire amount of the building of the premises. That is the way in which the English schools were augmented at that time, and up to 1820, we will say. In addition to that, when a sufficient number did not apply to be able to give a conveyance, the Governors, when they found they had additional funds to dispose of, selected a certain number of which they had no conveyances.

12697. How many of the 146 schools are in places with which the Governors are connected by ownership of property?—I should think about seventy; but I could give a regular list. Of course I have the deeds in every case, and I can give you very generally the number. I think there are about seventy conveyances of premises.

12698. Do you mean by that answer that in seventy of these places the Governors are owners of the schools?—They have the authority over the land and premises.

12699. What I wanted to know was, how many of these places the Governors hold as their own?—Very few. There are places on their estates on which they have established schools, such as Pallasgrean in Limerick, on their estate; the Tipperary English school, on the estate; the Doon schools, also upon their estate; but there are very few cases. They had an English school as well as a classical school at Galway, upon their estate there, but the former failed, and they withdrew it, because they would not be authorized in keeping it up, in consequence of the very few number in attendance.

12700. Mr. *Stokes.*—Is the English school at Galway not still in operation?—No; it was discontinued a number of years ago in consequence of the small attendance.

12701. The *Chairman.*—Has the inspection of these English schools been made more regular and stringent since the report of the Endowed Schools (Ireland) Commission?—At that time the Registrar was also Inspector, the Rev. Hugh Hamilton, and in consequence of circumstances, when I was appointed Registrar there was a separate Inspector. The Rev. Hugh Hamilton was only obliged, besides attending to the duties of the office, to visit the schools once in each year only, but the present Inspector visits and inspects every school twice a year, and his reports I have here.

12702. Mr. *Sullivan.*—Who is the present Inspector?—Mr. W. H. Rudkin. He had formerly a school in Baggot-street.

12703. The *Chairman.*—Have you any copy of the report of 1812 that you could furnish the Commissioners with?—I have a copy in the office by a sort of accident. It is not my own property, but I could lend it, knowing that it would be safe.

12704. What are the regulations of the school as to religious teaching, and the attendance on it?—They are very distinct in the rules. These rules are obliged to be posted in every school, and in number 3 it says:—"Every day all children who have attained a suitable proficiency shall read to the teacher a chapter in the Bible, and the teacher shall examine the children as to their understanding of what they have read, explaining the sense in plain language, without entering into controversial or abtruse matters."

12705. Is there any connexion existing between the Governors and the Church Education Society?—No. In fact the Governors, from their position, keep distinct from all societies.

12706. Lord *Clonbrock.*—Are the teachers of the schools invariably of one denomination?—Always. It is stated in the rules, that they must be members of the Established Church.

12707. Mr. *Stokes.*—Are there any Roman Catholic children attending in your schools?—Yes.

12708. What course do you pursue in regard to their religious instruction?—In accordance with that rule which I mentioned to his lordship they will be obliged to read the Scriptures, but no controversial or abstruse matters are referred to.

12709. You draw no distinction between them and those of different religions?—No.

12710. The *Chairman.*—I see by your present return that the children of the Established Church are 5,267, that the other Protestant children are 1,206, and the Roman Catholics 372?—That is the total of each.

12711. Have the numbers of Roman Catholics diminished much in consequence of the multiplication of the schools of the National Board?—I should say they have. I have not yet compared the attendances for some years back, but I have no doubt that there is a decrease.

12712. I see by the table that in most cases the number of Roman Catholic children on the rolls is under ten. Are these places where the Roman Catholic population is limited in point of number?—The Roman Catholics are very low in the numbers in the schools. There are a few instances in which you will see the Roman Catholic attendance is tolerably large, but there are very few instances.

12713. I see that in the Killeshil school the attendance in the male school is forty-nine, and the female school forty-four?—Yes.

12714. Is there anything special in the circumstances of that place?—I think it right to say that not having visited it, I could not say, and in some cases there might be a National in the immediate neighbourhood, and these are the schools which most affect us. The Killeshil schools are very good schools. They are near Aughnacloy, in the county Tyrone.

12715. Mr. *Sullivan.*—Have there been any instances of proselytism in the schools attended by Roman Catholics?—I am not aware.

12716. Have you never heard of instances?—There was one case, but I merely heard of it, upon the estate of the Governors where at one time there was a supposition that there were a number of converts, but I could not say more than what I believed from the circumstances stated. There was starvation or something of that kind going on at the time, and I believe Roman Catholics attended the school for some time. The governors, irrespective of that, had been kind, and are still kind in giving clothing to the poor children, and in consequence of what was alleged the school has gone down to eight or ten, and the Roman Catholics I believe have entirely left it.

12717. Has there been any clear case of proselytism?—No, nor was anything of the kind attempted that I am aware of.

12718. The *Chairman.*—Are these schools established with any intention of proselytism?—Not that I ever heard. I never understood it, or could suppose it.

12719. Have there been many cases in which religious difficulties have arisen in the schools with the Roman Catholic children attending where complaints have been made to the Governors?—It has not occurred at all.

12720. How are the repairs of these school-houses carried out?—In those cases mentioned, where there

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are conveyances, the Governors, when they approve of the estimate which is submitted at their meeting (for in each case an estimate is submitted to be approved of), the Governors in these particular cases contribute one moiety, the other half being contributed by the persons applying, or from local sources, but in cases where they have not the command of the premises, and where they could retire in a week's notice, the Governors do not contribute a penny.

12721. In what way do they contribute to the salaries of the schoolmasters of the schools?—There are very great varieties of ways which I can give you; the highest salary, I think, that the Governors give is £70 per annum. This £70 is paid to the master of Lombard-street school, in Brunswick-street. In the first place that would appear a small allowance, but they also allow £60 for his assistant; they allow £35 to the mistress and £40 to her assistant, and, in addition, they give a gratuity of £10 per annum to the master, and £5 to the mistress.

12722. Do you maintain any training establishment;—No.

12723. Where do the masters of these schools generally come from?—Very many of them come from the Church Education Schools, but the Governors in that case don't interfere. The business is done in this way that when a vacancy occurs in a school the patron has the right (as stated in the rules) of nomination, and the patron, if a clergyman, has experience, but if he is a private gentleman very often he refers to the Inspector.

12724. In all the country schools do the Governors pay the whole of the salaries of the schoolmasters?—Not at all; on the contrary, as will be seen in each report of the Inspector, which I can read in any particular case, the Governors oblige him to state, in addition to the £30 or £40 paid by the Board, what sum is supplied from local sources in order to make the salary something reasonable; and in many cases the Governors take schools in connexion upon the statement of the applicants that if they would allow £20 or £25 "we"—that is, local contributors—"will give £20;" and upon this condition some of the schools have been taken in connexion within the last fifteen years.

12725. What is the smallest grant to a school?—The smallest allowance of salary is £10, but that would appear where there is a husband and wife, or a brother and sister in the school, and there would be a gratuity to each and local contributions besides.

12726. I see that a great number of these schools are very small?—A good many of them.

12727. By what mode of action, or by what rules do the Governors regulate the allowance they give to the schoolmaster—is it by some proportion to the size of the school?—I would not say they act upon that, for in some cases they allow nearly all that the master receives; and in other cases, as I stated, it is in consequence of what is carried out, by the patron contributing the remainder. It is not given with regard to the numbers in the school.

12728. What are the rules or principles on which they act in measuring the amount of salary given to each particular place?—The original rule was that, on the conveyance I referred to, the general allowance was, I think, £30 per annum, and not making any particular distinction.

12729. Do you ever withdraw any of these grants?—Yes; and the Governors have done so at this moment. For certain reasons within the last six months, in consequence of small attendance, they think they are not justified in continuing the salaries to some schools, as they had application for schools in which three times the number would be instructed; and therefore I have no doubt that, in a few months, they will withdraw, perhaps, at least half a dozen.

12730. When an application comes in to found new schools in places with which they are not connected by property, what are the principles that actuate them in making a distinction in a multitude of applications?—It would be that in which it is most called for.

12731. Would that depend on whether any of the Governors had personal knowledge or connexion with the locality?—No; they require all information by letters, and to be read by your humble servant, so that the communications can be referred to again. The proposals of applicants and arrangements are by letter.

12732. What are the points they consider of importance in deciding between rival applications?—I should say the circumstances of the locality, and whether the school would be well attended by pupils, and also that it would be well attended to by the superintendent.

12733. Would it depend on whether there was a reasonable number of members of the Established Church likely to attend the school?—That would be naturally stated by the applicant, for he would generally be a clergyman.

12734. What is the largest salary paid to an ordinary country school?—Fortunately, I can give a general knowledge upon that point. I mentioned that £70 was paid to Lombard-street, but the entire salaries to the schools amounts to £210, for assistants and all. There are four schools which are allowed £50 each—two at Bandon, County Cork—male and female; a male school at Enniscorthy, County Wexford; and to a male school at Sligo there is also £50 allowed.

12735. I see the male school at Sligo has only forty-four on the rolls. How is it that it receives so large a salary?—It had been some four or five years ago much more largely attended. It has been reduced within the last three years I suppose.

12736. Mr. *Dease.*—Is that since the establishment of the model school?—I think it is situated in the parish of St. John.

12737. Has the diminution been since the establishment of the model school?—Not to my knowledge. The premises were built and conveyed to the Governors by the patron who is dead since, and by the clergyman, and I believe that was one of the reasons why the Governors gave a larger salary, the school being conveyed to them seven or eight years ago, and I believe there are no local contributions.

12738. The *Chairman.*—How long will a salary continue at the same rate without revision, assuming the attendance not to improve?—I don't think it will be disturbed. I stated already that there were four schools receiving £50 each. There is one in Derry at £40—a male school, and three receiving £35. There are two at £30, and then it comes down to the Irish money converted into English, and there are two at £27 13*s.* 10*d.*

12739. I see you have a school with fifteen on the rolls. Is that in a place in which the Governors hold any property?—They have a large estate in Tipperary, and I think if that school were not on the estate, there would be a discussion about its continuance. It is a very small school now, but it had a good attendance formerly.

12740. Is there any claim on the landowners at Tarbert, where the male school has only nineteen on the rolls?—No claim whatever. The Governors are considering the cases of small attendance, and this is one of them.

12741. What salaries are paid to the two schools at Newtownards, which are two of the largest on the rolls?—Besides the salaries, the Newtownards schools are very largely contributed to by the patrons. The Governors to the Newtownards schools allow £25 salary to the master, and a gratuity of £10; and £20 to the mistress, and a gratuity; and, if you wish, I can tell the contributions by the patrons. The master makes up £54 a year, and the mistress £40; and, in addition to that, the Governors contribute to a monitor, and, I think, to two monitresses to assist the schools.

12742. Have the Governors considerable property in Galway?—Yes; they have two descriptions of property—building ground and estates. The gross rental of the Galway estate is about £2,500 per annum.

12743. There is an English school in this list at Galway?—Not one now. The English school failed.

12744. Do you maintain a superior school there?—What is termed, as directed by the 1669 charter, a

"grammar" school; but it is a classical school, and a very successful one. The pupils have very much distinguished themselves in the Galway college, but, of course, it is not for primary education.

12745. What is the last report of the Inspector in regard to that school?—The Inspector is not authorized to inspect the classical schools.

12746. What salary do the Governors pay to that school?—They pay the head master, Mr. Hallowell an assistant, and second assistant. They pay also an annuity to a former second assistant. Irrespective of the annuity, they pay £250 a year.

12747. What is the number of pupils present in the Galway school?—I have not the return here. The boarders are few, for the reason that the head master stated to the Governors, that he was not satisfied with them; but the free pupils in that classical school are numerous—sometimes amounting to fifteen or sixteen, and at this moment there are ten probably.

12748. Mr. *Stokes*.—Are not the children of tenants on the estate entitled to free education in the schools by the charter?—That would be a legal point to go into, but the Governors do not decline to grant free admission to respectable persons without asking whether they are tenants' children or not, and as to a tenant's child, they do not hesitate about it, and I believe that the tenants are entitled to it.

12749. Mr. *Sullivan*.—Do many of the tenants avail themselves of the free education?—Well, there are some, but the applications have not been numerous. I could not state without inquiring whether five out of the ten are tenants' children. The allowance to the Galway school I find amounts to £270 to head master, assistant, and second assistant.

12750. Mr. *Gibson*.—I think you stated the Erasmus Smith's schools were founded in the time of Charles II. Are you aware that the original grant of Erasmus Smith's to trustees was made in the time of the Protectorate in 1657, for the purpose of establishing schools in Ireland, and not in the time of Charles II.?—No.

12751. Are you aware that the original indenture made between "Erasmus Smith of London, Esq., on the one part, Henry Jones, D.D., Samuel Winter, D.D.," and others on the other part, is now in the Bermingham Tower, Dublin Castle?—I am not aware.

12752. I hold in my hand a pamphlet, published by my namesake, the Rev. William Gibson of Belfast, in which he gives a copy of that indenture.

12753. Rev. Dr. *Wilson*.—Have you read the document?—I am not aware.

12754. Mr. *Gibson*.—The document is as follows—

"An Indenture made 1st December, 1657, between Erasmus Smith of London, Esq., on the one part, Henry Jones, D.D., Samuel Winter, D.D., Thomas Harrison, D.D., Henry Wooton, Samuel Mather, Robert Chambers, Clkes; William Basil, Esq., His Highness's Attorney-General of Ireland; John Bysse, Esq., Recorder of the city of Dublin; Thomas Herbert, Esq., Clerk of the Council of Ireland; Colonel Jerome Sanckey, Colonel John Bridges, Major Anthony Morgan, Edward Roberts, Esq., Auditor-General of Ireland; James Standish, Esq., Receiver-General of Ireland; Daniel Hutchinson, John Preston, Richard Tygh, and Thomas Hooke, Alderman of the city of Dublin, on the other part. Whereas, most of the sins which in former times have reigned in this Nation have proceeded chiefly of lacke of bringing up of the youth of this realm, either in publique or private schooles, whereby, through good discipline, they might be principled in literature and good manners, and so learn to loathe those haynous and manifold offences which, when they come to years, they daily perpetrate and commit. Now, this Indenture witnesseth, that the said Erasmus Smith, for the great and ardent desire which he hath that the poor children inhabiting upon any part of the lands of Ireland, as hereafter is expressed, should be brought up in the fear of God and good literature, and to speak the English tongue, and for other good ends in and by these presents hereafter declared, hath herby sold and bargained to the said parties and their heirs:—County Roscommon (in or near the town and lands of Athlone), 403A. 1R. plantation measure. In the Isles of Arran, 1,467A. County Galway or town of Galway (in or near the town and fields of Galway), 1,011A. 1R. (excepting 5A. 1R. near adjoining on the said town of Galway, and marked (0), and said 2R. ajoining on the said town, and marked No. (1), as in the book of reference, and plott appearing in the Surveyor-General's office; with all boggs, woods, barren mountains, and other unprofitable lands thereunto allotted, cast in and allowed, to hold to the use of the said Erasmus Smith for the term of forty-one years, from 1st May next ensuing, yielding for and out of the same £300 sterling on 1st November and May yearly during the said term, and of the reversion of the premisses, together with the said rent in trust, to the intent that out of the rents, issues, and profits thereof the said trustees, their heirs and assignes, shall (in case the said Erasmus Smith do it not) procure and defray the charge on passing the Act of Parliament for the settling of the said lands and premisses, according to the intent and meaning of these presents, or otherwise to obtain license from His Highness the Lord Protector, under the great Seal of England, for incorporating themselves in succession, and to retain the said lands and premisses to them and their successors, notwithstanding the statute of mortmain, to the intent that out of the annual profits the said trustees shall cause five school houses for the teaching of grammar and the original tongues, and to write, read, and cast accompts, to be built in the places following, viz.—One in the town of Sligo; one upon his lands in the barony of Clanwilliam, county Tipperary; one upon his lands in the barony of Dunluce, county Antrim; and one where his lands that are deficient (which is £2,700) shall be fixed; each schoolmaster to be allowed £40 a year sterling, and not under, on 1st November, and 1st May, for teaching the poor inhabitants upon the premisses to read, write, and cast accompts, and grammar, as the shall be found capable, without any other allowance for the same. A clerk or register to attend the said trustees, with a salary not exceeding £10 a year. And that such other tenants on the lands, their children, as shall be made fit for the University, or Trinity College, near Dublin, shall have towards their maintenance £10 a year a piece, for the first four years after their entrance, and not longer; and for want of such, for the relief of such other poor scholars as the said trustees or seven of them shall hold fit to receive the same. Saving to the said Erasmus Smith and his heirs, all eyries of hawks, great and small, in the isles of Arran, to be delivered to him or his agents in Dublin, when they shall be reasonably demanded by him or his heirs; also, liberty of digging, cutting, polishing, and carrying away of stone out of the marble quarries in the isles of Arran. Acknowledged 12th January, and inrolled 16th March, 1657."

Witness.—There is no estate in Roscommon.

12755. Do the schools as now carried on correspond to the trusts in that original document?—With regard to the estates you mentioned in Antrim, &c., I should say that the estates of the Governors are confined to Limerick, Tipperary, Galway, Sligo, and Westmeath.

12756. That is at present?—They never had any other.

12757. So far as you know?—I am decided that in the oldest rental that I looked at I never found other estates.

12758. Undoubtedly, according to this indenture grammar is to mean thereby the classical languages especially to form a part of the teaching in all the schools?—According to that it would.

12759. Now with respect to the system of the schools, I think it is laid down in the third of their rules, that, "On every day all children who have attained a suitable proficiency shall read to the teacher a chapter in the Bible. The teacher shall examine the children as to their understanding what they have read, explaining the sense in plain language, without entering into controversial or abstruse matters." I presume that the third regulation is compulsory on all the children?—It is.

12760. Therefore, a Roman Catholic child who may be required to read the Scriptures, cannot avail himself of these schools?—I am happy to say we have not heard of a case of that kind. In every report with respect to the number of Roman Catholics, the Inspector is required to remark is this particular rule attended, and the distinct answer is—"I have not heard of any withdrawal in consequence of it."

12761. If a Roman Catholic child desired to withdraw at that particular time he should lose the benefit of the school?—If he did not agree to the rule he should withdraw as a pupil. That is decided.

12762. Now, in the seventh regulation you say:—"Parents or friends of children shall not interfere in

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the course of education in any manner whatever, except as before specified in rule 5;" and rule 5 states: "The children, whose parents are members of the Church, shall be instructed, on at least one day in every week, in the catechism of the Church of England, and no other catechism shall be taught or admitted into the school; the attendance of the children of other denominations, on this occasion, shall be as their parents may direct."—Now, if the parent of any child requested that his child should be allowed to withdraw from the reading of the Scriptures, you would not allow him?—It is not as to the withdrawal from the Scriptures this rule relates.

12763. Is reading the Bible a part of your education?—Yes. This rule relates not to the Bible, but to the Church of England catechism.

12764. In the course of the education, does it not include the reading of the Scriptures?—They might attend the reading of the Scriptures, but they may retire from the hearing of the Established Church catechism.

12765. But at the time when the chapter of the Bible is read, according to the seventh rule, a parent would not be allowed to interfere so far as to withdraw his child from the reading of the Scriptures?—No, he would not be allowed.

12766. Then the reading of the Scriptures is a condition upon which persons are allowed to avail themselves of the school, and in that particular you are identical with the Church Education Society, are you not?—Well, perhaps there may be some similarity in that particular, but there are others on which there may be some differences.

12767. Rev. Dr. *Wilson.*—What is the catechism used in your schools?—Well, the Inspector will be able to answer that better.

12768. Can you not say the catechism?—It is stated there, but I have not seen them, that it is the Church of England catechism.

12769. I see it is stated here, one of the rules set forth in the Charter, is the following:—"Also the said master shall duly once in every week, on the Lord's day, catechise their scholars, and for that purpose make use of the catechism set out by the late Most Rev. Father in God, James Ussher, Lord Archbishop of Armagh and Lord Primate of all Ireland, and shall expound sometimes in reading some part thereof." Is that rule enforced now?—I think that is a repetition of the original rule, but it is not carried out in that particular either. I don't think it is.

12770. Is Archbishop Ussher's catechism at all in use in the schools?—I should almost say it is not. It is hardly to be found now I believe. It is not a general book I believe; but I have no knowledge as to the fact.

12771. Rev. Mr. *Cowie.*—Are the masters of your schools appointed for life?—They are appointed distinctly during the pleasure of the Governors.

12772. Does that apply to the case of grammar schools as well as small elementary schools?—Yes; it applies to the classical schools too. That pleasure is not exercised except under peculiar circumstances, for there are very few dismissals from the schools—scarcely any such thing.

12773. Are the Governors generally satisfied with the efficiency of their schools?—I mentioned to his lordship that there are probably a dozen schools—perhaps I am a little exaggerating—that they are not satisfied with, and, ultimately, they will be obliged to withdraw their assistance from them, and give the assistance where it will work better. That is the object.

12774. You say the Inspector was not authorized to examine the classical schools?—I should have said he does not. He is not required to do it; but as your question has been put to me, I should mention, as a matter of justice, that if the Governors required him to act according to his agreement with them, they could insist upon his doing it; but they do not for different reasons. One reason is, that he has a great deal of business to do, and it would probably be too tiresome for him.

12775. Is there no inspection or visitation of the classical schools?—A few. Dr. Dixon, F.T.C.D., and a few gentlemen, visited some of them; but there is seldom an inspection of the classical schools. Some matters occur that give information to the Governors, such as Trinity College examinations, a certain number of exhibitions being offered to the pupils of these classical schools, one as large as £50 for five years, and they know by the returns of results of that kind, as to the success of their classical schools.

12776. What is the whole amount expended under your charity?—Annually, about £8,600, or approaching £9,000 a year.

12777. How many pupils have you in all the schools in the aggregate?—6,845 in the English schools, and to make the return more accurate, I deduct the vacant schools. I think there are six or seven vacant schools which will alter the aggregate.

12778. What do you mean by "vacant schools?"—Where the master is not re-appointed, and until a master is examined he cannot take charge again; and therefore at every season or half year there are a few instances.

12779. How many of the 6,845 children are in attendance?—4,654, or about two-thirds.

12780. Your charity spends £2,500 on boys and girls out of the £8,000?—That only includes the English schools. There are other expenses—for instance, to Trinity College nearly £600, and to the King's Hospital.

12781. How much of the income is expended in the education of the children, and how many do you educate?—The expenditure is in salaries, gratuities, and annuities—for there are four or five annuities to English teachers.

12782. Do you include repairs of schools?—No, that is distinct. On the whole, including Inspector's salary, £4,500 a year is paid. For instance, the salaries, gratuities, and annuities would be £3,600, and then there are sundry heads, such as repairs and requisites. The Governors supply half the cost of requisities. There are also the premiums to teachers. They give, annually, to eighteen teachers a premium of £1 worth of books, and about 130 or 140 premiums are given to pupils of the several schools—in every case for regular attendance—commencing at 10*s.*, and going down to 2*s.* 6*d.* We have a list every year of the best attendances, and the Governors contribute for that, £30. There are a few additional things, such as fuel, in a few cases, and £500 a year is paid to the Inspector. £4,500 is the aggregate expenditure upon the English schools.

12783. The *Chairman.*—What salary do you pay the Inspector?—£500. He has travelling expenses through the country. The salary was originally £400, but, on an appeal of his showing the expense he incurred, the governors increased it by £100.

12784. Does he do anything else?—He is not allowed to do anything else but the duties to the Governors. He is occupied about eight and a half months in travelling alone. He wants a month's rest, and he has also to examine teachers before being appointed, so that his time is tolerably well occupied.

12785. Rev. Dr. *Wilson.*—How many schools does he visit?—146. He visits every English school twice annually.

12786. Is the inspection supposed to be efficient?—The arrangement regarding inspection is in order that the Inspector can go into a school like a visitor and see the general way in which the school is conducted, there is no notice given of his first visit. He walks in to try the general state of the school; but in the second case he is obliged to give notice to the superintendent that he may be present to see that he is doing justice to the teacher.

12787. Can you state the nature or character of the inspection?—I have here copies of the queries put to the Inspector which he is obliged to answer.

12788. What length of time is occupied in the inspection of each school?—In every case the Inspector is obliged to put down what time he occupied in the inspection.

12789. Do you know what length of time is occupied in the inspection of each school?—The Inspector is obliged to note down the time. For instance, I have before me the report of Newtownards school, and the query is "What time were you here?" and he writes "From 11.30 till fifteen minutes past four o'clock; Newtownhamilton school, from half-past ten till a quarter to four o'clock." He would spend a couple of hours in a small school. I find one small school here in which he states he was from half-past twelve till forty-five minutes past two o'clock.

12790. Mr. *Gibson.*—Are there any accumulations of funds in the hands of the Governors?—They have a large sum in the Bank of Ireland, in three per cent. consols.

12791. May I ask you what is the amount of that accumulation?—There is part of it which could not be termed an accumulation. That is the reason I am cautious about answering you. In the sum of money that I was speaking of there is a sum that, in my opinion, they perhaps could not touch a penny of—namely, the money paid by railway companies for lands taken by the railway.

12792. Are the dividends that arise from the moneys taken into account in the annual income?—Regularly.

12793. Rev. Dr. *Wilson.*—Is there a large balance in hands at the end of each year?—No sir; on the contrary, the income would sometimes not pay the expenditure in a particular year. Next year the rents would be paid extremely well; but for the last ten years, generally speaking, there has been a regular accumulation of the fund I speak of, which is a large sum, say £20,000. Of that sum, probably £5,000 or so, they could not touch.

12794. Mr. *Gibson.*—Are not the lands, generally speaking, let at very low rents?—They are let on very moderate terms.

12795. Rev. Mr. *Cowie.*—Did you not state the value of property in Galway to be at least £2,000 a year?—£2,500 a year.

12796. Are you not aware that people in Galway think it is worth £6,000 a year?—Part of it is worth more than it is let for.

12797. Is it not let upon very short leases?—Oh, no; the Renewable Leasehold Conversion Act has been going on. There have been renewals. The lowest term given is a twenty-one years' lease. Those for building leases are forty-one years, renewable every seven years. They are perpetual, and come under the Act for Renewals.

12798. Mr. *Stokes.*—What is the fine payable at the end of every seven years?—One year's rent, and of course costs.

12799. The *Chairman.*—One year's actual rent?—One year's actual rent. Suppose you were paying £10 a year, and you wanted to renew for another forty-one years from this date, you pay in that case £10.

12800. Mr. *Stokes.*—£10, and you pay on this day seven years £10?—This day seven days you pay another £10.

12801. Is not a large part of the town of Galway built upon the Erasmus Society's property?—The north-west side, where the court-house is. A large portion of that is built on the Governors' property.

12802. Is anything done for the education of the children?—The only provision at present is this grammar school.

12803. Is it not directed by the charter that an English school should be founded?—I don't know.

12804. The *Chairman.*—Do the Governors give any subscriptions or gratuity to the teachers of other schools in Galway, frequented by their tenant's children—Not one penny.

12805. Rev. Dr. *Wilson.*—Who are the members of the Board at present?—There are a certain set of members that are *ex officio.* These seven *ex officio* members, for instance, the Archbishop of Dublin, the Chief Justice, the Lord Chancellor, the Provost, &c., and then the remainder are elected as vacancies occur by the Governors at meetings.

12806. Are they all members of one denomination?—The Chief Justice of the Common Pleas is not.

12807. With the exception of the *ex officio* members?—They are all of the Established Church.

12808. Is there any reason why they should be?—I suppose there is a reason in the foundation.

12809. Anything in the bequest at all?—I dare say there is.

12810. Do you often build school-houses?—Probably, about the year 1838, there was a large number. At least I find from the records there was a large amount in the Governor's hands, expended in building school-houses.

12811. Have they built many school-houses since that year?—Very few.

12812. Any during the past year?—No.

12813. In undertaking a new school, would the Commissioners expend money in a locality already fairly supplied with National or other schools?—No, they would not unite with another.

12814. They would not?—No.

12815. Now, what is the nature of the education given in these primary schools—in the small schools?—It is most fully stated here. In every case of the Inspector's visit there is a regular list here of what he is to report on. Of course, reading, writing, arithmetic, tables, catechism, English grammar, geography. It goes on to some cases which are not very frequently found, which are, I may say, almost always vacant, namely, algebra, geometry, bookkeeping, mensuration. In a few cases there is instruction given in these, but they are few.

12816. What books are used in the literary instruction department?—There are a good many of the National school books; they are found very good, Professor Sullivan's books, for instance.

12817. Have you many schools with an attendance of twelve children—so low as twelve?—Very few.

12818. How many have you with an attendance so low?—You will see by that return that there are very few.

12819. How is the supply of teachers kept up,—have you any difficulty in obtaining teachers?—Of late years it is more difficult to find teachers, I am only speaking of my own experience. The Inspector has a list very often in his hands of persons who want situations or who would like to be under the Governors of Erasmus Smith's schools, and I have occasionally a few applications; but, of course, all these undergo an examination before they are appointed.

12820. Have you many teachers who have been trained under the National Board?—Some; and I could instance one very excellent one in Gortin, near Omagh.

12821. Have you found the teachers trained under the Board efficient teachers?—We don't object to them at all.

12822. In your schools are fees usually paid by the parents or guardians of children?—You will find that there is a rule allowing the teachers to accept certain payments for every pound salary they receive from the Governors; if so many require to be received as free pupils they must be received. There is no difficulty about that question; there is never an appeal to the Governors whatever arrangements they make.

12823. Do your teachers who have been a considerable time in the service obtain any retiring allowance, any pension?—Only very seldom; from some peculiar circumstances.

12824. Is there any regulation on the subject, or is it just at the option of the Governors?—Merely at the option of the Governors.

12825. Mr. *Sullivan.*—Do the teachers remain long in the service of the Board?—Sometimes a long time; I think there is one at Lurgan who has been forty-five years or something like that in the Governors' employment, and there is another at Upper Cumber since 1815.

12826. What is the general rule? Do they often leave the service?—There is more moving of late years—more moving of the teachers to other situations, but not many. Formerly they remained for twenty years

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almost without any movement or wish to leave, but it is not so now.

12827. Do the Governors take into account the period of service in giving the pensions?—The pensioners are, as I said, very few. They do not give a promise of them.

12828. Is there no rule?—No rule. They can do it, and they have done it on a few occasions but there is no rule against doing it.

12829. Rev. Dr. *Wilson.*—You stated there were a few schools withdrawn. Can you state why?—There is one, the Killyman school, near Moy, in the county of Armagh, which was under the Rev. J. Disney—male and female schools, and excellent schools they were—and he has withdrawn them, and put them in connexion with the National Board.

12830. Master *Brooke.*—Who was this?—The Rev. J. Disney.

12831. Rev. Dr. *Wilson.*—Is he a rector of the Established Church?—Yes.

12832. You have referred to the rules. When were the rules prepared?—These distinct rules have been perhaps forty years. There have been a few changes made, I mean as to words or dictation, but not as to principles.

12833. By whom?—By the Governors to whom they are regularly submitted.

12834. Before the Endowed Schools' Commission it was stated in reply to the question—"Is the same freedom with regard to religious instruction maintained in the tenantry schools under the management of the Board?" that "I have no reason to suppose it is not. There have been complaints made, and generally speaking amongst the teachers there are more of the Roman Catholic religion than any other Roman Catholic or Presbyterian preponderating in almost all the schools." Is that the case now?—May I ask whose evidence that is?

12835. Are you aware whether that is the case now?—I should think so, but I will examine into it.

12836. Do you keep a register of the religious denomination of all the scholars?—Yes, distinctly, in every school.

12837. Rev. Mr. *Cowie.*—Do the Governors attend frequently?—Generally speaking, there are annually about sixteen meetings.

12838. Per annum?—Per annum. They attend whenever they are wanted to attend. I get my directions to have a meeting, and I give notice for it.

12839. How many Governors are there?—There are, since Mr. Guinness died, thirty-five. There will be an election of a new Governor in consequence of his decease. Thirty-six is the full number.

12840. How many generally attend?—Sometimes as many as twenty. Then there is the standing committee, which is distinct from the General Board; for instance, there are certain acts, such as sealing appointments, elections, settling different affairs that the standing committee do not take into their hands; and in these cases notices are given to the entire thirty-six. The attendance is sometimes very large.

12841. Of how many does the standing committee consist?—Three can go on with the business; for instance, payments and other general business. We have sometimes seven or eight; but, of course, they can go on with three. At this moment there would be a difficulty in getting a large attendance, as there are so many out of town.

12842. Are the sixteen meetings at a fixed time of the year?—No; after May there is generally a meeting. There are certain times when there must be meetings. The payments which I am authorized to make are from the first of May to the first of November. These are the principal payments—half-yearly payments. Of course, they will be waiting to make arrangements for them, particularly in November, in order to examine every one of the Inspectors' reports, so as give gratuities.

12843. Is that done by the standing committee?—That is done by the sub-committee. If there is any particular case, it is brought before the Governors, and if it is fair, the gratuity is ordered, and I am authorized to pay it.

12844. Are you the chief officer of the institution?—There is only one, the registrar; and I have an assistant bookkeeper. Originally there was only the one.

12845. Are you the Treasurer. The Chairman is the Treasurer. One Governor is both Chairman and Treasurer. The drafts are signed by him and two other Governors, and from them I receive every draft.

12846. The Lord Bishop of *Meath.*—Mr. Thorp, is there an efficient inspection of your English grammar schools?—I have reason to think there is an efficient inspection.

12847. Who is the Inspector?—Mr. W. H. Rudkin, formerly a schoolmaster, who was elected from a large number of candidates.

12848. Was he the first Inspector appointed by the Board?—No, there was the Rev. Hugh Hamilton. He was registrar and Inspector; he was in my situation of registrar; and before that there was a Mr. Fleming, and three or four Inspectors preceded him for thirty years.

12849. Are the grammar schools in connexion with your Board subject to any supervision of the Education Commissioners of Clare-street?—No.

12850. They are quite independent?—Quite distinct.

12851. Did I understand you aright in reference to the grammar schools—that there is no Inspector appointed for them?—At the time this Inspector was appointed, it was intended that he should inspect the grammar schools also, but on consideration he was not required to do it.

12852. Was it part of the reason that he was supposed to have enough to do besides?—That was one reason.

12853. Then I suppose it was the principal reason?—I dare say it is the principal reason.

12854. Is it usual for one of the Fellows of College, or any other competent examiner, to go down to examine these schools?—It has only occurred by the invitation or request of the Chairman and a few others.

12855. Has that invitation been frequently given?—It has not been given, and sometimes the master may invite to an examination that is irrespective of the knowledge or order of the Governors.

12856. Master *Brooke.*—How many grammar schools have you?—Four. There were three originally. There were three founded by Erasmus Smith. He intended to establish five, but upon examination of his funds he found that three would be sufficient; he divided it into three—Galway, Drogheda, and Tipperary, and then, in the last century, the Governors thought it would be well to establish a fourth, which is now in excellent condition.

12857. Where is that?—In Ennis, in the county of Clare. I think there are about fifty-five or fifty-six boarders at the present moment.

12858. Then your whole establishment is four grammar schools, and one hundred and forty-four primary schools?—Yes; one hundred and forty-four at this moment.

12859. That is while you spent £4,500 a year on English grammar schools, you spent £4,000 a year on all the other schools?—Precisely; £500 over the £4,000, to make it up to £9,000.

12860. When you say there are sixteen meetings, do you mean of the Board, generally, or the standing Committee?—I include both—both Board and standing Committee.

12861. Can you divide them?—I can distinguish them.

12862. How often does the standing Committee meet?—The Board very frequently is only required three or only four times in the year, and then the standing Committee make their reports to the Board.

12863. Then, in point of fact, it is the standing Committee carrying on the business of the society?—They carry on the business as preparing it for the Board; but they make very full reports to the Board, and then the Board authorizes them.

12864. The Earl of *Dunraven.*—Who summons

the Board. Is it the standing Committee?—I summon the Board, of course, by the Committee's directions. When the Committee find they have business for the Board, which is very often lying a long while—appointments, or sealing, or anything of that sort. The standing Committee could not seal a paper.

12865. Is there a Chairman of the Board?—The Chairman is Chairman and Treasurer. At present John Barlow, Esq., J.P., is the Chairman.

12866. Mr. *Dease.*—How are the vacancies in the Board filled up?—When a vacancy occurs, there is a regular notice sent out. I have a regular notice given, and the Governors meet for the business which requires their attendance. In that notice I distinctly state it is to do so and so—to elect a Governor, and they come and have a consideration of the matter.

12867. Does the election rest with the other members of the Board?—Yes.

12868. Is that property in Galway altogether town property? Is there any portion of it rural?—In one sense it is town. It is in the county of the town, although part is situated like Clontarf—a most extraordinary thing; but it is rural; it is outside of—to the south of—Galway.

12869. And as regards the other portions of your property, in other counties, are they rural?—Nearly all. There is a small complement of the Tipperary property near the town, which is the reason the English school is there, while the rest is all rural. Limerick is all rural. Part of the Sligo property is near the town; but there is a new Act contemplated, the Sligo Improvement Act, which would include part of this very property, but the bill has failed. It is close to the town.

12870. What portion of Westmeath is the property of Erasmus Smith's Governors?—I don't recollect at this moment.

12871. Do you recollect what barony in the county?—It is near Mullingar (Kilpatrick).

12872. There are only two tenants?—Only two tenants, who are paying £400 a year.

12873. Do the Board, generally speaking, give leases to the ordinary tenants holding farms in the rural portion of the property?—When a lease has expired, they have acted in the most liberal manner.

12874. I mean, do all the tenants hold by lease?—No; some of them are so confident in the Governors, though I have written to some of them offering them a twenty-one years', they have never applied for a lease, they are so perfectly satisfied.

12875. Are the Board willing to give leases to any tenants who apply for them?—There might be some peculiar cases. You mentioned Galway, for instance. There is part of that Galway property which lies on the borders of Lough Athalia. A valuator, a gentleman very well known, a Mr. Byrne, from Dublin, who was sent down to this place, said to the Governors, "I would not advise you to set this on lease; it may be wanted for stores."

12876. That is town property?—It is perfectly town property. It is on the other side of Lough Athalia, to the south of Galway.

12877. I am speaking of ordinary farms?—Ordinary farmers get a lease, at a fair value, without hesitation.

12878. Do you happen to know whether the farms in the county of Westmeath are let on lease or at will?—On lease, I think. I remember one of the tenants lost his cattle to the value of £800 or £900, in two separate years. He supposed they were poisoned, and in the end he failed altogether, at least he got into arrear. The Governors took pity on the man, and made him a present of £100.

12879. They allowed the man who lost his cattle to dispose of his tenant-right?—Practically they allowed it in that way.

12880. Master *Brooke.*—What did they give to the failing man?—They made him a present of £100 when he was retiring.

12881. Mr. *Dease.*—Have you Roman Catholics attending your schools?—A very small number.

12882. Is the number of Roman Catholics attending your schools less or greater than it used to be. Is it larger?—I would hardly say larger. I would say less. At present out of 6,845 on the roll the number of Roman Catholics is 372 and 369.

12883. And the number is becoming less?—I should think so.

12884. Could you say whether the Roman Catholics attending your schools are the children of tenants of the property or not?—Very few. They could not be. There are so very few places on which the Governors have schools on their lands. They are scattered throughout Ireland.

12885. Do the Governors make any difference in the accepting of the tenants in consequence of their religion?—They never inquire into any tenant's religion. In Limerick, Tipperary, and Galway four-fifths of the tenants are Roman Catholics.

12886. Four-fifths of the tenants are Roman Catholics?—Yes, they never inquire into that question.

12887. Lord *Clonbrock.*—I think you said you had no connexion with any other society?—None, and indeed for some reasons they avoided it, for there was some case in which the Church Education Society's superintendent was not aware the Governors of Erasmus Smith should be distinct. They were, I believe, united to the Church Education Society, and they did not object to the inspection by any society, but they require them not to interfere with the rules of the Board. That is their object.

12888. I find in the report of the Endowed Schools Commission that at that time several schools were regularly inspected in an apparent connexion, it is said, with the Church Education Society. Indeed, so close was this connexion that the very name of the Church Education Society was used in the schools by the masters. Is that so now?—The Governors were obliged in some cases to require that they should not interfere. Some papers were produced as if they were not the Governors of Erasmus Smith's schools, but the schools of the Church Education Society. They discovered fortunately in the Church Education Society's reports that the money paid by the Governors was £4,500. I am only stating it was an error, and not done intentionally. They found that the money which belonged to the Governors of Erasmus's schools was put in the report, and they were obliged to ask the Church Education Society to keep the Governors of Erasmus's school merely quite distinct from the money collected by the Church Education Society.

12889. You don't inspect your schools regularly yourselves?—The Erasmus schools?

12890. The English schools?—Regularly, twice a year—the papers are here—spring and autumn—and the Inspectors give the fullest reports.

12891. Do your masters ever get gratuities from any other society?—I think very seldom. I have no reason to think they do so. There is an instance where they got a gratuity from the Incorporated Society.

12892. Does anything of that sort go on now?—It may be done privately down in the country; but not to my knowledge. I don't know anything about it. I think it is very probable when an Inspector who is not obliged to report everything, knows if there is a single case of that kind. For instance, in every report some of the income of the teacher is obliged to be put down by the Inspector, the amount of salary from the Governors, £25? the amount as the clerk of a church, £10; everything of that sort.

12893. Then a grant made by any other society would be put down?—I think it would be mentioned. I have not heard of it.

12894. Mr. *Sullivan.*—Is the third rule carried out in every school?—I have no reason to think but that it is carried out distinctly for the children of all denominations.

12895. All denominations?—I hear no objections nor complaints with regard to religious instruction.

12896. Do you know whether the children whose parents do not wish them to attend that religious in-

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struction are sent away?—I have not heard of a case of that kind.

12897. Mr. *Stokes.*—Are you acquainted with the history of Erasmus Smith?—Merely with regard to what I have read in the charter.

12898. Was he not a trooper in a company of Cromwell's?—I have heard so.

12899. Have you any system by which promising pupils of the English schools are advanced into the grammar schools to complete their education?—There is not.

12900. Do you take any means to keep up that number of twenty free pupils in each grammar school, provided for in the charter?—There are no means.

12901. So that these twenty free places are frequently left vacant?—If not applied for.

12902. If applied for, to whom should application be made?—The application is made directly to me, and I write to inquire of the teachers if there is any objection to these, and they say none in the world. In some cases the applications are made to the grammar schools. In some cases, for instance, in Tipperary, the master, Mr. Matthews, is anxious, if he could, to find free pupils; and it is the same in Galway and Drogheda; they are anxious to receive them.

12903. Are you acquainted with the causes that led to the close of the school in Galway?—Yes.

12904. What were they?—The Governors were anxious to give it a fair trial. There had been a second master of the grammar school, and on his retiring from it at first they thought they would give the English school an interesting character; but the circumstance failed, and then the Governors, after a couple of years' trial, thought it would not succeed, and they arrived at the conclusion of withdrawing it.

12905. Did you find Galway already very well occupied with primary schools?—I am not able to give an answer to that question.

12906. Did you find the county so well supplied, that though you had a large endowment for spreading schools, and were willing so to apply part of the funds, yet that really there was no opening for one of the Erasmus Smith's schools?—That was the conclusion they came to.

12907. Do you consider that a Roman Catholic parent would have any cause of complaint if on sending, with his free will, his child to an Erasmus Smith's school, the boy or girl turned Protestant?—I think not.

12908. Then you think the responsibility of the religion of the child rests on the parent?—Yes.

12909. Then if he sent his child to a Protestant school you think he should take the consequences?—Yes; at the same time I think the Roman Catholic children are treated fairly.

12910. Do you think it possible to treat a Roman Catholic child fairly in a school in which every child is obliged to read the Protestant version daily?—I am not the Inspector. I have not the experience on these matters that he has. I know I would treat the Roman Catholic child fairly myself.

12911. Is it possible to treat him fairly if you oblige him daily to adopt a course which in the opinion of his parent is contrary to his faith?—I am not an educational man, but as far as I understand Roman Catholics they admit the Scriptures, the value of the Scriptures, and they also read the Scriptures, because when I speak to Roman Catholics they read it and refer to it; but I am not an educational man.

12912. Are you aware Roman Catholics take objection to the promiscuous reading of the Bible, and then again to your translation of it, especially without note?—Yes.

12913. Are you aware of these objections?—Yes.

12914. Master *Brooke.*—Can you form an opinion as to the number of your masters who have been trained by the Church Education Society?—I could.*

12915. How many masters are there?—I could make it out if you require it.

12916. You could furnish that?—Yes; because in every one of these cases we have the history of the teacher.

12917. I would be obliged to you if you would furnish that return?—Yes.

12918. Do you remember an application being made by the Church Education Society to the Governors of Erasmus schools on that subject?—I do. I know I have it on the minutes. I remember an application of that kind being made.

12919. Did they propose as a very fair thing, that as you carried off so many of their trained teachers you should contribute towards their training institution?—I remember now, as you remind me of it. A great many of the Governors, if they were individuals, were disposed to contribute, but when they considered the Governors' funds, and the peculiarity of the trust, they did not consider themselves at liberty to do it.

12920. They were applied to to do it?—It was entertained for a time.

12921. They did not consider it fair that the Church Education should have all the expense and all the responsibility which the Board of Erasmus Smith enjoyed so large a portion of the benefit?—They had the advantage of it.

12922. Do you consider that the masters trained in the Church Education Society are generally valuable masters?—Very, very good; some of them are almost first rate. As you are reminding me, I remember in the conversation between the Governors on that subject, they thought if they had a sufficient number of English schools, to authorize them, as it were, to have a training school for students, and a large sum to work it, they would be almost glad.

12923. To train them without any expense, you would be glad to adopt the training schools of the Church Education schools without any expense. Is that the idea?—I don't know whether it went so far as that.

12924. Mr. *Gibson.*—In writing the list could you mention any that have been trained under the National Board?—Certainly.

12925. Master *Brooke.*—Or in any training school anywhere else?

12926. Mr. *Sullivan.*—And the number untrained?—Yes, I will give a general list.

12927. The *Chairman.*—Do you require your teachers to be members of the Established Church?—Yes, distinctly; they must be members of the Established Church.

12928. Lord *Clonbrock.*—One of the fundamental rules of your society is that every child in your school should read a chapter in the Bible every day?—When competent to do so.

12929. And after that reading are they ever examined by the teacher with respect to that chapter, leaving out controversial and abstruse topics. Is that so?—Yes.

12930. Do you think it practicable for a Protestant to examine children in chapters of the Bible and be in agreement with Roman Catholic doctrine?—I have not been present at an examination, but I think it would require a good deal of judgment to do it.

* The following Return was subsequently supplied by the witness:—

RETURN of TEACHERS TRAINED and UNTRAINED.

By Church Education Society,	48
,, National Board,	16
Trained in sundry places (in England and provincial places in Ireland),	32
Not trained,	50
Total,	146

(Signed) EUSTACE THORP.

12931. Do you think that course practicable with reference to children of a different religion?—I speak for myself; I am not in the educational department, but I think it would require judgment. I have not been present, at the same time I do not hear complaints.

12932. Rev. Mr. *Cowie*.—Are you sure it is done every day?—I would not like to say every day, but the Inspector will be able to answer that. At the same time, generally speaking, the rule is carried out.

12933. The Lord Bishop of *Meath*.—If you were a master could you not find a great many chapters in the Bible, especially in the New Testament—all the Gospels, and the greater portion of the Acts—which would be valuable instruction to all the children without raising a single controverted topic?—I could, my lord, do it, but it would require judgment.

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12934. Do you think it is quite possible that a teacher of Erasmus Smith's schools could give his children most valuable religious instruction without touching on any of the subjects in controversy between the Churches of England and Rome?—I am not a teacher myself. I think I could do it, and an experienced teacher ought to be able to do it much better than I could. It requires judgment.

[Adjourned.]

Thirty-third Day.—Dublin, Wednesday, July 15, 1868.

Present:

The Right Hon. The Earl of Powis, *Chairman*.

The Right Hon. Lord Clonbrock.
Sir Robert Kane, F.R.S.
Rev. David Wilson, D.D.
Rev. Benjamin Morgan Cowie, B.D.
James Arthur Dease, Esq.
James Gibson, Esq.
Scott Nasmyth Stokes, Esq.
William K. Sullivan, Esq., PH.D.

D. B. Dunne, Esq., *Secretary*.

Thomas Baldwin, Esq., further examined.

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Thomas Baldwin, esq.

12935. Mr. *Sullivan*.—Can you give any explanation of the causes of the failure of the several attempts to establish the agricultural schools and classes referred to in your last examination?—Yes; I mentioned several instances, and my opinion of the causes of the failures may be reduced to two principal heads. One of these was that the persons who generally founded these agricultural institutions were persons of benevolence, and very enthusiastic, but who did not possess the necessary amount of knowledge of the subject to see the bearings of what they were establishing. In the next place, some forty or fifty years ago, when most of these experiments were begun, people attached too much importance to the new views then put forth as to the value of the science of farming, more particularly about the time of the publication of Liebeg's great discoveries. Most people began to think that this would revolutionize agriculture, and they looked, in consequence of that, to experiments, rather than to the power which well-digested knowledge has; and, accordingly, you will find in the proceedings of all these colleges, that a large sum of money was invested in experiments, which really produced no practical results, and in consequence of the failure of these experiments there was a reaction against science. The agricultural classes lost all confidence in it, and it is only now that there is a counter action, and that the agricultural classes—the farming classes—are beginning to see the real force and use of science. I may instance, in support of that view, Cirencester College. I believe some £20,000 were sunk there in a few years in farming experiments. I am not aware that those experiments have produced a single practical result, and it was very natural for practical farmers to undervalue the importance of science in consequence of that.

12936. In those earlier attempts, before the subject was taken up by the National Board, what were the classes for which the schools were principally intended—were they for the farming classes or for the sons of gentlemen farmers chiefly?—I have no doubt that in every case they were intended to reach the sons of the farmers; but, as in the case of Cirencester, it was soon found that the farming classes would not take advantage of them; and in that case, which is the most notable instance, so great was the failure in reaching the class it was intended to reach, that they had to abandon, after a few years' trial, the premium of £30, and raise it to £90 and £110, and now it is the sons of land agents and landed gentry, or very wealthy mercantile people, who have a taste for agricultural pursuits, who will go to that college.

12937. How many ordinary agricultural schools are there established under the Board?—The statistics I gave on the last day showed that there were seventy-eight ordinary agricultural schools, and five school gardens; that is to say, little gardens attached to National schools.

12938. Was it in Ireland that the subject of agriculture was first introduced as a branch of popular education?—As a distinct branch, I think it is only in Ireland the experiment has been tried.

12939. Is it your opinion that it ought to be taught in all the rural National schools?—I fully believe the elements of agriculture ought to be taught in every National school, and I cannot see why the elements of agriculture should not be taught in primary schools in England, in Scotland, and in every other country.

12940. Is there a special reason why agriculture should be introduced in the Irish schools if it were not desirable to extend it in connexion with the English system?—There is a very manifest reason, I think, in the circumstance of the mass of the people of Ireland being small farmers, and the only possible way to give enlightened ideas to them is in primary schools. The amount of ignorance that prevails among small farmers on the merest elements of agriculture is quite remarkable.

12941. Do you consider that the condition of agriculture among the small farmers in Ireland is practically and theoretically so far below the English as to require this special training?—I do.

12942. Do you know whether the example set by the National Board has been followed in any other country recently?—A recent order has been issued by the Minister of Public Instruction in France upon the subject, in which it is strongly recommended to introduce the elements of agriculture into primary schools; and I saw a notice a few days ago of an educational congress in Brussels, to be convened at the instance of the Central Agricultural Society of Belgium, and one of the propositions is to consider the measures whereby they could introduce the elements of agriculture into the primary schools.

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12943. Are you aware that in Württemberg it is in operation?—I have not been there, but I heard it was in operation in many parts of Germany.

12944. If there seems to be such a necessity for the extension of agricultural instruction in primary schools, why is it that it has not extended more than the statistics you have given would imply?—There are several reasons for that, on each of which I should like to make a remark.

12945. If you please?—In the first place, it was only last year that the Commissioners introduced agriculture as an element into classification and promotion of the teachers, and so long as the teacher had not a direct interest in taking up the subject, I think it would not be reasonable to repute it would extend to any considerable extent. Now, the Commissioners give marks for agricultural knowledge, at the annual examinations for promotion to the extent of one-twelfth of the whole marks; and I have seen since I was before the Commission several applications from the teachers for establishing ordinary agricultural schools, and I have no doubt before many years instead of seventy-eight, the number will possibly be 400 or 500. In the next place, with regard to the literary Inspectors of the Board, on whom greatly depend the prospects of the teachers for promotion, perhaps from their education and habits of thought and action they know nothing practically of the subject, and they do not encourage, except in a few instances, the teachers to take up the subject. In the next place, there has been on the part of the landed gentry of the country a feeling that the extension of small school-farms would only be one means, at all events, of perpetuating small farms in the country. The pieces of land which are generally to be had in connexion with schools must, from the very nature of the case, be small, and I may safely say, from what I know of the feelings of the landed gentry, that they have not been favourable to small school-farms on that account. In the next place, there is a very important reason why the number of these farms could not increase; namely, it is not always easy to get a piece of land in the neighbourhood of a school, and it must be in close proximity to it, or the object will completely fail.

12946. With regard to the first point, that of its not having formed a portion of the subject for classification, do you think that it ought to be absolutely applied to every teacher?—I think the rule adopted meets the case most satisfactorily. If a teacher has no taste for the subject he can leave it out, and pay attention to other subjects.

12947. Then it is optional for him to leave it out?—It is quite optional for him to leave it out.

12948. That meets my difficulty with regard to that—but how would the second objection be got over—that is as to the literary Inspectors?—A literary Inspector after he is appointed generally spends one or two months in connexion with the central establishment; and I see no reason why, for instance, he should not be called upon to attend the lectures given on agriculture during the time, and to master the elements of agriculture so as to qualify him for the annual examination of the teacher; and also to assist in the direction of the little school-farms. I see no other way of meeting that difficulty.

12949. Have the Commissioners done anything recently to extend the agricultural school system?—Well, I think the most important measure they have adopted recently——

12950. You say is that of classification?—Yes; and the publication of the new Class Book.

12951. It is chiefly to that I refer?—They have published a new Class Book, and issued an order that it shall be read twice a week by the third, fourth, and fifth class boys in place of the ordinary reading lessons. Last week I was on a visit in the district of Sneem, in the county of Kerry, where there is an agricultural school, and on visiting some of the rural schools I found the Class Book read. In a mixed school, where the attendance of the third, fourth, and fifth classes was fifty-six, partly of boys and partly of girls, I found them reading the chapters on daily husbandry.

12952. Do the girls also read the book?—The girls also read it in all mixed schools.

12953. Mr. *Dease.*—Do you mean mixed as to sex?—Yes; and I fully believe as much good is likely to arise from the girls reading lessons on daily husbandry as from the boys reading lessons on crops and manures.

12954. Mr. *Sullivan.*—Would there rather not, perhaps, be more good?—Yes, I think so.

12955. Do you think the introduction of agriculture into all the ordinary rural schools would interfere in any way with the literary work in the schools?—I think not. On the contrary, I find that in all the schools which I visit, and I visit in passing schools which are not agricultural, I find the proficiency of the boys who work on little farms, instead of being lower, is, in my judgment, rather higher. I might state in support of that, that at Glasnevin, though the boys work about half time, and study during the remaining half, and I find their progress in literary subjects is, perhaps, fully as much as if they had devoted the entire time to literary studies. They work hard, particularly boys at their time of life, who have an object in view, and who want to carry it out. I find the alternation of the field labour, or practical outdoor work, provided it is not excessive, is conducive to the literary progress of the boys.

12956. How is it as to the daily attendance in those schools?—Well, that is a point I should be unwilling to offer any opinion upon, because it is not so easy to ascertain how to make a comparison on that point.

12957. Have you never compared a given number of schools with small farms attached to them with a corresponding number of similarly circumstanced schools without farms?—I have, but I think there is not sufficient material for a proper induction, because the number of agricultural schools is limited; but I will answer in this way, and bring out the point to assist you in forming a judgment. In many of the agricultural schools there are what we call industrial classes. The proprietor, or landlord, or patron of the school, gives a penny per hour to a number of the boys, and the Commissioners or teacher, also, pay a penny per hour to a number of them, and I invariably find the payment of the penny, which amounts to not more than a couple of pence a day, has, in some cases, a marvellous effect in increasing the attendance in the school. Those boys who work on the farm acquire a little skill in the cultivation of land, and they see such things as are propounded in theory reduced to practice on the farm; and the shilling a week they make, and for which the teacher gets ample value, has a tendency to keep them at school, perhaps, on the whole, a year longer than they would otherwise.

12958. Mr. *Dease.*—You say this penny is paid by the Board?—Yes, in some cases.

12959. Does the boy give no *quid pro quo?*—No, it is rather a premium to the teacher to attend to this kind of out-door instruction.

12960. Is that debited in the accounts afterwards to the labour?—It is charged in the accounts of the farm, and the amount of money expended by the Commissioners in that way is about £50 a year.

12961. Mr. *Sullivan.*—At the school near Sneem, to which you alluded, could you give any idea of the proportion that are able to read beyond the Second Book—say, of those in the Third Lesson Book?—All the boys above second class are well able to read.

12962. What proportion of the boys in the school are able to take advantage of the Agricultural Class Book?—The statistics of those present and on the rolls are—third class, present 23, on rolls, 33; fourth class, 9 present, and on rolls, 15—total present, 32, and 48 on rolls.

12963. Of those able to read, that is, in the Third and higher books, what is the number?—Thirty-two were reading the Agricultural Class Book that day.

12964. And what was the total of those unable to read?—The total attendance on that day was 134.

12965. That would be a proportion of about 25 per cent.?—Yes, about that.

12966. Now, where so large a proportion only reach

the Second Book in all the rural National schools of Ireland, amounting to 60 or 70 per cent., your system of agricultural teaching would only apply to the remaining number?—Well, generally speaking, I should not be disposed to recommend the teaching of the elements of agriculture to any child who has not the intelligence to read in the Third Book; but there are exceptions. You will sometimes find many overgrown boys in Irish National schools—very large boys, indeed—in the Second Book, and to them you could explain agriculture exceedingly well, notwithstanding that they could not read the Third Book of Lessons. In that case there would be an advantage in making a separate class, and teach agriculture in schools for half an hour to every boy receiving instruction. I certainly feel perfectly justified in saying that there are in that way many boys, the sons of farmers, who have been brought up more or less to agricultural pursuits, and who, perhaps, never go beyond the Second Book, but could understand lessons on the means of improving Irish farming. For instance, it is easy to point out to them the defects in hay making, or in manure making—the advantage of rotation of crops, the advantage of deep and efficient tillage, the leading outlines of the action of air and heat and moisture in producing plants' food from the soil. This could be explained to any grown-up boy in the school, no matter whether he is in the second, third, or fourth classes.

12967. What would be the age at which you would consider that instruction should be given?—I find that children above eleven years of age are very well capable indeed of receiving instruction in the elements of agriculture.

12968. Have you any idea of what proportion generally of the boys in the schools at present with farms attached to them are above that age?—I should say fully twenty-five per cent. So far as agricultural schools are concerned, I have never visited one in which there were not a third and fourth class.

12969. Do you think that in the remaining schools belonging to that group of seventy-six, they would represent so large a proportion as twenty-five per cent.?—Perhaps not so large, but you will find there is not one without a third class. Possibly there is a small percentage without a fourth class.

12970. Rev. Dr. *Wilson.*—Would those of eleven years of age enter with intelligence into that department?—I find that they do. It is a subject they are generally concerned in. They are either planting or digging potatoes, morning and evening, or making up hay, or wheeling the manure from the cow-house, and I cannot conceive any subject so likely to interest them as those which they are daily handling outside.

12971. In putting questions to them do you find they understand the principle?—They do; and in examining the schools, unless the day is severe, I invariably take the boys over the little farm, to see if they really understand what is going on upon it, and not only do they evince a taste for the theory, but a greater taste for it on the farm.

12972. Mr. *Sullivan.*—Do you think the objection to the addition of farms to the National schools as tending to the multiplication of small farms is a valid objection?—I don't think it is at all a valid objection. I don't see any way by which you can promote such healthy consolidation in Ireland, as by really teaching the small farmers the value of land. It is perfectly evident to me that if you teach a man of five acres how to make the most of them, you will increase his taste for land, and he will endeavour to increase the size of his holding.

12973. Do you think that the number of acres upon which the science of agriculture is taught has anything whatever to do with the question as to the extent of farms in the district?—It has nothing in the world to do with it. According to my experience you can illustrate the principles of agriculture on one acre as well as upon 100. You can exhibit the rotation of crops, collect the small quantity of manure that is upon it, and show the mode of making it. You can show the proper mode of tillage, the proper time to sow; you can show how to till deeply, and to eradicate weeds. Your bit of hay you can save as well on one acre or five as on 500.

12974. Is it as a matter of fact the tendency among farmers to consolidate farms if they can get hold of them?—I believe there is now the greatest tendency for enlarging farms. There was a time in Ireland when farmers who had not intelligence were not anxious for enlarging their holdings, but the more you enlighten them the more you increase the tendency for consolidation. I venture to say, as the result of my observation, there is no part of Ireland in which there is such an intense desire for consolidation as in Down; yet I believe it is the best farmed part of Ireland.

12975. Mr. *Dease.*—You mean by consolidation the anxiety to get possession of more land?—That is my meaning.

12976. The *Chairman.*—But then, if by the improved agriculture, the small holder is able to live more comfortably than in former years, would that not at least create a great impediment to the consolidation?—I cannot see how it will operate, except in the one way. There is only a given quantity of land in the country; and consolidation goes on just in proportion as the opportunity is given to the capitalist to buy up the interest of his neighbour. It reduces itself entirely to a question of intelligence and capital.

12977. Mr. *Sullivan.*—Would not an educated farmer's son, who had thoroughly mastered the fundamental principles of agriculture, be hindered from increasing his land-holding, by the fact of the small amount of capital he possessed?—That is the question involved.

12978. And the only impediment in fact?—Yes; and the better he cultivates his land, the more capital he will have to buy up the next bit of land.

12979. Lord *Clonbrock.*—Do you think it would be a good thing to attach to schools a certain proportion of land in order to promote the study of agriculture, and that the master should be allowed to cultivate that by teaching the boys upon it, and having the profits of it as part of the payment of his salary?—The result of my experience is, that it would be an immense advantage to the country.

12980. Would there be any danger if you did that that the people of the country would fancy that their children, instead of being taught, were only made workmen on the master's farm? Would there be any jealousy likely to arise?—I should leave the question of labouring on the farms to be a matter of payment. So far as I am concerned that is a thing I am most jealous of, and I should not allow any teacher to have the power to take his pupils to work on the farm, except with the consent of the parents. It would be most objectionable.

12981. I want to know your opinion about uniting the two things, whether they could teach the children agriculture without going on the land, for of course the very fact of making them perform agricultural operations, would be the act of tilling the land; but would it be safe to allow the master the privilege of taking them out, without a feeling of jealousy being created among the parents, who would think their children were made mere workmen of?—We obviate that very well. The instruction in any of these agricultural schools may be reducible to three elements. You can have one, two, or three of these elements in operation in a school. In the first instance I think it is quite enough, in order to carry out the principle of agricultural education, that the elements of agriculture could be inculcated in a school without any farm. I think that that would be a great service. You can teach the elements of agriculture in the school, and point out the defects of Irish husbandry.

12982. That is, theoretically?—Yes, theoretically; just as well as you can teach the principles of drawing, or music, or engineering.

12983. You could not teach drawing in that way?—You can teach the principle. The principles of engineering are taught in schools. The principles of

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agriculture, and the defects of Irish husbandry, admit of being explained so easily, that vast good would be done by inculcating on the minds of young farmers the mere elements, and above all, the defects of Irish husbandry.

12984. Do you not think theory, in the absence of practice, is dangerous?—Not sound theory. I believe there is a lot of crude theory which caused the reaction in the minds of the people to which I have already referred, but if you teach sound science it can do no harm, and must do some good.

12985. Don't you require practice to correct the theory?—You are anticipating, my lord. There are three elements in the school. One is good, the combination of two is better, and the combination of the three best of all. The second element is where, in addition to the instruction in-doors, on the principles of agriculture, you have a farm, and where the teacher is called upon to take the children over the farm at stated times without performing any manual labour at all. I insist in every case where there is a small farm that that shall be done. The third element is where a boy's agricultural skill is cultivated on the farm, and when I always insist the boy shall be paid one penny an hour while he works on the land, and that is a matter between the teacher and the boy.

12986. It would be a stimulus to the teacher, would it not, to have the profits of whatever the lads cultivate?—It would be of immense service to the teacher. First, it would give the teacher the little comforts the farm would afford with the profits; but I should be jealous to give him the least power to command a child without compensating him.

12987. You think it could be avoided, that the children could receive instruction in the way I speak of, by giving assistance to the masters, without making the parents jealous?—I am quite sure of it. It is done in several of the schools.

12988. Mr. *Sullivan.*—Have you found a desire on the part of the patrons to encourage the third mode of learning?—I have in some cases. I invariably call on the manager and ask if there is any fear of the children being worked to the advantage of the teacher, and to their own detriment. When a manager thinks there is the slightest tendency in that way, we at once prohibit it.

12989. Mr. *Dease.*—On the point raised by Lord Clonbrock, as to the possibility of adding small farms to schools, and making the receipt, at any rate of a portion of their profits, act as a means to improve the position of the master—could this be at all generally done in the country, taking into consideration the fact that so few owners of the land, comparatively speaking, are the patrons of the schools?—I mentioned that as one of the reasons why this class of schools has not extended; yet so soon as a teacher really finds he can profit himself, and that the Commissioners find he can benefit the public, I think between them, in a vast number of cases—perhaps in at least from 500 to 1,000 of the rural schools—you will find that the land will be forthcoming.

12990. Lord *Clonbrock.*—Would it not be an inducement to the patrons to give land?—It would; and, in answer to the second question, I may make this remark, and I think it corroborates what I stated before as a reason why the schools had not extended: I have found very many schools with farms attached, yet not established as agricultural schools, simply because the teachers feared that, by engrafting the agricultural upon the literary portion, they would lose, perhaps, in the literary department. I remember, for instance, very well during the three years I was lecturing on agriculture, in the Central Training Establishment, having given lectures to about 150 each year, or 450 altogether, and I found fully 30 per cent. of these were admirably qualified to combine agricultural with literary instruction; I found that they actually took as much interest in what I explained, and in the practice at Glasnevin, as the young men at Glasnevin, who were qualifying themselves to become farmers or stewards. From the interest that this 30 per cent. evinced, I believed that in two or three years they would have agricultural schools. I find some of them have bits of land for their own profit; but from inquiries I have made through the country, I understand that the literary Inspectors, or other persons, discourage the thing; and the schoolmasters fear, if they took up agricultural teaching, they would lose in status the literary department.

12991. Mr. *Sullivan.*—That could be removed?—It is to a great extent removed at the present moment. That was one of the circumstances that accounts for the limited number of agricultural schools established.

12992. Mr. *Dease.*—In the face of the fact that in many parts of Ireland there is a difficulty on the part of persons wishing to establish schools in getting land for a site, do you think it would be possible such a scheme as that mentioned by Lord Clonbrock could at all be generally established or carried out, unless there were some great modifications of the law on the subject, in the way of getting extra powers to allow the Commissioners to take possession of land by purchase?—I am sure if you have the history and statistics of all the rural National schools in Ireland before you at the present moment, you would find that there exists, at all events, no difficulty in establishing, in accordance with Lord Clonbrock's views, fully 500 such schools.

12993. Would not a difficulty be likely to arise in this way, that as all the land in Ireland, as a general rule, is occupied, somebody must be dispossessed, in order to get land to establish the school farms?—In many cases the landlord has the power of giving the bit of land himself, and in many cases the landlord has the school in his own hands. It is not at all necessary that the school should be on the farm. I should say fifty per cent. of the existing ordinary schools have their farm at a distance varying from one hundred yards to a mile distant from the schools.

12994. Does not that interfere with the possibility of exercising the school pupils practically in working on the farms?—To some extent it does; but I don't think it is vital.

12995. Mr. *Sullivan.*—When you said, of the existing National schools five hundred might have farms attached to them, do you mean they are so circumstanced as regards the patron and landlord, that there would be no practical difficulty as to getting possession of a small piece of ground?—Yes; I mean the circumstances surrounding the school are favourable to the establishment of an agricultural department.

12996. Are you favourable to the system of grades, or would a system of payment by results be preferable? I am totally opposed to the present system, and for the last three years I have been recommending a change in the mode of payment.

12997. What are your objections to the present mode of payment?—At present every teacher who has a bit of land, and teaches the element of agriculture, and cultivates his land, gets £5 a year; and my objection is, that the good, and the bad, and indifferent are paid alike.

12998. So that the man who works the school nominally, and has an agricultural class, is on a level with the man who has a *bonâ fide* school?—Yes.

12999. How would you apply the system of payment by results to agricultural teaching?—I would have a sliding scale, varying from £2 upwards, and I would make the amount to be paid to each man in the scale depend on the efficiency with which he teaches the principles of agriculture in the school; 2nd, the efficiency with which his little school-farm is managed; and in the 3rd place, in proportion to the amount of instruction he affords on his farm to the scholars.

13000. Would you take into account the literary department of the school?—In payment by results, the teacher ought to be paid for the literary department.

13001. Before you would bring in the payment by results in agriculture, would you require a certain standard in the literary deparment?—Yes; to ensure due efficiency as to reading, writing, and arithmetic.

13002. As I believe from your answer about pay-

ments, you contemplate a school in which the three methods would be carried on?—That is my meaning.

13003. Would you give advantages to a school to which there was no land attached?—I would give as many marks for the answering of the children in agriculture as for answering in arithmetic.

13004. You would make it one of the subjects for payment?—I would.

13005. What would be the standard of payment in that case as compared with the standard where the whole system was carried out—namely, of teaching in a school the theory, showing the practice, and having some of the children employed?—Do you mean the amount to be paid in proportion to other subjects?

13006. Yes. Have you thought upon the matter as to the amount desirable to be given?—Well, I have thought upon the subject. If I had before me any scale of marks for payment in reading, writing, arithmetic, mathematics, and so on, I could put in the value for agriculture.

13007. Where would you introduce the agricultural teaching after the third class, or would you go to the senior division of the second?—Looking at it from the point of view you were viewing it at the commencement of the examination, I should prefer to teach it to every boy capable of receiving instruction, instead of making it applicable to any class at all.

13008. If you were to take, in fact, a lower standard from the fourth section upwards, and looking at the amounts of the various heads, what would you say to commencing with section four. You would not introduce it to the first?—What is section four?

13009. The senior classes of the Second Book—the Sequel?—I should be very much disposed to place agriculture on a par with arithmetic. I think arithmetic and reading and writing are about the most important subjects, and agriculture might be put on a par with them.

13010. So that whatever system may be adopted—whether that or any other—you would think it should be put on a par with arithmetic?—I think so.

13011. Are the teachers of the ordinary National schools in rural districts generally considered to be underpaid?—They are.

13012. What would you consider the advantage they would gain to their salary by the addition of the agricultural department—at what would you estimate the advantage?—I would answer that in this way. We get at the close of each year a statistical return filled up by the teacher of each school, and countersigned by the manager, of the number of pupils who received instruction—of the tillage and the results of the tillage of the farm—the valuations at the beginning and the end of the year, and a balance-sheet showing the profits. Now, in tabulating these for the year 1866 and last year, I found that the average increase to the salaries of the teachers was £14 11*s.* from the cultivation of the farm. In addition to that they received for the agricultural instruction £5 a year, making the average increase to their income £19 11*s.*

13013. Could you give the maximum and minimum of that? What would be the lowest sum?—£2.

13014. And the profit?—That is the profit.

13015. That would arise from a very small farm?—Yes, about half an acre.

13016. What would be the maximum in profit and the extent of land to correspond?—There is one man who has a school farm of six acres, and he has an outlying farm that we don't recognise, of some thirty acres, and the increase to his income is, I should say, fully £70 a year.

13017. You include in that the thirty acres?—Yes, the whole. There is a man in the county Donegal under the Marquess of Londonderry whose case I will mention as an example of a really successful agricultural school where the theoretic teaching in the school has been eminently successful, and I can state, having gone through the neighbourhood and examined the boys who received the ordinary agricultural instruction, that they are far above the average in intelligence in the cultivation of the land.

13018. May I ask whether that fact you have mentioned regarding the pupils is recognised by the other people of the district?—I think it is. The return is signed by the teacher, and countersigned by the manager, and the whole particulars detailed, and you will find an increase to the teacher's income arising from the profits of the farm of £64. Added to that there is £5 given for the agricultural instruction, making the total increase of £69 odd.

13019. Mr. *Gibson.*—Was there any flax grown in that part of the country?—He has a patch of flax every year.

13020. Lord *Clonbrock.*—Does he receive the profit?—In all the agricultural schools, except the first class ones under the Board's own management, the teachers receive the profits.

13021. Mr. *Sullivan.*—How much of his gross profit has been contributed by the State?—£5.

13022. Then he himself pays his rent?—Yes, you will find the rent charged.

13023. And taxes?—Yes, the rent and taxes, and labour, and there is a charge you will find for the value of the labour of the pupils on the farm.

13024. Who supplied the working capital for this?—He supplied the capital himself. I think the case is really interesting from a two fold point of view. He began with a very limited amount of capital indeed—and he has been enabled by thrift to accumulate capital; and to show it is not a mere paper balance sheet, I may mention that he has built a very nice and respectable residence for a man in his position; and so highly does he stand in the neighbourhood, that some of the farmers have actually made application to get their sons put there as agricultural boarders, and there has been an application to raise the character class of the school.

13025. Has he accommodation at present for boarders?—There is accommodation at the present moment.

13026. Lord *Clonbrock.*—Did he build the house?—He did.

13027. Mr. *Sullivan.*—Who supplied the original capital for the buildings on the farm?—He originally supplied the capital for the working of the little farm and he has increased it.

13028. And in fact it is to himself and not the State he is indebted?—He is not indebted to anyone.

13029. The sole gift of the State is £5?—£5 a-year. He owes all to his intelligence and perseverance.

13030. How many pupils are there in daily attendance in the school?—The total number of distinct boys who receive agricultural instruction in 1867 was thirty-nine; the average daily attendance fourteen.

13031. How many in the school altogether of all classes?—I am sorry to say that I have not with me my note-book containing the result of my visit, but I could supply the number.

13032. In the agricultural schools of that class what is the amount of time given to the agricultural instruction proper, and how much to the literary? I do not speak of extra time after school-hours, but taking the average school-hours, what proportion is given to agricultural instruction?—In the greater number half an hour on five days in the week to indoor instruction. In some schools an hour is given, but I find from experience that a teacher who knows his business, and who knows the wants of the children, can give the necessary amount of elementary agricultural instruction to them in half an hour each day on five days of the week.

13033. You do not consider that the devotion of that amount of time to agricultural instruction would be likely to interfere with the ordinary literary instruction?—I find it does not interfere with it; and in proof of the interest boys take in the agricultural lesson, I may state that in very many of the schools the time given to the agricultural lesson is the play hour, and I have not known a single instance in which they object to taking up agriculture instead of play. Now, that is the case, and it is a very remarkable instance, in the Athy model school, county Kildare. We cannot, without interfering, in the opinion of the lite-

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rary Inspector, with the literary instruction, get any other time for the purpose. I have spoken to him repeatedly on the subject, and I have great respect for his judgment, and he says that he cannot conveniently give any other time except the play hour for the agricultural instruction of the day scholars; and yet that being the time, and the teaching of agriculture being at a disadvantage, as you can manifestly see, a large number of the boys attend the agricultural instruction during that hour in preference to play. No pressure is put upon them. That occurs in many of the schools, and in no instance have I found the boys object to it.

13034. Would not the reading of the Agricultural Class Book be itself a lesson in reading?—Yes; it is made a lesson in reading.

13035. Consequently, it would not only be teaching agriculture, but would also to a certain extent contribute to the literary instruction of the pupils?—For instance, in the county of Kerry, which I visited the other day, I found the girls, every one of whom was the daughter of a farmer, reading lessons in dairy husbandry. Supposing that the lesson is written in plain simple language, it teaches the girls to read as well as any other book, assuming that the book is suitably written; and I can conceive no way in which you can elevate the condition of those girls in after life so much as by pointing out to them the defects of the present mode of dairy management, the true principles of which are in my judgment so simple and beautiful as to be intelligible to girls of eleven years of age.

13036. Mr. *Stokes.*—Do you consider, then, that agricultural instruction should be given in female model schools?—On certain subjects, such as dairy husbandry in all rural schools.

13037. In rural schools alone, or in town schools also?—I can see no reason in the world why girls in town schools should not receive instruction in dairy husbandry. A town-reared girl often becomes the wife of a dairy farmer.

13038. You are not acquainted with any girls' school in which instruction of the kind is given?—I am not; but three years ago I suggested to the Commissioners, and they acted on the suggestion at the time, the giving of lectures on dairy husbandry to the female teachers in the Central Training Establishment, and for the last three years they have been receiving a few pithy lectures upon the subject, and they have evinced considerable interest in it.

13039. Mr. *Dease.*—The industrial classes may be placed under three heads—those paid by the Commissioners, those paid by the patron, and those paid by the teacher; that is, the industrial pupils, who are paid the penny an hour to which you refer?—They divide themselves into these three classes.

13040. And the Commissioners pay in these cases four?—In some cases four.

13041. And the patron two?—In some case, yes.

13042. That is his contribution?—That is his contribution.

13043. And the teacher from his own pocket pays the other two?—The teacher pays the other two.

13044. Lord *Clonbrock.*—And what is the amount of the payment?—I recommend payment at the rate of a penny an hour. Taking them on the average, their labour is worth, in my judgment, a penny an hour. It used to be a penny for the entire time, or a penny for two hours, and that I consider unfair to the children.

13045. Do the Commissioners pay anything for the agricultural instruction beyond the grant of £5?—Nothing except the £5 for the agricultural teaching.

13046. And the payment of these poor children?—And the payment of these few children.

13047. And what does that amount to in the year?—Well, the payment of four children would, probably, amount to about £3 a-year, taking into account the fact that there are a good many broken days.

13048. There are only four hours in each day?—An hour a day. The Commissioners pay one penny per boy per day. They will not pay for more than the one hour.

13049. Mr. *Dease.*—It does not amount to more than threepence in a week, I suppose?—Not more, on the average.

13050. Mr. *Sullivan.*—Is the same principle as to valuation carried out in these schools as in the model schools under the Board itself, which you explained, I think—did you not—on the last occasion?—I referred to it. The principle is the same. The only difference is, that no officer of the Board is present, except in the Board's own schools. There are many of them where the valuation is taken at the same time, and it is impossible for an officer of the Board to be present; but they are generally done by two local farmers.

13051. Who appoints them?—The teacher and the manager.

13052. The manager takes a part in it?—He has power to interfere.

13053. How far do the managers, as a rule, take an interest in the working of those farms; do they take such an interest as that they could be brought into play on any system of payment by results?—I think they could. In very many cases priests are the managers, and I am very glad to state that the priests are taking an increased interest in this department.

13054. Of course you could scarcely bring into operation the system which you described of pre-annual estimates with regard to these schools?—We could not.

13055. That only applied to the larger model schools?—It is very easy for any man who is fairly skilled in agricultural matters, and has a fair knowledge of practical farming, to detect any irregularities in the valuation. For instance, the implements at the end will be about the same as at the beginning, and any additions will be seen in the expenses.

13056. There is, of course, not the same necessity. Seeing that the State contributes a very small sum, it is to be judged rather by the results of the teaching?—There is not the same necessity, as the public money is not embarked in these farms.

13057. The more elaborate system of pre-annual estimate only applies to cases in which the State has invested money?—Cases in which the State has invested money.

13058. Mr. *Gibson.*—What would be the average number of pupils in these schools—we will take a single school, one of those schools with a model farm, say of five or six acres attached to it, with the schoolmaster paying the rent and receiving the profits of the school, and giving agricultural instruction such as you describe, what would be the average amount of pupils paid in the generality of schools of that class, would there be forty in average attendance?—I should say the average attendance would be about forty.

13059. Now, would these be mixed schools, in which there are boys and girls, or are the majority of them boys' schools?—The majority of them are boys' schools, but in some few cases the sexes are mixed.

13060. Would you confine it to boys' schools only, or schools in which there is a mixed attendance of boys and girls, as in the generality of National schools over the country?—I would include both.

13061. How many of the boys do you think would on an average, be capable of going out to out-door labour to earn their penny an hour—would you take a boy out before the age of twelve years?—I should say that the average age of the boys would be, perhaps, from six to ten.

13062. Would you take a boy six years of age to labour in the farm?—No, certainly not.

13063. Would you take any under ten?—Not under ten.

13064. Of course boys under ten might go out to weed, or do things of that sort, but for the general average labour of our out-door pupils would you take a boy under ten?—I would not.

13065. What time would you take him out—would it include the ordinary school-hours, or be outside the

school-hours—what time would this hour be which you mention for the earning of the penny?—I should prefer after school-hours.

13066. Now, if it were in school-hours what would become of the school during the time that the teacher was out with his boys working in the school-farm?—I should say it would be neglected. In no case have we an industrial class working during school-hours.

13067. The schoolmaster goes out to work for this hour and leaves behind him the school containing the residue of the children too young to go out, and girls, who, I suppose, are not to go out, what is to become of them during that time?—I fear they would be neglected.

13068. Forty pupils cannot have an assistant?—I would not have them go out during school-hours.

13069. Then your system is that this hour is to be done after school-hours?—After school-hours.

13070. Now, if a National Inspector objected to a school of that kind being carried on, do you not think that in such a case where the boys were out during school-hours, the other children would be injured, in point of education, to the extent that they would benefit? While if you take it out of school-hours, do you think that a boy leaving school at three o'clock will go out and labour for an hour, or more than an hour, or two hours on the school-farm?—I can only state, as a matter of fact, that very many of them are very glad to get their penny an hour.

13071. I want to know, in reference to what time they earn it, because it is most important in the conduct of the school?—Invariably after school-hours.

13072. Mr. *Stokes.*—Would you make the attendance of boys at this instruction obligatory?—I would make the reading of the class-book compulsory, but in no instance, as I have distinctly stated, would I contemplate the idea of making the work on the farm compulsory.

13073. Mr. *Sullivan.*—I think you have stated once or twice that the entire of the practical work was done either before or after school-hours?—Invariably so.

13074. Mr. *Gibson.*—Do you think it likely that boys who should come from a distance, as in some places they do, for instance, half a mile or a mile, and come from such a distance to work on the farm before school-hours, and then return to school?—In no instance that I am acquainted with has the work been done before school.

13075. I am speaking of the general rule all over the country?—I understand that you are.

13076. We must adapt our rules, not to a particular instance, which is quite possible, but to the general convenience of the whole country?—For the general convenience of the whole country, I should wish that the work were done, if done at all, after school-hours; or it might be done, as it is done with great effect in about a dozen of them, during the play-hour.

13077. The *Chairman.*—And you think that a penny an hour would retain a sufficient number of the boys?—I find in several of them it does.

13078. Mr. *Dease.*—And retain them beyond school-hours?—Beyond school-hours. An hour is allowed for play in some few schools. In some the play hour is used for in-door instruction; in others, for out-door work.

13079. Mr. *Gibson.*—Is an hour allowed generally for play?—Not generally, but I stated in about a dozen.

13080. Is not half an hour the general play-hour of the school?—It is the general play-hour.

13081. Have the Commissioners ever sanctioned one hour out of the five at school as a play-hour?—I think the manager has the power of disposing of the children's time more than the Commissioners.

13082. One hour of the whole number?—There are very many persons who have had experience in education who think the ordinary school hours might be shortened with advantage; and by favour of the Commissioners, I have been permitted to see a good deal of the education of the Irish people, and in reference to that point I can only state to the Commissioners, as the result of my experience, that the school time might, without any detriment to the progress of the child, be curtailed by an hour in many schools.

13083. At many there is a good deal of time in the early part of the day, and at the close of the school, taken up with religious instruction, and it is a good while after the time announced for the opening of the school before the school gets into working order; and do you mean to say that in addition to this necessary loss of time, there should be an additional hour, or that there is in any number of cases an additional hour for play?—I merely wish to convey to the Commission, as the result of my own observation, and after having had some correspondence with several persons actively engaged in education, that if these school-hours, not only in Ireland, but elsewhere, were curtailed, and the time made more effective than it is, it would be to the great advantage of many schools. That is, however, a matter of opinion.

13084. The *Chairman.*—Have you seen any account of the small schools in the South of England by the late Dean of Hereford—Dawes?—I have.

13085. In which those schools receive no aid from the State, the master receiving the labour of the children on his plot of ground in the afternoon, as a substitute for school-pence?—I have read those reports and many others. I have not prepared any extracts from, or reference to, works on this subject, for I did not like to occupy the time of the Commission with them, as I understood they merely wanted my own opinions. Several of Her Majesty's Inspectors of schools from time to time have strongly advocated the system which I have taken the liberty of putting forward.

13086. Do you think that in the poorer districts in Ireland, where the school-pence now amount to very little, it would be practicable to adopt a similar system under which the children should pay by their afternoon's labour for their morning's schooling?—I am glad you asked me that question, because I know one of these agricultural schools on the list, in which really the school penny a week is paid by the boy by his hour's labour.

13087. Mr. *Gibson.*—In a report of Commissioners respecting the lower schools in Germany, it is stated that the elements of geography and natural philosophy are incidentally taught during the lessons. Gymnastics are also taught, and the different branches of husbandry depending on the nature of the country, the culture of fruit-trees and the vine, the rearing of bees and silk-worms, and the breeding of fish and gardening. Does that fall in with the notion you entertain respecting the introduction of agricultural and industrial subjects into the National schools?—I answered the question of Dr. Sullivan by saying that I had read that this thing was done in Germany, but that I had no practical knowledge of the country from observation myself.

13088. Mr. *Sullivan.*—The system of agricultural schools was, however, first established in Ireland, was it not?—Yes; I say that the system introduced by the Commissioners is really a system *sui generis*, and that you will not find any parallel for it.

13089. Do you happen to know anything of the distribution of time in the Prussian schools?—I cannot undertake to say I have any personal knowledge of it.

13090. Are you aware that the suggestion you made of the younger classes not being kept throughout the whole day, and of their daily school time being lessened, is practically carried out in the Prussian schools?—Oh, I am quite aware of that.

13091. What is the difference between the model agricultural schools, under local management, and the ordinary school farms as to buildings?—The buildings on the model agricultural school are more pretentious, the farms, as a rule, are larger; and there is this distinctive feature in the model agricultural schools that they provide accommodation for a larger number of agricultural boarders.

13092. Then, when you rented a school, of which you gave us an example a few moments ago, that would

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be a school of that class if provision were made for boarders?—It would be then a school of the model agricultural class.

13093. What is the contribution of the Board towards a school of that class?—Ten pounds in each case, except one where it amounts to something more.

13094. That is, they give double what they give to an ordinary agricultural school?—Double what they give to an ordinary agricultural school.

13095. Do they give anything towards the buildings?—They have in some cases contributed a part as they do in the case of an ordinary National school.

13096. When they contribute a part must the school be vested?—It must be vested.

13097. That is to say they vested the school upon the ordinary vesting conditions?—That is so.

13098. What is the influence of the local management of such a school—what position does the patron hold in a school of that kind?—Well, in no respect I think does his position differ from that of an ordinary manager of a vested school.

13099. Does he contribute anything to the capital, or is the capital provided by the teacher in all cases?—In all cases by the teacher.

13100. What is the effect of the local management upon the operation of these schools—have they been successful as a whole?—Well, it is very difficult to answer that question satisfactory, but I believe that, with one or two exceptions, the schools under the Board at the present moment are far more efficient than those under local management.

13101. My question was directed to that—as to the efficiency?—Yes; I think they are more efficient.

13102. What is the position of the teachers in model agricultural schools?—The position of the teacher is a grade higher than that of the teacher in the ordinary agricultural schools.

13103. Are the classifications for literary proficiency also higher?—Generally speaking, it is.

13104. So far as the attendance at these schools is concerned, is the attendance much greater than at the ordinary agricultural schools?—Not always very materially greater.

13105. Mr. *Dease.*—You are speaking of schools connected with the Board—model agricultural schools under local management?—I would level every one of them down, and they would then rank at the top of my scheme for payment by results. By their own merits they would then stand.

13106. Or, in other words, would you in all the agricultural schools of every class allow the master to take boarders?—I would.

13107. So that you would abolish the distinction?—I would abolish the distinction, and then I would only have the two classes of agricultural schools—first, the Board's own schools, and another class, embracing those two classes. There are ordinary agricultural teachers at this moment receiving only £5 a year that are doing as much good, nay more good, than some of the teachers of the model agricultural schools under local management.

13108. You mentioned one instance of a good first-class school under local management—what is that?—That is Lough Ash, in the county of Tyrone. I am very glad you have asked me with regard to that, because my own idea is, that of all the attempts made in Ireland to establish a really useful agricultural school—one suited at once to the wants of the poor farmers of the country, and also one that presents an example for the grown-up farmer, and that affords systematic instruction to the young farmer—Lough Ashe has been most successful; and its history may be stated in a few words to you. Some thirty years ago, Mr. J. P. Kennedy, now Colonel Kennedy—(he has been out in India since, and is a Colonel of the Royal Engineers)—was the guardian of a minor who owned a small estate in Tyrone. He was impressed, as the Devon Commission itself was impressed, and as the Agricultural Society at one time, as conveyed in a remarkable article that appeared in its proceedings, and that is supposed to have been written by a member of this Commission—was impressed with the importance of industrial education. He took up Mr. Moore, who was a pupil of the Templemoyle Agricultural Seminary, which is now extinct, or which has ceased its operations. He took up this young man with, I believe, a capital of some £5 or £10, and planted him in this mountain district of Lough Ash, in the midst of a mountainous population; and a very poor, rough country it even still is. I shall give you a few figures bearing upon the progress that has been made presently; but, in the meantime, I will just briefly intrude upon you the history of the case. He got a tract of land himself, and reclaimed it, bit by bit, till now he has seventy acres all reclaimed from a state of absolute barrenness. He was, at the same time that he was appointed agriculturist, or agricultural teacher (and he has been both literary and agricultural teacher), appointed also receiver of the rents of the estate. He educated the children of the people of the district in his day school. He has educated every boy who came and paid a premium of £7 10*s.* as a boarder; and these two elements have been going on in that district for the last thirty years, and with, in my opinion, a most marvellous result. I think I am not going too far in saying that, even taking into consideration the accounts that I have read of the German schools which have been referred to, I am sure Lough Ash will be found, on the fullest investigation, to have realized more good for the money expended than any agricultural school in the world; and the whole thing has been done by local enterprise and by local effort, by a proprietor and his teacher, aided, it is true, by the State. Mr. Moore has taught the people a system of skilful reclamation on his own farm—he has presented them with a real model. The population, notwithstanding that every other part of Ireland has been subjected, as everybody knows, to a bloody flux, has here increased nearly three-fold. I should mention, before stating these figures to the Commissioners, that I visited this estate myself when I was intrusted with the management of the department, because I had long been impressed with the belief that this was an excellent school. I went into the house of many farmers in the district, and as a sign of their prosperity, many of them produced their deposit receipts of the bank for sums of £120; and one man as much as £145. Well, in 1834, the gross rental of the landlord's property was £144 2*s.* 10*d.* There was a head rent, which left a nett profit rent of £94 2s. 10*d.* The reclamation has been done—the whole work has been done without a lease. Land has been actually created by the people; and the security was the confidence they had in the landlord, and in the man who happens to be the teacher of their children. The gross rental is now £317 14*s.*—about three times the rental thirty years ago. The total extent of the district is 1,159A. 3R. 37P. That leaves now a profit rent of £267 14*s.* In 1834 there were only 141 statute acres under cultivation, such as it was. Now there are about 670 acres under cultivation. In 1834 the total population was 96. In 1864 it was 282. In 1834 there were only 13 farms. In 1864 they had increased to 43. The increase in live stock has been equally great. Thus, in 1834 there were only 90 cows. In 1864 there were 251. In 1834 there were only 5 horses. In 1864 they had increased to 28. In 1834 there were only 2 carts and 5 ploughs on the entire property. In 1864 there were 27 ploughs and 28 carts. If any of the Commissioners will be able to afford time to visit and examine the place, they will find all these statistics quite correct. With their increase in wealth and prosperity, their loyalty has also increased. Fenianism and disloyalty are unknown in the district, I believe; and it will be found that all this has been brought about by the wisdom of Colonel Kennedy in establishing this school, and by the zeal and energy of the teacher. And to this little account, I am very glad to be able to add that Mr. Moore has not only benefited the poor of the district, but he paid himself £2,000 for the interest in a farm the year before last.

13109. And is that money the result of his savings?—He gets a salary of £60. He has reared a very large family, and all the rest has been the result of his savings.

13110. Mr. *Dease.*—And is the population on that estate in a better condition in your opinion than the population on the neighbouring estates?—Lest I should be deceiving myself and the public I called on neighbouring proprietors, Mr. Ogilby for instance, who is well known to you. I called on him amongst others. His estate is a very large one, and very well managed; and nothing could exceed the terms of praise in which all the proprietors that I called upon spoke of the successful exertions of Mr. Moore.

13111. Mr. *Stokes.*—And do you not attribute the extraordinary success in this case to the special gifts of the man?—I say that the man deserves immense credit, but I say it is the system which he has adopted, and which the Commissioners are endeavouring to carry out elsewhere, which has produced these results.

13112. Do you think that you could multiply men of the same qualifications by any system?—I think you could, and I know several instances. He is not a solitary though a remarkable instance.

13113. The *Chairman.*—Does not a great part of the success of the experiment depend on the fact that there was unenclosed land to improve?—Yes, my lord; but there are three or four millions of acres of land similarly circumstanced that are not improved.

13114. Before we go to another subject, do you wish to state anything further about Lough Ash?—I wish to give the statistics for the past year as to the number of pupils, and as to the success of the working of the farm. The total number of distinct boarders instructed in 1867 was twenty-three. They were all paying boarders. The average attendance in the agricultural class in day school was ten. I should also like to put in evidence the balance-sheet of the farm, which I consider to be, perhaps, worked in a more enlightened way than many of the other farms—more in accordance with my own views—where nothing has been sold except that which ought to be sold on a farm managed in an enlightened manner.

13115. Mr. *Dease.*—No hay sold?—No hay sold.

13116. Mr. *Sullivan.*—No roots?—In some of the other farms managed by local enterprise—so long as they maintain the fertility of the land, by purchasing manure, I do not like to interfere with them as their own capital that is invested—they sometimes sell things I should not like to be sold under a system for instructing and educating the Irish small farmer. When I see a man rather improving than otherwise I do not like to interfere.

13117. As a general principle in Ireland, you don't think it advisable to sell roots off a farm?—I do not, nor hay.

13118. Have you visited any farms in the department of the North in France, where they sell beet-root largely off the farms?—I did, and I think the most enlightened science is, that the farmer may be permitted to sell anything as long as he maintains his land in a productive state. What I wish to convey is this—that, in a country like Ireland, where it has been too much the fashion to deteriorate the land from a variety of causes, I should be very unwilling to exemplify a system of agriculture which imitated that.

13119. That is the reason why I asked you whether, in the circumstances of Ireland, it would be advisable to sell such things here, though in other places the system might be pursued?—A really enlightened farmer should have as few restrictions as possible put upon him.

13120. In general has it not been quite successful in other districts—has not agriculture improved in several such districts a greater degree relatively than in any other part of the world?—It is.

13121. Lord *Clonbrock.*—That will vary with the situation of the farms?—It will.

13122. With a farm close to a town of course you can sell roots?—The great object we have in not selling roots is that by means of it we can make manure. If manure can be got from towns the system can be altered in that respect. But it is too much the custom to sell almost everything and not to buy anything.

13123. The *Chairman.*—In the French case to which Professor Sullivan refers is the beet-root sold chiefly to be manufactured into sugar?—It is.

13124. Is not that a case more analogous to the case of flax growing in Ireland than to the case of an ordinary farmer selling his hay and roots?—It is more analogous.

13125. Mr. *Dease.*—In reference to the question of selling roots, which would you consider there was a greater amount of feeding value in a quantity producing an equal amount of money when sold—of Swedish turnips at 13*s.* a ton, or cake at £11?—That would depend on the gross produce of the acre.

13126. No. I sell £5 worth of turnips at the rate of 11*s.* a ton, and I buy cake to the same amount?—That is to take 11*s.* worth of turnips, and expend 11*s.* in the purchase of cake.

13127. Yes?—It is usual to estimate that 20lbs. of turnips are equal to one of cake for cattle feeding; and inasmuch the cake is produced from seed in which the most important mineral constituents of the soil are concentrated, I should say the manure produce from the cake would fully bear the same ratio to that produced from the turnips.

13128. Sir *Robert Kane.*—In reference to Professor Sullivan's question about the sale of beet-root off farms in the north of France to sugar factories, is it not the custom for the farmers to buy back the residue which remains after the expression of the juice of the beet-root and to employ it as manure?—I believe that is in some cases done, but I found the manufacturers very often feed cattle upon it.

13129. But the cattle supply manure?—They produce manure, but the constituents of the soil removed in the beet do not in every case find their way back again to the land.

13130. In some cases the farmers do buy it?—In many cases the manufacturers feed stock, and therefore it does not go back to the same farms, but every enlightened farmer procures, in the shape of artificial manure, as much as keeps up the fertility of the soil.

13131. Where a certain quantity of beet is taken from the ground, and expressed to obtain sugar from it, and that cattle are fed upon the residue, and that the manure of these cattle is restored to the soil, is not that a restoration of the soil from the manuring material of the beet as in the case of the turnip?—The quantity of inorganic matter removed out of the land in that case is so insignificant that it may be overlooked for all practical purposes.

13132. Lord *Clonbrock.*—Can the farmers buy back the residue of the beet for that purpose?—In some parts of Belgium, Germany, and France, that I visited, some of the farmers do buy it back.

13133. Mr. *Dease.*—Have you met cases in France where spirit is produced from beet, and where the person growing the beet feeds his cattle himself on the farm with the refuse—with what remains after the spirit is extracted?—It is so. In Belgium, for instance, almost all the manufacturers of beet sugar and of spirit, are farmers as well. There are large farmers who combine the two.

13134. Do they not find that the refuse is practically nearly as good, if not as good, as the beet would be in feeding cattle in its raw state?—Quite as good, so far as mineral matter goes. The matter removed in the spirit is not any of the substance of the soil at all.

13135. I speak of its effect on cattle?—The exhaustion of the soil really refers to one class of constituents of the soil; namely, the mineral. In the case put by Sir Robert Kane, all the mineral constituents are restored to the soil.

I wish here, my lord, to place before the Commission a map drawn up by Colonel Kennedy from the ordnance maps, showing the position in 1834 of the estate that I was referring to, and the position of it in 1863; I verified both maps myself by comparing them with the ordnance sheet.

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13136. Mr. *Dease.*—Are the references to these figures upon the map?—Each figure represents a farm at the present time.

13137. The *Chairman.*—Will you turn to page forty-one of the report for 1866?—I do so.

13138. I see there that the rent of the Glasnevin model farm is stated at £723 0*s.* 5*d.*?—It is.

13139. At page 290 I see the rent of the small farm is stated to be £22 14*s.* 2*d.*, that the rent of the intermediate farm is £91 1*s.* 3*d.*, and that the rent of the large farm is £555 13*s.* 10*d.* These together make £669 19*s.* 3*d.*?—That is so.

13140. Can you reconcile that total with the total on page forty-one?—If your lordship will look at page 293 on the credit side of the account you will find an item "By rent of Albert-lodge." That accounts for £35. The difference is the rent of the portion under gardens, pleasure grounds, and buildings.

13141. In page forty-one, in the case of the Athy school farm, the money expended in purchases, labour, and rent is stated at £336 18*s.* 11*d.*?—That is so.

13142. In page 301 the items of labour, sundries, and rent amount to £382 11*s.* 9½*d.*?—That is the entry.

13143. Can you reconcile these figures?—Very readily. The one refers to the actual expenditure from the 1st of April, 1866, until the 31st of March, 1867. The other is the money that passed through the books of the accountant in the Education Office for the same period. But the account of expenditure upon the agriculture for this month is lodged in the Education Office in the next month, and is either passed in that month, or perhaps, the month after, and therefore the two accounts can never correspond.

13144. Would it not be possible to make the accounts correspond or to publish some explanation of their apparent discrepancy?—The one is the cash account, as between the Treasury and the accountant of the Board. The other is the *bonâ fide* balance sheet showing the loss and gain for the twelve months. For the reason assigned I do not see how they are to be made to correspond.

13145. Does not the financial year of the Commissioners as against the Imperial Treasury end on the 31st of March, the same as yours?—Yes; but suppose the agriculturist in the Athy farm purchased stock to the value of £50 or £100 in March, 1867, that will appear in this account, the account at page 301 against the farm for the year ending the 31st of March, 1867, but, inasmuch as that account will not be lodged till April in the Education Office, it will come into the books in the account of the Board in April and not in March, in which month the expenditure occurred.

13146. Would it not make the account far more perfect if the purchases and sales up to the 31st of March were sent to the Education Office to be embodied in the account here?—I presume you mean the day they are made?

13147. Up to the last day?—The plan of managing the accounts is this—as to the nature of the checks I would be glad to be asked: each agriculturist has an imprest which suffices to meet his expenditure for one month. He collects his vouchers at the close of the month and sends them up to the Education Office. The account is examined by me before it goes to the Board's accountant; it is carefully checked in the Education Office, and the money is remitted back to the agriculturist. What your lordship mentions could be done only in this way—if the next day after a payment is made, say for the purchase of live stock, the account was sent to the Education Office. I think that would be exceedingly troublesome, and would not be as satisfactory as the present mode of checking the accounts.

13148. I don't mean that it should be done through the whole year, but should be done at the end of the year, to make the two accounts correspond?—I don't see how the accounts are to be made to correspond. I think it is utterly impossible.

13149. Mr. *Sullivan.*—This first portion is simply the account of the accountant?—As between him and the Treasury. An agriculturist purchases his stock to-day, and sends up the vouchers to-morrow, or afterwards at the end of the month. This cannot be passed perhaps for a fortnight. The agriculturist accounts for March, and the expenditure for March every year come in April to the accountant's office—that is to say, the accountant's statement is really not the account of the actual expenditure, as affecting the farm, but an account of money lodged and paid by him in the month.

13150. The *Chairman.*—In page 285 you state that the physical capacity of the candidates, when they arrive at Glasnevin, is tested for about four days. Does that result in many being sent back?—It means more than mere physical capacity. It means the fitness of the man for farm work. You may meet a boy who is young, who is slender, perhaps too slender for the rough work of farming, but who is intellectually very superior, and the object is to put such test upon him as would merely disqualify a man who possesses mere scholastic or literary attainments.

13151. When was your last admission of a class?—the beginning of last month.

13152. Can you state whether any were then rejected?—Ten were rejected.

13153. What sort of duties under the Commissioners, devolves on the steward named in the same page, Thomas M'Gann?—The duties that devolved on him then were those of an ordinary working steward. This was a new class, which you will find explained in another page, and which has been found exceedingly useful. We found that young men who spend two years at Glasnevin, from their age and want of agricultural experience, it was desirable, before sending them out to the landed gentry of Ireland, to put them through a further course of training. Accordingly, I suggested to the Commissioners, four years ago, to take up the most deserving of them and put them in a position of working stewards at Glasnevin, for six months, after that to send them out to the Provincial Model Farms of the Board as working stewards, for six months, there to take the plough, the spade, and fork into their own hands, and direct and aid the labouring men and the pupils who may attend there. They receive a very excellent training, which prepares them for discharging, with efficiency and satisfaction to the landed gentry, the duties of stewards.

13154. I see by page 287 that of the 878 trained, whose subsequent career you return, about 500 are engaged in connexion with agriculture at home; do you consider that is a satisfactory proportion?—I should like to see a higher proportion so occupied. When the circumstances of the country and the difficulties to be contended with in any new scheme of education are fairly considered, I think on the whole it is not a bad result. I find the proportion of the men who are engaged in the occupations connected with agriculture has been steadily increasing.

13155. Mr. *Sullivan.*—What would you include amongst the industrial pursuits connected with farming?—Take a man employed as a clerk in Mr. Pollok's office in the west of Ireland. I regard that as an occupation more or less connected with farming. One man who was trained with us is in the office of Mr. Allan Pollok; he goes to fairs and markets, collects the cash, and makes himself generally useful.

13156. The *Chairman.*—If from that table the 194 "unknown" were eliminated, the proportion going to agriculture would be very large indeed?—It would; in my opinion, it would be a satisfactory result, under the circumstances; and the per-centage is increasing.

13157. Rev. Dr. *Wilson.*—Are there many cases coming under the same category as that to which you refer, of the man in Mr. Pollok's office?—A good many.

13158. Mr. *Sullivan.*—As a matter of fact, may not the cases referred to be accounted as agricultural pursuits?—I should hardly consider a man occupied in that position would fully realize the objects of those who founded the institution. I should not myself re-

gard such a man as really carrying out the intentions of the Government.

13159. Lord *Clonbrock.* — Obviously because he might discharge the duties you describe without having anything to do with agriculture?—Very likely he would discharge them with more zeal and efficiency because he had the agricultural knowledge.

13160. Mr. *Sullivan.*—I take an instance that came under my own observation, of a man who was trained in the Glasnevin Institution, and who became a member of a firm of auctioneers and valuators, and who applied himself to the valuing of estates?—I should put him in the same class. In making out that table I sent circulars to many of the patrons. I kept up a very extensive correspondence with these young men myself. In making out that table I was guided by their replies whenever my own knowledge or that of any of the officers failed me. I should put such a case as you mention in the fourth category. I may mention another case that occurs to me now:—a man in Sligo, named O'Rorke, who went into the office of an insurance company, and who was permitted by the company to buy first-class seeds and manures, and sell them to the farmers at a little profit for his own advantage. Though that man is not engaged in agriculture, yet he is doing a great deal of good.

13161. Lord *Clonbrock.*—With reference to that man who went to Mr. Pollok's, do you know whether Mr. Pollok employed him for agricultural purposes?—He left Glasnevin about fourteen or fifteen years ago. His name is Byrne. He went home to assist his father. He had an acquaintance with one of Mr. Pollock's employés, and through him was employed.

13162. He might have been employed by Mr. Pollok first for agricultural purposes, and, finding him a man of good character, and trustworthy, he might have employed him in the office?—That may be so; I cannot state.

13163. Rev. Dr. *Wilson.*—Can you state for what purpose he was employed fourteen years ago by Mr. Pollok?—Fourteen years ago he went home to assist his father. The precise year he went into Mr. Pollok's employment I do not know.

13164. Nor the department in which he was employed?—No; the first intimation I had of his being employed by Mr. Pollok was on meeting him at the Ballinasloe fair.

13165. It is quite possible he may have been employed as an agriculturist in the first instance?—It is quite possible.

13166. The *Chairman.*—Turning to page 289, what is the rent per acre at which the spade-labour farm is valued?—£3 19*s.* 3*d.*

13167. How many school farms are there in which the land would be of anything like that value?—Not one.

13168. Do you consider that on many of the school farms, where the land is of such inferior quality, the schoolmaster could follow the same system of management with advantage as is enforced on your spade-labour farm?—The rent of land depends on a great many elements. One is the natural capabilities of the soil. The Glasnevin soil, if in Sligo, would not be worth more than 35*s.* the statute acre.

13169. Mr. *Sullivan.*—In what part of the county Sligo?—Within twelve miles of a market town. The value of land depends on its position, upon its situation with regard to markets, and a great many other circumstances. What I took the liberty of suggesting to the Commission on a former day was that about the same rent in any part of Ireland would enable a man to make the same amount of *bonâ fide* profit, and to have the same income for the maintenance of himself and his family.

13170. The same relative rent?—Yes.

13171. The *Chairman.*—Do you consider there are many of the school farms on which the Glasnevin system could be carried out with profit to the schoolmaster?—There is not a part of Ireland, not excluding the mountains of Donegal, or the mountains of Kerry, that I could not profitably grow the crops that are grown on the school farm at Glasnevin. They consist of potatoes, oats, Italian rye-grass, and root crops. The more moist the climate, the better it is adapted for the growth of Italian rye-grass. A moist climate is exceedingly well adapted to the growth of roots. There is no part of Ireland in which we cannot grow oats. We do not grow wheat on the school farm. We confine them to the crops that may be grown. We confine it to the crops that may be grown in the remotest parts of the country.

13172. Did I understand you aright to say, that the system on the spade labour farm at Glasnevin might in its general outlines be followed with profit on school farms in the greater part of Ireland?—I think so. I should like to qualify that answer by stating that they might suit the order of succession of the crops to the climate.

13173. Do you consider following the same system you adopt would be consistent with profit?—There is no crop grown on the five and a half acres at Glasnevin that could not be grown with profit in any part (except marigold turnips, and in remote districts turnips could take its place) of Ireland, provided the necessary skilled labour be brought to bear upon it.

13174. In page 299 you state, that on that farm no charge is made for the free labour of the pupils?—That is so stated.

13175. Why should you not estimate the free labour of the pupils on this farm just as well as in page 311 is done with regard to the Belfast farm?—For this reason, that the labour on the Belfast farm in that year was done altogether by hired labour, or all but done by hired labour. In the other case it was all but done by pupils' labour, and it is very difficult to estimate pupils' labour.

13176. The *Chairman.*—Then is the free labour mentioned in page 311 a fiction?—It is very small in amount; for this simple reason, that the number of pupils there in that year did not exceed two.

13177. In page 290 I see you estimate yourself the value of the pupils' labour as that of a man and two lads?—That is a matter of opinion or estimate.

13178. At what rate of wages should you charge the labour of a man and two lads?—The man would get, in the neighbourhood of Dublin, about ten shillings a week all the year round, at least he ought to get it; some do not get more than nine shillings. The two lads would get perhaps, according to their ages, about six shillings a week, if they were young, and partly attending school.

13179. Would it not be more satisfactory if a charge were made for pupils' labour?—I would submit to your lordship that it is more satisfactory as it is, inasmuch as persons like yourself, and several other members of the Commission who have agricultural experience, can easily examine the little farm, as you have done, and as others, I hope, will—can estimate, better than I can, the amount of labour it will take in twelve months. I have, therefore, preferred merely to indicate the way in which the labour might be estimated, rather than take upon myself to put any estimate upon it. Some persons might think I underestimated it if I did make an estimate.

13180. Mr. *Dease.*—Would not the system you described before as regards the teaching of the young men in Glasnevin, that is to say, the system of making them go round to see all the different farms, so as to see the different plans in operation on the large and small farms, tend to make it difficult to estimate the amount of labour given by each individual on a small farm?—I could not really undertake to estimate the labour of some of them. There are many who come from remote parts of Ireland, and I would pay them to remain idle when they come if I were working the the farm for my own profit; and, therefore, I do not think you would expect me to set a value on their labour.

13181. Mr. *Sullivan.*—You can only make an estimate of what the actual amount of labour ought to be, not what it is?—The total labour that would be required if paid for.

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13182. You can make no estimate of the labour as it is?—No, I keep a most accurate time of the daily occupation of each man. The books will tell the number of hours expended on the farm every year. It varies very much always, but no human being could set a value on it.

13183. The *Chairman.*—In this case if you deduct from the £67 15*s.* 10*d.*, the wages of a man and two lads, what would the result be?—If you will allow me to observe that the balance sheet, as presented there, appears to me simply to show this,—that a man in the neighbourhood of Dublin, farming 5½ acres of land, and tilling it efficiently and deeply, and growing no crops on it, except what a man might grow in Donegal or Kerry, would have a respectable sum to live upon, and support his family.

13184. Do you mean that if he did it for profit, he would work it more as a market garden?—If he worked it as a market garden he would make more. What I mean to convey to the Commission is, that the land being well treated, well tilled, and fairly manured, growing no market garden crops, but growing roots, potatoes, and those things that you would grow in the mountains of Kerry, it would, in the county of Dublin, realize £67 odd a year, which would be a respectable thing for himself and his family to live on.

13185. Mr. *Sullivan.*—What would you estimate the value of produce, if sold in an inland town—take for instance, Tullamore, or any central town, if the same amount of produce were obtained there, what would be the return for it?—The milk would only bring on an average one-half, or a little more. In the town of Tullamore the milk is worth 7*d.* or 8*d.* a gallon, but in remote districts it is 6*d.* when used for butter and the skim milk for feeding pigs. That is exactly only half what it is worth at Glasnevin. The oats will fetch about the same in Tullamore.

13186. Mr. *Dease.*—The difference is only in the cost of carriage?—That is so.

13187. Mr. *Sullivan.*—As to early potatoes?—We don't grow any early potatoes. We might increase the profit very considerably if we grew early potatoes.

13188. You work the farm as a normal representation of the farming of the country?—We grow no crop that could not be grown in the mountains of Kerry.

13189. You don't take advantage of the position of Glasnevin?—We do not.

13190. Mr. *Dease.*—Is not the great difference between you and the small farmers in the country this, that you feed your cattle in-doors, and they do not?—That is the great difference.

13191. Is not that the great difference between the Belgian small farm system and the Irish small farm system?—Yes; the Glasnevin farm is, in fact, a small Belgian farm, and you will not find in all Belgium five and a half acres of land producing more.

13192. The *Chairman.*—In page 293, what are the fixtures with which the farm is charged on the debtor side, and in what item on the credit side will these fixtures appear?—Chiefly in the erection of a large steaming vat, which I got erected to feed the cows in the winter time—a mixture of chopped straw and pulped roots. It is charged in two places on the debtor side of the account, first in the labour, and secondly in the amount paid for machines. We value it each year, and we take twenty per cent. off. We wipe it out in five years altogether; the farm is, in reality, charged with one-fifth of it every year.

13193. Mr. *Dease.*—Do you apply that rule to every sort of permanent improvement?—We would not regard it as a permanent improvement. It is more perishable than a permanent improvement. Wood-work is of a very perishable character.

13194. What is the rule as to drainage—how many years would you allow to wipe off a drainage improvement?—What we do in that case is, when we make a charge at all to charge the Government rate—six and a half per cent. for twenty two years.

13195. Mr. *Sullivan.*—Is that the rule as to returns for all the Board's farms?—On all the Boards farms that is the rule we adopt.

13196. The *Chairman.*—Do you think the prejudice you refer to in page 297 against agricultural schools, that they would be used as a means of enabling the landlords to raise the rents, exists in full force?—I am almost sorry to express an opinion on that subject, because one is so liable to be misunderstood. When I got charge of the department, four or five years ago, I, naturally enough, endeavoured to find out the several circumstances—to trace them as best I could—why a department, which the Commissioners believed, and which I, in my own judgment, believed, would be capable of doing great good, was not availed of. I, naturally enough, inquired into all these circumstances. I asked several classes of persons as to what they thought of the department. Amongst others, for instance, I know no class that ought to be more active agents in promoting industrial progress in Ireland than the clergy of the several religious denominations. I asked, when I had an opportunity, priests, rectors, and clergy of the Presbyterian Church, and I found, invariably, that it was the opinion of the priests that the model farms were like farming societies established by the landlords for their own benefit. It was an opinion that never entered my head; I am quite sure it never entered into the head of the Government when they provided agricultural education, I am quite sure it never entered into the head of any landlord when he established a farming society. What I should like to convey is, that the feeling was and is in the minds of the people, and whether well founded or not it is equally mischievous.

13197. Do you consider that is a considerable cause of the difficulty in filling the agricultural schools?—I find it is a considerable cause towards preventing the extension of agricultural schools, but it is a feeling that I am happy to find is gradually diminishing.

13198. In these cases where the manager farms the farm on his own responsibility and at his own pecuniary risk do you require the weekly returns of stock and of works to be sent to you, and do you require your permission to be obtained before any purchases or sales are effected?—No, none whatever.

13199. According to the form in which the accounts of these various farms are made out, for instance in page 301, in the case of the Athy Model Farm, the valuation at the end of the year was less than at the beginning?—It was.

13200. In that case the money profit on the year requires you should deduct from it the loss in the amount of valuation to show a balance of £101 4*s.* 4½*d.*?—That is to say you are under the impression that it would be necessary to take the difference between £864 9*s.* and the £801 5*s.* 1*d.* from the £101 4*s.* 4½*d.* to show the real profit.

13201. No. If you struck out from each side the amount of valuation beginning at the end of the year the receipts would be £546, and fractions, and the payments £382, showing a balance of £164?—That would be so, but it would not represent a profit.

13202. Then from that must be deducted the diminution of capital £63?—Quite so.

13203. Would it not show these two elements more simply if they were separated in the balance-sheet?—I would submit to your lordship that the account, as a mere matter of account keeping, is much more satisfactory as it is.

13204. In what respect?—In its present form it is more in accordance with the commercial mode of striking a balance-sheet, and besides, any body can make any calculation, or any variation of the calculation he thinks the circumstances require, and the nett, the result is precisely the same.

13205. Have any steps been taken to establish an agricultural class in Kilkenny, which is spoken of at page 303?—No step has been taken. The model school to which reference is made, is a mile distant from the town, and I merely contented myself with throwing out the suggestion which I have thrown out elsewhere, and I hope it will be acted upon, and I dare say it will after a little time.

13206. What is the reason that on the Cork farm

you stated, at page 307, that, though the farms have been a long time in the hands of the Commissioners, no systematic course of cropping has as yet been pursued upon it?—With your lordship's permission, and the permission of the Commissioners, I should infinitely prefer not answering that question, lest I should reflect on any person injuriously.

13207. You state, in page 309, that on the Tervoe school farm all the horse and manual labour was hired, is that a system which you can pursue with advantage on many of those small farms?—The extent of land in tillage is too small—only six and a-half acres—to maintain a horse upon it, and in all farms of that size which are too small to give employment for a horse for a reasonable time, I think it is more judicious to hire horse labour.

13208. Can it be conducted with profit with the system of hiring?—I think it can.

13209. Mr. *Dease.*—Are you aware that at Oldcastle school the trustees find it more economical to hire horse labour?—Yes, I am aware of it.

13210. Rev. Dr. *Wilson.*—And even in connexion with larger farms?—Yes, much larger farms, farms having nearly three times the area of land in tillage.

13211. *Chairman.*—Page 302. At whose instance was the character of the Castleblaney—the Bath Agricultural School—changed in 1860?—Well, I should say it was done between my predecessor and the present agent on that property. The former agent on that proporty was Mr. Tristram Kennedy, now one of the members of the county of Louth, and who took a very active part in industrial education. He was the means of establishing these schools, and when the new agent was appointed, I dare say he had different views on the subject.

13212. Are you aware of the reason for which the change was made which seems to have been so unsuccessful?—It was part of a system which, I think, was a mistake, that is, an attempt was made to develope the boarding class in all these model farms, and that they provided accommodation far beyond the wants of the country, or at all events beyond the demand for the class of young men educated in them.

13213. Do you think that the boarding establishments as a whole have failed?—I think that boarding establishments in many of the schools have failed.

13214. Do you think that the classes of day scholars to whom agricultural instruction is given in the same schools are more advantageous?—My own idea is that the Government would act most wisely in developing to the greatest possible extent the introduction of elementary agricultural instruction into all the rural schools of the country, but in order to complete and crown such a system of education it would be necessary, at all events it would be most desirable, that you should have a number of provincial training schools for this purpose. The existing provincial schools are quite adequate in bringing out the most deserving of the lads in the common schools, and giving them a superior sort of agricultural training in the hope that the landed gentry would employ on their estates young men of remarkable talent, who acquired considerable skill as agriculturists for the instruction of their tenants.

13215. By the phrase agriculturists, do you mean persons to go about and teach agriculture, or to act as subordinate land agents?—I think that they might with advantage discharge the duties of both. As a matter of fact, they are principally employed in going amongst the tenants advising them as to the cropping of the land.

13216. Rev. Dr. *Wilson.*—On what principle should they be supported?—They might be supported with great advantage as they are now. I cannot conceive in the present state of Irish agriculture any way in which a moderate sum of public money could be more usefully employed than in training up boys of remarkable talent, and in communicating to them the knowledge that is required for the improvement of the agriculture of the country, and afterwards scattering them over it as agriculturists to instruct the people.

13217. Do you mean altogether free so far as the boys themselves are concerned?—I should be very much disposed to recommend a small fee as a test of their *bonâ fide* intention to follow farming. I should myself prefer a moderate charge should be made, commensurate with the poor condition of the tenant class, and making a limited number entirely free. I should then have in each of the schools a number of free scholarships as so many premiums for the most deserving.

13218. Mr. *Sullivan.*—Do I gather from you that there were too many of the boarding establishments set up at once before the demand had in fact grown up for them?—I think that the number of places for boarding pupils was too rapidly increased, and that there were a number of causes, which are indicated in the report, why the class did not succeed. I am sorry to say for the sake of the country, and for the sake of the landed gentry themselves, that they did not take advantage of those young men so educated. I have myself, for instance, known boys of remarkable cleverness to have spent a year at a provincial model school, from which they come up to Glasnevin, where they spent two or three years, receiving a vast amount of really useful agricultural education, and that these men afterwards had to emigrate. They are included in that list as unknown. I cannot trace their career, in consequence of their not finding suitable and profitable employment at home. The next generation of lads naturally do not seek to follow their example.

13219. Did you ever hear any complaint made as to the remuneration that was offered to persons so educated?—I have, frequently; I could mention instances of it. There is scarcely a week that I do not receive an application of some kind asking me to recommend a steward or gardener, and I am asked to recommend for such a post a man at a salary of ten shillings a week, who had undergone years of agricultural training.

13220. In fact an educated agriculturist is in the same position as a farm labourer?—Yes, as a farm labourer; and I think that has operated most prejudicially against the success of the leading agricultural schools.

13221. Mr. *Stokes.*—What would you think a fair remuneration for such men?—I think about £60 a year.

13222. Mr. *Dease.*—I presume that those young men, if they had accepted these situations, would have residences, fuel, and some other advantages, besides the ten shillings a week?—They would have residences, but not much more. A man who offers ten shillings a week, would be very unlikely to give much more.

13223. With regard to the question you were asked just now about Kilkenny, what is the cause of the diminution in the number of agricultural boarders in the agricultural schools in Kilkenny?—There is a good class of boarding pupils in the Kilkenny agricultural school. At the present moment I believe it is full. The question asked by the Chairman referred to the want of an agricultural class of day scholars in the literary model schools, which is a mile from the model farm. I wish to take this opportunity of mentioning to the Commission that the want of success in the boarding class in the Limerick, Cork, and Kilkenny schools is really not at all as great as it appears, and for this reason, that the pupils leave their schools very soon for the Glasnevin establishment. After a boy has been about six months or so in the school in Kilkenny, he has an ambition to come to Glasnevin, and he seeks to get there by competitive examination. After a few months' training, he is pretty sure to get a place, as against a boy who received no training. If you take the number of distinct pupils who entered Cork, Kilkenny, or Limerick in any year, you will find that there was a far greater number than those for whom there was accommodation. If the Government would call on the Commissioners of Education to require that, as part of the system of agricultural training, they should remain in Limerick for twelve months, the boarder class would be a success, and it would be so in Kilkenny; but the present arrangement admits of their

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coming to Glasnevin after a month or two months spent there, and the result is that that system drains the local schools, and fills Glasnevin.

13224. Rev. Dr. *Wilson.*—I understood that the number of applicants at the Limerick school is on the increase?—Very much on the increase; we had to refuse many applicants for both Limerick and Kilkenny.

13225. If I don't mistake you had to refuse an application recommended by myself some time ago for Limerick?—We had to defer it.

13226. Mr. *Sullivan.*—Does that observation apply to the country generally, or only to particular schools?—It applies to all the provincial schools except Belfast, the circumstances of which are peculiar. The land there was most unhappily chosen; it never ought to have been selected for a model farm, it is just fit to make bricks. Until a farm really presents an example of judicious management it is unreasonable to expect a boarding class to be formed; with that exception the provincial model schools have been very well attended.

13227. And with regard to the small schools?—The arrangement in the provincial schools for training young men are so much superior to the small schools that it is preposterous to think any lad would go to a small school when he has a large school to fall back upon.

13228. As to the minor model schools vested in the Board, do they correspond with the class of schools vested in trustees?—In all cases, except as to the money vested in the cultivation of the land.

13229. They are the same only that there is a boarding establishment attached?—They are.

13230. Do you consider that the boarders ought to be continued in these schools?—I do not.

13231. That is one of the improvements you would suggest?—That is one of the improvements I would suggest; I would make the literary department in the agricultural school a first-rate one; I would make the model farm itself a real model of skilful cultivation, and an example for the surrounding farmers. I should entirely abolish the class of boarding pupils for the reason I mentioned, because it is unreasonable to ask a boy to go to Derrycastle, in the county Tipperary, with only eighteen acres of land and with poor appliances as compared with the extensive machinery provided for his training in the Limerick school.

13232. Would you ask the Board to withdraw the support it gives to the boarders in such schools?—Yes, I would.

13233. Leaving it to the teacher himself to keep boarders with his family, if he wished?—Yes, it is more than twelve months since I made a report to that effect.

13234. With regard to the district model schools, as well as what you call the provincial schools, you would continue the boarding principle?—I would. There are three distinct model schools in which agriculture is taught, Bailieborough, Dunmanway, and Athy. I would retain the boarding class in these, and Limerick, Cork, Belfast, and Kilkenny. That is seven altogether. I would retain the district model schools, because there is a distinct class of pupils there who receive agricultural education. I would retain seven in all as boarding establishments. I would abolish the boarding department in all the minor ones. I would have the day scholars generally instructed in agriculture, and insist on making the model farm a *bonâ fide* model.

13235. What would be the accommodation for boarders in the seven schools?—About 100 pupils in round numbers.

13236. In the present condition of agricultural education would that be ample?—Quite ample. They spending a year at the provincial schools, and then the greater number of them come to spend two years at Glasnevin.

13237. Would you bring the pupils so educated to Glasnevin?—It would be exceedingly desirable, for the educational arrangements at Glasnevin are much more extensive.

13238. Would it not require considerable change even in the educational arrangements at Glasnevin to place it at the head of a series of schools in that way?—It is going on very well, but it is capable of great development.

13239. In what direction?—In the first place, the teaching staff is not at all adequate. I would establish several additional chairs. There is a chair of agriculture. I would establish a professor of chemistry, a professor of botany, or perhaps a professor of natural history to lecture on botany, and one or two professors of veterinary science. Some three years since I recommended the Commissioners to appoint some qualified person as a lecturer on the subject. In a country like Ireland, having live stock to the value of some forty millions—where the farmers and stewards, and, I may add, even the landed gentry know comparatively little of the diseases of cattle—it is all important that there should be at least one professor of veterinary surgery.

13240. Have you ever drawn attention to this want?—I have on several occasions.

13241. What was the nature of the reply to it?—All the Commissioners, I understood, with one exception, appeared to be favourable to it. Some of the Commissioners told me they thought the department was progressing very well, and that perhaps it was better to wait a little longer. It is not many years ago since Sir Robert Peel compelled them to reduce the grant for agricultural education very considerably, and in a way that left them no alternative, and perhaps on that ground many of them were unwilling to incur an expenditure for this purpose. When preparing the next estimate, I propose to suggest to them again to ask the Treasury for a grant for this special purpose.

13242. Are you aware the subject was brought under the notice of the department in connexion with another institution, about two years ago?—Yes. I was informed it was, in connexion with the School of Science.

13243. And that the Government of that day considered they could not enter into it then?—I am aware of that.

13244. Would you think it better to establish it in connexion with such an institution, having a large staff, than with a distinct agricultural establishment, such as Glasnevin has become?—At Glasnevin you have the farm and the buildings, which are very good and suitable on the whole, and with a very moderate outlay you could make the institution a great normal institution. You have the materials there already, and all you have to do is to establish there a few professorships. I don't see how the education of young men like those you train at Glasnevin, can be regarded as complete without instruction in the diseases of live stock. Suppose, for example, that my Lord Clonbrock takes one of these young men as stewards on his property in the west of Ireland. I believe I am correct in saying his lordship is not very well circumstanced, when his stock gets ill, with regard to veterinary surgeons; it is so on many large estates in Ireland on which these men are stewards; these young men have to perform the duties of veterinary surgeons as well as they can, and with such knowledge as we can give them—I don't see how their education can be regarded as at all complete without a very full instruction on the nature of the diseases of animals and their treatment.

13245. Don't you know it is a great want in your institution that you have no instruction in the department of natural history?—I do.

13246. Irrespective of anything connected with veterinary science?—Yes. I feel that so much that the other day I even asked a gentleman that was connected with Cirencester to become a volunteer in the cause of science, by delivering a lecture on the turnip fly—the natural history of the turnip fly—from which the farmers have suffered considerably this season of the year. He gave an admirable lecture, and nothing can be more useful than such lectures and lectures on the treatment of cattle diseases.

13247. Do you know anything of the organization

of the corresponding institution of Grignon, near Paris?—I do. I visited it.

13248. How many professors have they?—I think they have six professorships and three repetiteurs. I speak from memory.

13249. Do you know anything of the American State colleges?—I do. There is an order of the American Government, giving to every State the power of establishing a college, and chairs of chemistry and natural history have been founded in each of them, if each state could only establish it. I am sorry to say these colleges have, for the reasons that I have stated in a former part of my examination to-day, become great failures; they looked to field experiments chiefly, when the science had not assumed the position when field experiments could produce an immediate effect. In the Royal Agricultural College of Cirencester, there is a professor of veterinary surgery, and a professor of natural history, which takes in botany.

13250. What other suggestions would you make with regard to the system of agricultural training? Has anything ever been done towards establishing model farms, different from Lough Ash?—The training in Glasnevin must ever remain incomplete, until you establish in connexion with it, say in the Wicklow mountains or in the Dublin mountains a rearing farm; and until the Commissioners take in hand a large tract of unreclaimed ground, and bring down these young men educated in Glasnevin and show them an example of the reclamation of land. I think that is a most important thing to do with them when there is so large an amount of land in Ireland still unreclaimed; and, also, to show what can be done with that land when reclaimed. I would also have a system of rearing stock. Glasnevin, from the nature of the land and the situation, is not well adapted for the rearing of stock. We rear there a number of calves; but we do so at a considerable loss. We keep a flying flock of sheep and we do so at a loss. I am quite sure that all the practical gentlemen on the Commission will agree with me, that it is very difficult, if not impossible to make £4 an English acre out of sheep. Therefore, any sheep we keep on the Glasnevin farm are maintained at a disadvantage. Now the rearing of horned stock and sheep ought to be a prominent element in the training of men who are to become stewards and farmers.

13251. Lord *Clonbrock*.—You wouldn't be able to have a very much larger farm than you have now?—I would take a large tract of land, build cheap and suitable offices in the Dublin mountains, and send the young men in Glasnevin to it in turns.

13252. The *Chairman*.—Are you aware in what manner the value of the free labour of a pupil is calculated in the Lough Ash mountain farm, at £50 per year?—The value of the labour of these young men would be £5 a year each. They work only a few hours in the day, they are at school the remainder of the day; the average number trained was 10, bringing it to about £50.

13253. Mr. *Sullivan*.—Has anything been done with regard to forestry?—Very little.

13254. Do you think it desirable that anything should be done in that direction?—I think it is most desirable.

13255. Could that be combined with a mountain farm?—It could. The German schools of Forestry are very complete.

13256. Are you aware that some of the German Forest schools are connected with the universities?—I am.

13257. What is the present system of obtaining admission to Glasnevin?—It is by competitive examination, which has been in operation since 1860.

13258. What is the result of the working of that system as to the class of boys?—The character of the men selected is greatly improved.

13259. Not merely in a literary point of view, but agriculturally?—Agriculturally.

13260. The two things go hand in hand?—The two things go hand in hand.

13261. How is the competitive examination conducted? How is the information given to the country people?—Pupils are admitted half-yearly; and at each admission there are two examinations. We call number one preliminary, and number two is final. The first examination is conducted in the country; the final at Glasnevin. For the first, I and the officers of the place prepare a set of questions. The literary master prepares questions on literary subjects. I prepare questions on agricultural subjects. These are printed, and sent on the same day to all District Inspectors; and the same day all the candidates for admission are summoned to attend at their respective centres, and at the same hour, and on the same day, all the Inspectors of the Board, if there are candidates for all, are holding this examination. The examination is as perfectly competitive as if they were in a room. The best answerers are then selected. I should have said that the Inspector is required to fully report his opinion as to the fitness of the boys for admission to the Glasnevin Institution. These reports are taken into account; the answers are valued in the ordinary way by the ordinary system of marks, and with the reports of the Inspectors the most deserving are summoned for the final examination. Then that examination is partly on the farm and partly in doors. They are all under the observation of the agriculturalists for part of four days; he takes most careful notes of their habits and capacity for agricultural pursuits. They are examined in doors on literary subjects. On agricultural subjects by myself and by the lecturer on agriculture, and the whole marks are summed up, and the most deserving men are selected.

13262. What is the programme for the preliminary examination?—The preliminary examination is given in the prospectus of the Albert Institution, and if you allow me I will hand it in (hands in paper).

13263. For the second examination?—It is the same programme, but a little more difficult.

13264. Could you let us have a copy of the last programme?—We can.

13265. You can hand it in?—Yes.*

13266. Mr. *Dease*.—You mentioned, Mr. Baldwin, there was a prejudice in the minds of certain parties in Ireland that the establishment of model farms was intended specially for the benefit of the landlord class. Can you explain to the Commissioners the origin of that, out of what it originated, or what really was the view that was taken on that point?—It appears to me very much as if any move the landlord makes in Ireland is regarded by the tenant with suspicion.

13267. And hence it is looked on with suspicion?—Looked on with suspicion; and, for instance, look at our agricultural societies, which are regarded by tenant farmers as being managed in the interest of the landlord.

13268. Lord *Clonbrock*.—Do the teachers think that themselves or is it put into their heads?—I am not prepared to tell you which is which. I only know the feeling is there, and it is not the less mischievous if it should be put into their heads.

13269. Rev. Dr. *Wilson*.—You have attempted to remove that impression?—I have, and I may say that I have been moderately successful in removing it.

13270. Mr. *Dease*.—Don't you think that is a very short-sighted view of the small farmers to take of it? If it could be clearly proved that small farms could be made to pay by proper management would it not be rather an inducement to landlords to encourage small farmers, or at least to let them exist, than to get rid of them?—I quite agree in the view you put forward—that it is a most narrow-minded and illiberal view, but the prejudice I say is there, and works most mischievously, and I will give you a striking instance of it which occurred the other day. We have a very intelligent agriculturalist, at Kilkenny, who had formerly been agriculturalist at Glasnevin, where he was originally trained. He was the means, I believe, of getting up a little agricultural club for the discussion

* For Programme, see Appendix, No. XII.

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of agricultural subjects. The club asked him to become secretary to it. The Commissioners, for wise reasons of their own, were not able to accede to that request; but I know that several of the small farmers, and particularly those of the Roman Catholic persuasion, merely looked on him as an agent in the hands of the landlords; and a very influential priest, and a friend of mine, who takes a deep interest in agricultural education, asked me what the whole thing meant—was it a club for the landlord interest; and I simply had to assure him that it was no such thing; that it was a real *bonâ fide* club for the discussion of agricultural subjects; but the feeling did exist, and I have no doubt does exist. On the last time I visited the Kilkenny model farm I went out in the morning and found the agriculturalist preparing a paper on grasses. He asked me to attend the meeting, and I did attend it, and as I was going to the meeting some person put into my hand a copy of the *Kilkenny Journal*, which is the able and influential organ of one party there, and in which there was a very nasty insinuation against the model farm and against the agriculturalist. That is merely a sample of what, I am sorry to say, I have met with very frequently.

13271. Is the idea, in your opinion, that what gave rise to this feeling was, that everything was intended to end in the raising of the rent?—That is the root of the feeling in the minds of the people.

13272. Does that feeling extend to leaseholders as well as to tenants at will?—I think not.

13273. I think you were commissioned last year by the Commissioners of National Education to make a visit to Belgium, and specially to report on the state of agriculture there?—I was.

13274. Has that report been put into the hands of the public?—No; it has been printed, and placed in the hands of the Commissioners.

13275. It is to be published?—I should hope so.

13276. From the experience you derived during that visit would you tell us in round numbers what is the general size of what is called the small farms in Belgium?—About one-third what it is in Ireland.

13277. Then the average of the size of the farms in Ireland is three times greater than in Belgium?—About that.

13278. Taking the smallest class of farms, what you would call in Belgium the small farms, what size would you say they are?—Four acres and six acres.

13279. Are the people living on those farms entirely dependent on them?—I visited several people holding six acres who lived entirely on them.

13280. Their families were not engaged in lace making, or other industries of Belgium?—Not at all. There is a mistaken notion on that subject, as there is with regard to the North of Ireland. The people in the agricultural districts of Belgium live by *bonâ fide* farming.

13281. Lace-making is chiefly carried on in towns?—In towns.

13282. Lord *Clonbrock*.—When you speak of the average of farms in Ireland and the average of farms in Belgium, is it a fair comparison? Are not some of the farms in Ireland very large, and do you take the largest with the smallest? Do you take the whole of the farms—the large grass farms in Ireland—when you come to average the size of the farms?—In parts of the West and in parts of the South of Ireland there are many large farms; but I think the extent to which large farms prevail in Ireland is very much exaggerated. Take the county of Down, and you will find in that county only 480 farmers, out of 28,517, who hold over 100 acres of land. In the county of Armagh, out of a total of 21,387 farmers, there——

13283. Mr. *Sullivan*.—What are you referring to?—I am referring to a report of my own; but these figures are in a blue book. Out of a total of 21,387 farmers, there are only 143 holding over 100 acres.

13284. Lord *Clonbrock*.—What might be the area comprising these 143 acres?—That I cannot at present answer.

13285. For in a county where there are a very large number, there might be three parts of it under large farms, and one third of it under small farms, and yet the statistics be much the same?—It bears on the question you put to me, and I venture to say you will find in certain portions of Belgium, where small farms prevail, that there are as many farmers holding over 100 acres in the same area of land as in the county of Armagh.

13286. Mr. *Sullivan*.—The part of Belgium I suppose you refer to is East and West Flanders?—East and West Flanders.

12287. But in the Eastern parts of Belgium—Namur, Brabant, and bordering on Holland, are not the farms much larger?—They are, and the whole matter can be very simply ascertained by a comparison of the statistics of the two countries. Had I expected there would be a reference to these statistics, I could easily have prepared them for you.

13288. For the districts of Namur, Brabant, and bordering on Holland also?—Even in the districts of Namur, Brabant, and bordering on Holland.

13289. Mr. *Dease*.—Is it not the fact that one-half the farms in Ireland are less than fifteen acres in extent?—It is.

13290. What would you say is the size of one half the farms of Belgium, comparing them in the same way?—I should say about six or seven acres.

13291. Do you put down seven acres as an average of the size of the Belgian small farms as against fifteen acres of the Irish?—I should be very much disposed to do so.

13292. Do you consider the dairy to be the general rent-payer on the small farms of Belgium?—I do.

13293. And I gather from a former question you consider it ought to be so on the small farms of Ireland?—I do; and I think it is capable of demonstration that by improvements in the dairy husbandry of Ireland, which are within reach of the people, and which are capable of being explained in the common agricultural schools of the country, the annual wealth of Ireland could be increased, from dairy husbandry alone, by £2,000,000 a year.

13294. What advantage has Belgium obtained from its climate?—The winter climate is much milder in Ireland. The Belgian climate in summer is much warmer, and is chiefly favourable for the growing of wheat; but wheat does not constitute an *essential* element of its prosperity.

13295. Mr. *Sullivan*.—There are extremes of temperature in Belgium?—Yes.

13296. Mr. *Dease*.—I was going to ask you whether the difference of climate would prevent the Belgian system from being carried out in Ireland?—Certainly not.

13297. Could you refer the Commissioners to any data here in your report on the state of agriculture in Belgium that would bear out that view as to the climate?—Yes. I have compared the climate of Dublin and the climate of Brussels, which are in about the same latitude. I have compared the rain-fall and the temperature. I find the mean temperature, taken for a period of ten years, of Dublin, is one-tenth of a per cent. over that of Brussels. In the vegetating period of the year, beginning say in April, the Belgian climate is more favourable to the growth of all plants. The average in Dublin for ten years for April was 47 degrees Fahrenheit's temperature; the average in Brussels, 49. In May, 53·4 in Dublin; in Brussels, 56·5. In June, 58·7 in Dublin; and 62·4 in Brussels. In July, 60·1 in Dublin; 63·7 in Brussels. August, 59·7 in Dublin; 64· in Brussels. September, 56·3 in Dublin; 58·3 in Brussels. October, 49·4 in Dublin; 50·7 in Brussels. In the winter season, the average was in favour of Dublin. November, 45·5 in Dublin; 43·3 in Brussels. December, 43·0 in Dublin; 36·7 in Brussels. January, 41·2 in Dublin; 34·8 in Brussels. February, 47·7 in Dublin; 37·9 in Brussels. So that the increase of our winter temperature over that of Brussels is about the same as the climate of Brussels is over Dublin in the vegetating period. I know that is of immense advantage to the

Belgium farmers, and the chief advantage he appears to take of it is this—he grows an immense quantity of rye, and has the rye off the land in time to follow it up with turnips. All the turnips grown in Belgium, at least that I saw, were grown after a catch crop of rye. On the other hand, it is of immense advantage to the farmers of Ireland who have stock to have a mild climate. They save in feeding, for the consumption of food to maintain the heat of the body of the animal is not so great as is required when there is a greater degree of cold. It is very doubtful whether the mildness of our climate is not full compensation for the superior temperature of the Belgian climate in the vegetating season of the year. With regard to the climate of Belgium, I should like to mention to the Commissioners that there is one crop in reference to which there is the greatest possible mistake—with regard to climate.

13298. Mr. *Sullivan.*—Is that flax?—That is flax.

13299. I was about to ask you whether the statement that was put forward some time since—an official statement, in fact, that the three southern provinces of Ireland were unfit to grow flax in consequence of their superior temperature is correct, and whether the farmers who were going to put down flax were not kept back by that statement. Is that so?—I believe that was a very objectionable statement. The publication of that statement on the minds of enlightened persons had a most pernicious effect.

13300. And was it not put out at a time when money was being given by Parliament for the spread of flax cultivation?—If it is the statement which I have read myself, that the temperature in the south of Ireland is too warm for the growth of flax.

13301. That is it?—It is a mistake, to use a mild word. I think the mistake has arisen from ignorance of the fact that the summer temperature of Belgium is far higher than the summer temperature in Ireland. The Belgian farmer often makes fifty per cent. of every acre of flax he has more than the Irish farmer does.

13302. In fact that the finest flax is grown in Belgium, in which the summer temperature is higher than it is in Cork?—Yes.

13303. Lord *Clonbrock.*—Why is it we do not practically grow as good flax as they do in Belgium?—The best answer I can give to that is this—an Irishman's way of answering—why don't we till as well? why don't we do all good things as we ought?

13304. But although the general state of agriculture may not be all that we could wish, yet there are numbers of individuals who do cultivate their land properly. Why do not these succeed in producing samples of flax equal to those produced in Belgium and elsewhere?—You ask me a question and I cannot refuse giving you the answer which I feel to be the correct one, and it is this—that in many movements for the advantage of Ireland that are undertaken by Government, there appears to be something radically wrong in the administration of its benefits. The Government, for instance, have for some years past given a grant of £3,000 a year for encouraging the cultivation of flax. Now, it looks to me, and I think it does so also to many enlightened persons who have experience, as if the Government meant to mock the people. The people do not want instruction at all so much in the cultivation of flax, as instruction in the mode of treating it after it is grown. The money for flax instruction—I mean voted by Parliament—is now used in some cases, to my knowledge, most mischievously. The people are recommended to increase the area under flax, but they receive no instruction whatever as to the mode of treating it afterwards. It remains on their hands for want of knowledge, and want of appliances to prepare it.

13305. Do you mean after the crop is taken off the ground?—I say what the people of Ireland want is instruction in the mode of treating flax after it is grown.

13306. After it is pulled?—After it is pulled.

13307. You mean scutch mills, and that sort of thing?—Yes, in the treatment of flax after it is pulled. There is a sort of antagonism between farmers in some districts and the millowners. There is a very enterprising gentleman in Limerick who established a flax-mill. It looks almost absurd to say that it is the interest of this gentleman that the people should grow a large quantity of flax, but that they should not treat it properly. I will show you how that is. In manufacturing first class yarns the flax after being hackled is divided into three pieces. The manufacturer of coarse yarn, who makes only the yarn that could be made in a first-class mill in Belfast from the top part of the plant, wishes that the good part of the plant to go along with the bad. Hence you will find, instead of having it as in Belgium, the mass of the Irish flax is presented in a most irregular manner. The result is that a third rate quality of one part comes into the first rate quality of another, and injures it.

13308. How is that to be prevented?—It is to be prevented in this way:—If Government mean to expend money at all, they ought to begin by teaching the people to make the most of the flax that is grown, and then leaving it to their own self-interest to extend its cultivation. I say it is not the business of the Government to force the cultivation of any one crop.

13309. Rev. Dr. *Wilson.*—Is there not a flax spinning company in Cork?—The subject is an exceedingly delicate one to speak upon as you can manifestly see, but the objection appears to me applies not merely——

13310. May I ask is there not a special preparation of ground for flax previous to the time of which you speak, when instruction is specially necessary?—There is; and it is most desirable. There is no crop we raise on the farm that requires so much nice treatment; the soil must be brought to the finest tilth. And that our Irish farmers are not so ignorant of the growth of flax as many persons seem to think, is shown by the fact that the gross produce of the raw material in Ireland is rather more than the corresponding return in Belgium.

13311. To keep to the south and west, have you found the crop itself, just previous to being pulled a good crop?—Yes, I have.

13312. Equally as good as in the north?—Not equally as good.

13313. Why not equally good, if the soil is as good, or superior?—In the first instance, practice makes perfect; and the more flax is grown in any one district the more perfectly you will find it grow there.

13314. Is there any special instruction required by the small farmer, who is not accustomed to cultivate flax, in the matter of steeping?—Yes; and almost as much in the north of Ireland as in the south.

13315. Knowing the extent to which the growth of flax in the north of Ireland is carried, and the length of time it has been grown, don't the farmers in the north of Ireland know better how to deal with the steeping process than the farmers in the south and west?—I think they do; and I say that the instruction must commence after the pulling of flax, the steeping, and then the dressing and scutching.

13316. As a matter of fact, do you not think the growth of flax in the south and west would be greatly promoted by having a number of small scutch mills at convenient distances, rather than one large mill for a wide district?—I think it would be the most desirable; but that the erection of mills is not absolutely necessary for the purpose of encouraging flax industry is disproved by this fact stated in my report, that the average produce of hand-scutched flax in Belgium is fully two shillings a stone above that of mill-scutched flax, whereas it is the reverse in Ireland.

13317. Was there any instruction given in reference to the hand-scutching of flax in the south and west of Ireland?—Not that I am aware of.

13318. Did any of the Belfast merchants undertake to send agents to buy in the south and west of Ireland, provided the cultivation of flax had been extended there?—Yes.

13319. And, as a matter of fact, did they extend the cultivation?—I think the area of flax has been extended; but I want to express the opinion as strongly as I am

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able, that the instruction is more needed, and ought to be supplied more abundantly, in the treatment of flax after it leaves the field than before it; and there are very few farmers in the south of Ireland who do not know how to grow flax. In Kerry, for example, last week, I found many little farmers growing their bit of flax for domestic use, they know how to grow it, but they are ignorant of the proper subsequent treatment.

13320. Do you not think, in order to encourage the growth of flax, the small farmer should see a willingness on the part of some one to enter on the manufacture of linen?—I do.

13321. I find both classes of farmers object, on economical grounds, to grow flax. Do you think they are right or wrong?—I think they are wrong.

13322. Mr. *Sullivan.*—I was going to ask you whether the cultivation of flax is not one of the most ancient agricultural pursuits of this country?—It is.

13323. Up to 1826, the manufacture of linen was general in Connaught?—It was.

13324. And was advancing in Connaught and receding in Ulster?—I believe that is so.

13325. Rev. Dr. *Wilson.*—Have you heard that weaving was an industrial occupation in Limerick many years ago?—I have.

13326. Mr. *Sullivan.*—Was it the change in agricultural pursuits, caused by the famine of 1848, that put an end to the peculiar knowledge of the cultivation of flax in that province?—I believe it is so.

13327. So that now we regard as new what was a very ancient industry?—Yes.

13328. Now, with regard to the quality of soil under flax cultivation in Belgium, do you not know that seventy or eighty miles of the flax district from the sea up the country is composed, in part, of mud land?—In my little report on Belgium I have said that the soil being alluvial, it is much more easily prepared, and so far gives the advantage to the grower of flax in Belgium over the grower in Ireland.

13329. The soil is more cultivated, and contains less iron?—Contains less iron, and, in consequnce of that, I have no doubt, the fibre is something better.

13330. Therefore the spread of the growth of flax must be connected with the spread of the growth of a good agriculture?—It ought to be above all enlightened tillage. It is hopeless to expect to grow flax profitably without perfect tillage.

13331. Have you done anything in the school in your department towards instructing those attending it to grow flax?—On a small scale. For instance when the chairman yesterday visited Glasnevin, we had been preparing some flax for the scutch. I cannot say we have done very much. I believe it would be very desirable that more was done. I think more should be done in that direction.

13332. Don't you think it would be one of the most economical modes of spreading a knowledge of the cultivation of flax?—I think it a very desirable thing, and, in connexion with industrial schools, I don't see why technical instruction in weaving in connexion with flax industry should not be a portion of the work of those industrial schools.

13333. Have you visited any of the Belgium *Ecoles d'Industrie?*—I have visited several of them. There they have such a system, and in this little report I have described one of the schools, the best of them, the school of Ghent, where a complete course of technical instruction is afforded.

[Adjourned.]

Thirty-fourth Day.—Dublin, Thursday, July 16, 1868.

Present:

The Right Hon. The Earl of Powis, *Chairman.*

The Right Hon. The Earl of Dunraven, K.P.
The Right Hon. and Most Rev. the Lord Bishop of Meath.
The Right Hon. Lord Clonbrock.
Sir Robert Kane, F.R.S.
William Brooke, Esq., M.C.
Rev. David Wilson, D.D.
Rev. Benjamin Morgan Cowie, B.D.
James Arthur Dease, Esq.
James Gibson, Esq.
Scott Nasmyth Stokes, Esq.
William K. Sullivan, Esq. PH.D.

D. B. Dunne, Esq., *Secretary.*

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Lord Oranmore.

The Right Hon. Lord Oranmore sworn and examined.

13334. The *Chairman.*—Have you acted for some years as the patron or manager of National schools in Ireland?—Yes; for a great many years in my own district. There are two schools there now, two male and one female.

13335. Do you consider that the elementary education—that is to say, reading, writing, and arithmetic—given by the schools under the Board is generally given efficiently?—I think so, certainly. It depends of course on the time a child is there, but relative to the time it is.

13336. In the schools with which you are personally connected has there been much mixture of religious denominations?—They have nearly always been mixed, but of course the Protestant element has been extremely small. There are very few Protestants in our neighbourhood, but when there are any they always go to the National schools, and if they had not these schools they would be without the means of education.

13337. Have any difficulties arisen in your schools as regards the religious instruction?—A good many years ago there was a case brought before Parliament with regard to the instruction in the industrial schools. Some objection was made as to the system of reading to the pupils.

13338. In the schools you are connected with has religious instruction been given in the school-room to either the majority or the minority?—There is always a prayer, a collect, the Lord's Prayer, and a chapter in the Douay Bible read every day.

13339. At the times of separate instruction do you mean?—The children who choose can retire at the time. In fact it is carried on according to the rules of the Board, by which the parents get notice, if they differ from the religion of the teacher, and the teachers have always been Roman Catholic.

13340. Does the teacher give any religious instruction in the school-house on Saturday?—Yes; he teaches the Roman Catholic catechism on Saturdays to the Roman Catholics. That was done by the request of the priests in each school of mine. The hour at which the prayer was read was considered objectionable by the Commissioners, and I changed it to the hour they suggested. Five years ago when a new priest was appointed at Ballindine, Mr. Cullen, he,

soon after coming there, applied to me for liberty to give religious instruction at this very time, and though it was considered inconvenient before for me to have merely this prayer read, yet I thought it better to consider his convenience, and I agreed to his doing so, so that he has liberty to give religious instruction at the time he wishes.

13341. Do the Protestant children get any religious instruction on Saturdays?—There are no Protestants now in one of my schools. In the other the Protestant children do not get religious instruction in the school, but I believe they get it outside.

13342. Are you acquainted with any of the agricultural schools?—No, I am not.

13343. Are there any of the small agricultural schools-gardens in your neighbourhood, or any schools in which agricultural instruction is given to any of the children?—None.

13344. Have you any experience with regard to any of the training or model schools?—Not further than a general knowledge of the working, which is more from reading as to the results than from any personal knowledge. The only personal knowledge I have is that now where the priests are patrons of schools they refuse to employ teachers who are trained at the training schools of Government; I know of two or three cases of this that have occurred.

13345. Have the masters in the schools with which you are connected been generally persons trained in Marlborough-street?—Generally speaking they have. There is one—a man of some age—who is in one of the schools for a number of years, who was not trained, but all the others have been.

13346. Do you consider the trained or untrained teachers the more satisfactory?—The trained are much more up to their work, and much more accustomed to teaching, and generally much better educated. They have been brought up on system, and are more improved.

13347. So far as your knowledge extends are you acquainted or otherwise with the state of training in the model schools under the Board—I think it excellent. I think it the very best that can be adopted.

13348. Do you consider that social advantages have arisen from the mixture of persons of different religions in National schools?—My experience of my part of the world is, that no better feeling could possibly exist than does exist among the different religious communities, and except at elections or times of excitement, we don't know of any difference between persons of different religions.

13349. What is the district of which you speak?—I speak of that part of the county Mayo adjoining Galway; my schools are at Ballindine and Crossboyne.

13350. Do you think that the mixture of children of different religious denominations in the National schools has contributed to this good feeling?—Certainly; it must be so; by sitting together day by day, receiving the same instruction as part of a common community, common kindly feelings are engendered, which could not exist if children were brought up in schools which would apparently be antagonistic. Even in a village, in schools where there is no matter of religion, there is a kind of antagonism no matter in what part of the world you go to.

13351. The Earl of *Dunraven*.—You are the patron of the schools you have mentioned?—I am.

13352. What is the religion of the masters?—Roman Catholic; there was one of the female teachers—the assistant teacher—a Protestant, but she has left now.

13353. Are the priests of the parishes in which the schools are placed satisfied as to the religious instruction?—They make no complaints to me about it; I have heard no complaint of any kind, and no objection to it. The religious instruction is confined to what I tell you.

13354. Rev. Dr. *Wilson*.—By whom is the religious instruction given?—The only religious instruction is a prayer, a short collect, the Lord's Prayer, and a chapter in the Douay Bible that is read every day, and the teacher instructs the Roman Catholic children in the Roman Catholic catechism.

13355. Does the Roman Catholic clergyman attend with any regularity at the hour stated?—I don't know. He applied to me at Ballindine with reference to the hour and I assented to the proposal he made.

13356. Mr. *Stokes*.—Who selects the chapter?—The teacher.

13357. Does the teacher give any explanation of the chapter?—No.

13358. Lord *Clonbrock*.—What is the average number of Protestant children in any of your schools?—Very few; I suppose it is never ten, I think the largest number was under ten. I don't think it ever amounted to that number. A policeman's children were in attendance some time ago, and a few others quite casual.

13359. Then there hardly could be enough to enable you to judge of the effect of mixed education if you have so few of one denomination; they would simply be denominational schools?—The fewer there are the more impossible it would be for them to have schools if the denominational system existed.

13360. Rev. Dr. *Wilson*. Do you think it an advantage to have the schools conducted under a united system so that all parties may avail themselves of the education?—It is the greatest possible advantage, because the Protestants would otherwise be excluded.

13361. If you had a very small Protestant minority in the district, say the children of your own dependents and labourers, what provision could be made for their secular instruction?—I may say none.

13362. Master *Brooke*.—Is the school you speak of in Ballindine in connexion with the Board?—Yes.

13363. Is there a chapter in the Douay Bible read every day?—Yes.

13364. And no objection to that has been taken by the Board?—No. It is done with the cognizance of the Board.

13365. Mr. *Gibson*.—I presume a notice of the religious instruction is mentioned in the time-table?—Yes, it is mentioned in the time-table, and the prayer is written and put up on the time-table, so that everyone can know what it is.

13366. During the period of secular instruction all classes in the school are present, should there happen to be Protestants, and I presume the Protestants are present when the Douay Bible is read?—The time for religious instruction was changed to the end of the day, so that those who did not wish to attend should leave. The religious instruction is the last thing of the day.

13367. Master *Brooke*.—Do you mean the reading of the chapter?—The reading of the chapter and prayer. It is the last thing of the day. The hour was changed at the suggestion of the Board, so that no person who did not wish to attend might leave.

13368. Is this considered religious instruction for Catholics under his instruction, and not for Protestants, or do they all remain?—I do not inquire particularly into that, because I should not like to interfere to make them remain, or to influence them in the least against the wishes of their parents. It is for that reason I don't inquire more particularly into the matter, but a good number of the scholars remain, as the teacher tells me.

13369. So far as your own knowledge or belief may go, who do leave the school at that time. Are they Roman Catholics or Protestants?—They are almost all Roman Catholics that are in the school. In one school at present, that is, in the boys' and girls' school at Ballindine, there are none but Roman Catholics, and in the other, at Crossboyne, I don't think the Protestants leave when the prayer, the collect, the Lord's Prayer, and the chapter out of the Douay Bible are read. I don't think the Protestants object to it.

13370. Where is the second school?—At Crossboyne, within two miles of the other.

13371. And in that there are ten Protestants, you say?—I don't think there are more than five Protestants. There may be five or six.

13372. Is it in your neighbourhood that there is a Scotch school established by a society in Edinburgh?—

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No, there are no other schools in the immediate neighbourhood.

13373. I understand your lordship to say that there are only from five to ten Protestants that attend in your schools?—Yes.

13374. Mr. *Sullivan.*—Are the hours for religious instruction the same as given in the Parliamentary paper, which contains the correspondence with reference to the Ballindine school?—They were changed after that. I think religious instruction was in the morning then.

13375. I see here that the practice as to religious instruction is a follows:—"Prayer and reading of the Douay Bible begins at half-past ten"?—That is now changed to the end of the day, at the suggestion of the Commissioners.

13376. Is the prayer to which you refer as being added to the Lord's Prayer, the one which is given at page 10 of this report?—Yes.

13377. Have the parents of any of the children who attended the schools ever objected to this prayer?—I don't know whether or not any of the children are desired to leave, but if they are desired to do so they do leave.

13378. Is it the fact that this prayer was composed by a Protestant lady?—It is taken from some of the Roman Catholic collects. I stated if you go further on in that evidence that it was composed in fact with the consent of Roman Catholics and with their knowledge. I merely wished the children to acknowledge that there was a God. I wished that much acknowledgment in the school, and that could not interfere with any person's religion.

13379. Don't you think the Lord's Prayer is an acknowledgment of God?—Certainly.

13380. Would not the ordinary prayers of the Roman Catholic Church itself acknowledge all the great truths that are common to all the Christian sects?—It would be intruding too long to give an opinion of the Roman Catholic prayers.

13381. I take it that your objection as to the entire body of prayers is that they contain too much matter?—I will discuss the matter if you wish, but I don't think it would be relevant. I certainly do not approve of all the Roman Catholic prayers. As a Protestant I should dissent from them, but I think there is a great part we agree to.

13382. Do you think it right, as a Protestant, to take the Catholic collects, and make prayers for the Roman Catholics?—The children are not obliged to attend when they are read, if their parents desire otherwise.

13383. Doesn't it look like as if you obtruded on the religious habits and discipline of the people?—Certainly not. I am the patron of the schools, and I think it is perfectly competent for me to draw up such prayer—indeed any prayer, if I think it suitable, because no one is obliged to attend or hear it, who does not approve of it.

13384. Do you think it one of the duties of a patron to make or draw up prayers for the people of other denominations?—I don't know that I am drawing up prayers for people of other denominations, as they are not obliged to attend on them. They may be attended by my own denomination or another. The change in giving the religious instruction was that it should be given at the end of the day.

13385. When these Parliamentary papers were published there were only two Protestants in the Ballindine school?—Yes, and I might have drawn it for them.

13386. Didn't nearly all the children attend the religious instruction?—They might if they wished to do so. There was no compulsion.

13387. Is it one of the rules of the National Board that a patron is to draw up prayers for children of other denominations?—I don't understand the question. I think I answered it before.

13388. Is it one of the rules of the National Board that he should be permitted to do so, or does it come within the scope of the National system that patrons of one denomination should prepare prayers for other denominations?—I don't know. It is within the option of the patron to order such religious instruction as he thinks fit, subject to the approval of the Commissioners, giving the children of any denomination the liberty of withdrawing if they choose to do so.

13389. Do you think that was the spirit and object of the National system originally?—I think there is nothing in the rule antagonistic to it.

13390. It may not be antagonistic, but do you think that was really the spirit with which the Legislature established the system?—I think it was. One of the objects intended was that if possible there should be religious instruction given, which would be accepted in common by all who attended the schools.

13391. That religious instruction should be given—to be accepted by all in common?—That that should be the case if possible.

13392. Can you point to any part of the original document on which the National system was founded, where there is any single passage to indicate the object to have common religious instruction given?—Perhaps I have interpreted it too broadly. However, there is no distinct religious education in the prayer.

13393. Rev. Dr. *Wilson.*—Was it in the contemplation of the Board at its origin, or immediately afterwards to give combined secular and moral and separate religious instruction?—That was evidently the intention.

13394. Mr. *Sullivan.*—Considering the amount of religious instruction in this prayer, do you think it worth while that you should in your schools, for the sake of the prayer, produce an amount of ill-feeling against your management?—I am not aware any such feeling ever existed, and I never heard of it.

13395. Do you think the Roman Catholics are so uneducated that they are likely to accept prayers written for them by people of other religions?—I don't see any reason they should not.

13396. Would you be prepared to have prayers written by me, for instance?—If on reading them I do not object to them. I should not in the least object to join in any prayers with you if you wrote them out.

13397. You would read them critically, not to join in them?—Read them critically. I do read a number prepared by Roman Catholics constantly on Sunday.

13398. As to the teachers you say, some of them were inferior to the other teachers who were trained, and were subjected to a complete organized training. Is it not likely the superiority of these trained teachers, as your lordship can speak on the matter, depends on the fact of the best teachers being selected for training?—Partly, of course. A clever man, generally speaking, will become a better teacher, and an inferior man an inferior teacher. The fact of training would aid one more than another.

13399. What is your opinion with regard to the average attendance of the boys and girls in the schools in your neighbourhood?—Whenever I visit the schools, I test the attendance on the books for the day. I turn to the books and see the number entered, and then examine the number in the school.

13400. Do the children, as a rule, attend a portion of the whole year?—I wish to call attention to that fact. In agricultural districts, when you take an average, you do an injustice, or you do not make a correct statement of the numbers who attend. The attendance is so very much larger at one time of the year, when the children are not occupied in agricultural pursuits, that if you take the average of the whole year, you will not arrive at a fair average.

13401. Lord *Clonbrock.*—Has there ever been any objection to your being patron of the schools under you?—No.

13402. There was no objection made. Who is the Roman Catholic bishop of your diocese?—Archbishop MacHale.

13403. Has there been no objection on his part, or on the part of the priests, to your being patron of a school?—I had none made to myself, that I recollect. I believe there was not.

13404. And you found no opposition to the children attending?—None at all. There is no interference at all, directly or indirectly with their religious belief. I make no attempt of any kind.

13405. But you are aware that there is a very common objection, by the Roman Catholic ecclesiastical body, to having Protestant patrons to schools?—There is an objection to any body having interference in religion at all. They claim the State money to spend, as they think fit, on education.

13406. Even where the patron does not propose to interfere with the education in any sort of way, there is an objection, I believe?—Yes; there is even an objection to giving power to their flocks. Even the priests have nothing to say to it. The Roman Catholic bishops have objected to all laymen, and according to them nobody but themselves should have anything to do with education. All funds, whether private or from the State, for educational purposes should, according to their claims, be placed solely under the control of the Roman Catholic hierarchy, or the priests.

13407. The reason I ask you is, that we had a good deal of testimony given that one of the reasons of the failure of the system has been the great apathy of proprietors of the schools with respect to education, and that appears to be in consequence of the Roman Catholic ecclesiastical body objecting to having a Protestant patron of a school. Is it not very natural that the proprietor who builds a school-house on his own property, should be the patron of it, and that he may be so without the slightest interference in any possible way with the religious education, but that he is bound or held responsible for the sort of master that is brought in, that he should not be a Fenian, as we have had some testimony of Fenianism among the teachers?—I take it that the principle on which the patronage is placed in the hands of the proprietor (it is not always the proprietor, but whoever is made patron), is that he provides a certain proportion at least of the sum for building a school. It is in consequence of that that the principle was admitted. If the State had taken the whole of the charge, I suppose they would also have taken the patronage, but did not do so on condition of a certain part of the fund being provided by others, they left the patronage to those who would provide the balance of the money.

13408. You could not expect a proprietor to build a school-house, and hand it over in fee to any other person, ecclesiastical or lay?—I don't think either an individual or the State does so. I believe they don't do so in any part of Europe except Spain and Rome.

13409. The *Chairman.*—I think you were about to offer some observations on the model schools?—I take it from what I learn of the returns of model schools, first of all of the National system especially. I believe it is as great a success as ever existed. The model schools I believe to be a great success—a wonderful success—considering they had been condemned in the most decided manner, and I believe even the sacraments of the Church withheld from those attending them. I think that the independence of some Roman Catholics who did attend, is perfectly marvellous. I have the results of the attendance at model schools in figures, and I find that 6,581 Roman Catholics attend the model schools out of 17,631, which is the total attendance. That does not seem to me as if the Roman Catholics did not approve of them. In Belfast there are 600 Roman Catholics out of a total attendance of 2,445. In Galway there are 124 Roman Catholics out of a total attendance of 288, but it is a curious fact that 86 of these are boys who may be supposed to be a little more independent than the other sex. I find that there are 42 Roman Catholic teachers out of 81, and there are 58 assistants out of 136, that is, there are 50 per cent. of the teachers, and 38 per cent. of the pupils Roman Catholics, in spite of all the denunciations of the hierarchy. Now, I take it with regard to that, that in changing this from a National to a denominational system, what the State is asked to do is simply to enforce the authority of the Roman Catholic bishops, where they are unable to enforce it themselves, that is, that what would be considered (I speak respectfully to the Board, perhaps you may differ from me)—what I consider, and what is considered abroad, and what is refused to the Roman Catholic bishops, is a most arbitrary power that they wish the State to come in and enforce for them.

13410. The *Chairman.*—Have you ever had any person in your employ on your estate who had received agricultural education at Glasnevin or any other agricultural school?—No, I had not.

13411. Mr. *Sullivan.*—Have the model schools of Dublin and Belfast been interdicted by the bishops of those dioceses?—I have seen the interdiction against some of the model schools, and I imagined they all were interdicted.

13412. In those in which the bishops have prohibited the attendance of the children under the full spiritual penalties they can inflict, has the number of Roman Catholics remaining in the schools been very considerable?—Can you tell me first if I am mistaken in the figures? The schools have been condemned I know.

13413. As a general rule?—Yes; as a general rule. And if the sacraments have not been kept from those attending them, the schools have been condemned. The penalties may not have been inflicted, but again and again the whole system has been condemned.

13414. Are there not two stages of the condemnation—first a general condemnation, and then a direct application of it to a special school in each diocese?—I am not acquainted with the details of the ecclesiastical system sufficiently to say when a person is excommunicated and so forth. These are such fine points that I cannot answer them.

13415. Rev. Dr. *Wilson.*—Your opinion is that the whole system has been condemned by the bishops already?—Again and again.

13416. The *Chairman.*—Have you any points you desire to mention with respect to the ordinary National schools?—The population of Ireland is now about 5,700,000. I see that the children on the books for last year were 913,198, or say 900,000. I see that the average attendance was 321,515. Now, I think the real average attendance, for the reason I stated before, might be taken at probably one-third more than that, for the average is reduced by taking the whole year. You may take the average attendance certainly above 400,000, instead of 300,000. This is a very large proportion of the population. I should think, so far as my information goes, that it is fully one half as large as in Prussia, in which I believe there is the largest, and there attendance is compulsory. Now, I find, with regard to mixed schools, that eighty-nine per cent. of the Protestant children who attend National schools attend mixed schools—that is nearly as many comparatively to the number of Protestant children who attend as could do so, considering that there are some districts which are wholly Protestant.

13417. Master *Brooke.*—What do you mean by mixed schools? Are not all the schools of the National Board said to be mixed schools?—They are undenominational, because the rules are carried out, and particular religious instruction cannot be given, but they are not mixed schools, for in some parts of Ireland there are no Protestants. Now I find there are 25,000 Roman Catholic children in Ulster taught by Protestant teachers—that is, attending schools taught by Protestant teachers. I find there are 24,000 Protestants in 2,400 schools, taught by Roman Catholic teachers, or an average of ten to each school; but, of course, in many cases the number is larger, as in other cases it would be smaller. If a denominational system were established these would be excluded from the benefit of instruction out of the public funds granted. I mention this specially, because it has been commonly stated, and it has been stated in the House of Commons, with reference to the mixed schools, that we had a

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denominational system in Ireland, and Mr. Bright said it was the only one possible in Ireland. Now, if 3,720 or 58 per cent. out of 6,595 schools are mixed, I take it that it cannot be said the denominational system exists at present.

13418. Lord *Clonbrock*.—Do you mean the schools under the National Board?—Yes; under the National Board. Fifty-eight per cent. of them are mixed. In Ulster there are eighty-three per cent. mixed. In Munster one-third, and in Leinster and Connaught one-half are mixed; and even where schools are unmixed that is only a temporary thing, because when children of another denomination come to a district, there being no denominational education, they are free to attend the school.

13419. Master *Brooke*.—Would you consider a school where there is one child a minority a mixed school?—Yes, and it would be the strongest possible reason for a mixed school.

13420. That is inculcated in your statement?—Yes, and the number of denominational schools—that is the number that have only the children of one denomination in attendance—is gradually diminishing. In different parts of Ireland the mixed schools have increased during the last year from one to six per cent.

13421. The *Chairman*.—Do you think the average attendance of children in the schools in your district could not be improved?—It is almost impossible to keep them at school. They are engaged in agricultural operations, and when the sowing and reaping times come it is impossible to keep them at school.

13422. Do you think they are absent only when they are merely wanted for purposes of agriculture, or do they stay away either from their own indifference or the indifference of their parents?—I think they are anxious to go and get the education. They may, of course, stay away from indifference. I went to my school the other day, and I said to the master—"What is the use of having little children like those there,"—of five or six years of age; and he said—"Hear them read." I did hear them read, those little children could read the First Book with facility. They were little orphans, and I knew the mother lived in the neighbourhood specially because she could have her children at the school for nothing.

13423. Mr. *Sullivan*.—Your calculations are based on the number of children on the rolls?—Yes.

13424. How many children on the roll does it take to produce one in attendance?—About three. That is from the return, but I think the average is reduced for the reason I before stated.

13425. In reference to the question by Master Brooke, as to one Protestant attending a Roman Catholic school, one on the roll would represent only one-third of attendance, and I should like to know how many could be wiped out of your return of schools in that way. If only one Protestant appears on the rolls, and a large number of schools have only one Protestant it would represent one-third of the attendance?—These are very fine points.

13426. Would you be surprised to learn that the 900,000 has been reduced to 600,000, and that there are only about 600,000 attending the schools?—We have no return of that as yet.

13427. That is in the return of last year or this year, the 900,000 given by the Board really represents about 600,000?—How do you arrive at that conclusion?

13428. Rev. Dr. *Wilson*.—Your calculations are based upon the returns of the National Board?—I can only take them from them.

13429. Mr. *Sullivan*.—If it were true, and it is even admitted by one of the head officers of the Board, in his own calculations, that there were only 600,000 separate individual children really attending National schools, do you think we would stand as high then as Prussia. Would it make a considerable difference in the educational status?—These hypothetical questions are too difficult for me. I find it difficult to understand the few figures I have got before me.

13430. Master *Brooke*.—Your conclusion that the system, as it works, is not a denominational system, I presume is taken from the statistics?—Yes.

13431. It is not from your own personal acquaintance with a great number of schools in the country?—No, from statistics.

13432. We have had before us a Roman Catholic bishop from Ulster, whose diocese comprises parts of Down and Antrim—Bishop Dorrian—who distinctly stated to us that the only reason why the Roman Catholic bishops tolerated the common schools was that, in point of fact, they were denominational—that these schools under Roman Catholic clergy were, whatever they were in theory, were in point of fact denominational. I should like to ask whether, having that fact before you, and you will give me credit for having faithfully reported the bishop—would you not be induced to revise your opinion on the subject, he having every motive of ambition to make himself well acquainted with the working of the diocese, and given an approbation to the system only on this ground—that all schools under the patronage of Roman Catholic priests are, in fact, denominational. Would that not induce you to think that you are not altogether to depend on the conclusions drawn from figures?

13433. Rev. Dr. *Wilson*.—Are you prepared to admit that as a fact?

13434. Lord *Oranmore*.—That is not exactly what I would answer. The Roman Catholic bishop probably derives his statement chiefly from others as I do, and those who are dependent on him are not likely to colour the figures in a way disagreeable to him, and he naturally, as he openly, wishes to upset the system; and, though I am sure he only states what he believes, yet he is as likely to be misled as I am, and more so. The Government officers who make out the returns from which I quote, are responsible to Government for any false return, but neither the bishop nor his officers are. The priests are responsible to him, but he is responsible to nobody.

13435. Master *Brooke*.—It is no part of your lordship's duty to form an opinion on that subject to determine your own conduct with reference to these schools. It is a part of his official duty to know the state of these schools, and to act upon that knowledge. You are an amateur simply?—Not at all. I have the Government statistics from responsible officers, who are, I think, far better authority than any Roman Catholic bishop.

13436. The Earl of *Dunraven*.—You are speaking as patron of the school?—Not at all as the patron of schools, but from Government statistics. The knowledge I gain as a patron of my two schools is extremely small.

13437. Rev. Dr. *Wilson*.—In reference to the matter referred to by Master Brooke, should you be surprised to hear that the Roman Catholic Bishop of Belfast said—"I am quite prepared to admit that there are many schools of the kind where the minorities are Roman Catholics." Should you expect that in the returns?—I am prepared to admit there are many schools where there are minorities. There are 25,000 Roman Catholics, according to the statement of the Board, in these schools in the North, educated by Protestant teachers. The denominational system is claimed as a matter of justice, because it exists in England. The denominational system in England was created, or exists simply because the State was not prepared to take upon themselves the education of the people, and, therefore, they required that very large voluntary support should be given before they gave grants at all, and the result is, that in England only one-fourth, and in Ireland five-sixths is paid by the State; so the position of patrons, or of those who wish to regulate the education in Ireland any other than the State, is totally different. Again, the result of denominational teaching in England is this. There are 11,000 parishes in England, containing six millions of people, in which there is not a Government school. I have not the exact statement before me, but I believe there is hardly a parish in Ireland in which there is not a school. This may be an excessive statement of the number of schools in Ireland, but it is larger, and

the education is more largely given, than in England in the poorer districts. These are the poorer districts in England which, by the denominational system, as they cannot afford to collect the sum required to get State aid from the Government, are without education. Then, again, I see from one of Linge's or Lowe's reports, that the schools in England are both inferior and more expensive. Teachers are required for smaller numbers, they are paid less, and they are inferior. I think there are a thousand schools, in which there are only 18,000 children, or only eighteen to a school. The system has virtually been given up in some districts where there are not sufficient numbers to form a school for each religious body, by the introduction of the conscience clause. I have the testimony of many Roman Catholic gentlemen of enlightenment on the subject, and I have talked to them openly, and I hardly found any one who would wish the education should be denominational. I find that feeling not only among my own class, but also among the middle class, with whom I communicate, it is almost universal. I see in the memorial of the Roman Catholic bishops, presented in 1860, in a letter to the Chief Secretary, that they state—"We have the most decided objection to the principle on which such schools are established, inasmuch as we find it putting into the hands of the State (referring especially to the training schools, but I take it that it affects all), acting through a body of Commissioners, the education of the country, and the formation of the masters and mistresses of the rising generation. When Napoleon I. established the monopolizing university system in France, he did not conceal the despotic design he entertained of forming by education the people according to his own heart, and communicating his own ideas to them." Now, I confess that appears to me to exemplify most perfectly what the Roman Catholic prelates wish to do, and the choice we have is, whether the State, which is responsible to Parliament, is to have this power, through its officers, or whether education is to be given, under the name of denominational, into the hands of the Roman Catholics of Ireland—not to the laymen of any class, for the bishops repudiate that—not to the priests of any class, for they cannot act without their authority, but into the hands of the Roman Catholic hierarchy. In no Roman Catholic country in Europe is it given, and why they should be considered less dangerous here I cannot conceive. I see in every pastoral that emanates from the Roman Catholic hierarchy—I am very sorry to say it, and I would be glad the contrary was the case—they always recur to every possible law that has ever existed which creates ill-will. These laws have been repealed fifty years ago, but I see they always tell the people of the country that they are living under the worst Government in the world, and they never tell them of any of the blessings and benefits they derive from it. I don't think when giving over the education to them, putting other matters aside, you can but consider that they would inculcate these very principles which are certainly most subversive of all order. There is one other point which is to my mind all important, and that is, that if the education were given over to Roman Catholics, *it* would be carried out through monasteries and convents. That is the way they carry out education through the world. That would be, that the State is asked to promote those establishments which have from time to time, for various reasons, been abolished in every Roman Catholic country in Europe. I am not speaking of Protestant countries—the State is asked to found and create these institutions, and hand over to them the education of the people from their earliest youth. It seems to me a proposition that I cannot understand that liberal people of any religion will admit. There is another thing I would remark. If any part of education is given into their hands, I take it that it is merely a step to all education being given to them, and the result will be that no place or appointment in the whole country can be obtained, except with a certificate from the Roman Catholic bishop—in fact, that the whole body of Roman Catholics in this country will be in a state of subserviency, such as existed in Italy before the Revolution, such as, in fact, caused that Revolution. Then we have again another thing in favour of the National system in this country. It in some measure exists in France, Belgium, and Prussia, and, I believe, now even in Austria. I don't know whether it has been settled there or not. In Australia the education was first denominational, and afterwards changed to the National, finding the other could not be carried on. Even in Scotland no child is obliged to attend to any religious teaching contrary to the wish of parents—that is, in the old schools. The children may go away when religious instruction takes place. This system also exists in all the colonies now; it is about the only Irish thing that has ever been adopted. It is probably one of the few good things we have, and it is called the Irish system.

13438. Mr. *Sullivan.*—You state that in every parish in Ireland there was a school. Now there are 2,428 civil parishes in Ireland, and the census of 1861 shows there are 1,261 parishes where there are no Protestants. Does that accord with your view that more than half the schools were mixed?—I have not got the number of schools in Ireland, but it is larger in proportion than in England.

13439. Would it be possible, with a fact like that before you, 51 per cent. of the parishes could not be mixed, as there are no Protestants to put in a representation?—I probably mis-stated the number of schools.

13440. Rev. Dr. *Wilson.*—Would it at any rate be a fair deduction?—The children may, I think, come from a neighbouring parish. They may come from the next parish, or, it might be, that a school is on the border of several parishes.

13441. May there not be a mixed school which has drawn in children from different parishes?—Yes.

13442. Mr. *Sullivan.*—There are 668 parishes with from 1 to 20 Protestants, so that 70 or 80 per cent. of them could not give a mixed school?—There must be more, for there are 6,453 schools. The return cannot be made for the purpose of falsifying the matter. That is a serious supposition against the Government Department. The great body of the returns come through the hands of Roman Catholic Inspectors.

13443. The *Chairman.*—Would it be an improvement in education, and would the teachers pay more attention to their business, if part of their payment were derived from results?—They get payment for results which would, I think, have the same effect. There is a system of premiums, and a considerable sum of money is given away in that way.

13444. Would you be disposed to advocate the extension to Ireland of the English system, under which the teacher receives a sum of money for each child he passes in different branches according to his class?—I don't say so much. I think primary education is the great object of the schools, and beyond the 1st class, arithmetic, reading, and writing, I never examine the children in my district.

13445. Rev. Dr *Wilson.*—Before we part from the other point to which reference has been made, in estimating the success of the system as one of united education, should we not look to the different localities to see whether the elements exist in the population to furnish it?—Of course.

13446. In districts where there appears a failure should you think the non-existence of such elements would account for that failure?—The non-existence of Protestants or Catholics prevents the possibility of their attending.

13447. And hence the state of things in the south and west to a large extent?—Yes.

13448. Were you acquainted with Sir Thomas Redington?—Yes.

13449. He was a Roman Catholic gentleman?—Yes.

13450. And a Commissioner of education?—Yes.

13451. Will you read his testimony before the House of Lords on that subject?—Yes.

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"In addition to the observations which I made to your lordships yesterday, I would wish to state, in the first instance, that I think it would be well always to bear in mind the statement which the Commissioners of Public Instruction themselves make as to the way in which the various religious persuasions are scattered over Ireland; and if I might be allowed to read one passage from their report, it is this: after stating that the members of the Established Church amount to little more than ten per cent., Roman Catholics to eighty per cent., Presbyterians to eight per cent., and other Dissenters not one per cent. of the population of the country, they say, 'And in reference to the proportions of the several religious persuasions, it is further observable that whilst it does not appear to us that there is any unusual inequality in the distribution of the general population, it will be seen upon a review of our reports that the members of the Established Church are very unequally dispersed over the country. It will accordingly be found that there are some benefices (more particularly in the southern and western parts of Ireland) in which there are no members of the Established Church; that there are others in which there are but few; whilst in others, more especially in the large towns, their number is considerable. The Roman Catholics are generally diffused over all parts of the country, but exhibit the largest numbers, as compared with the rest of the population, in the provinces of Dublin, Cashel, and Tuam. The Presbyterians reside chiefly in the province of Armagh; whilst the other Protestant dissenters do not prevail in any peculiar district, but are for the most part inhabitants of towns.' That was the statement then given, and the detailed returns by the Commissioners enable any person to see what is the population in each diocese. Of course, in expecting that any system of education should be mixed, we must always bear in mind the question whether the elements exist for this mixture. In a diocese or in a county where the population, as in one diocese is more than ninety-nine per cent. of one creed, and in whole counties upwards of ninety per cent., you must not be surprised that a large proportion of the schools in that county, or that diocese are not mixed schools."

13452. Should not the principle there stated be taken into account in estimating the system as a system of mixed education?—Of course; without that it is utterly impossible.

13453. Are you aware that even in the North of Ireland there are some districts in which the population is denominational, some Protestant districts and some Roman Catholic districts—that is, as regards the population itself?—Yes.

13454. One Inspector I see, in his report in 1852, Mr. John Carlile, writing from Donegal, says—

"Of fifty-four schools in which I have asked questions similar to those you have now asked me, I make you a statistical return of thirty-three. In one the children were exclusively Protestants, and in the remaining twenty, exclusively Roman Catholics. In my whole district there are only three houses of worship belonging to the Presbyterians, hence the small proportion of that persuasion attending the National schools. There is only one Presbyterian manager. In reference to the schools mentioned in this report, I may add, that I consider the attendance of pupils of different creeds almost in proportion to the families who reside in the neighbourhood of the school. In many parts of this district the population is almost all Roman Catholic, and in many parts where there are a few Protestant families there is generally a Church Education school. I have found, however, that if the parents acted according to their wish, they would continue to patronize the National schools in preference to any other. I have generally found that a school conducted by a zealous, conscientous, and efficient teacher, has been attended by the pupils of the various persuasions in the locality in proportion to their respective numbers."

This Inspector refers to the fact, that even in the North of Ireland there are districts thoroughly Roman Catholic, and some thoroughly Protestant, and that the attendance of pupils of different creeds is in proportion to the numbers of the religious denominations residing in the neighbourhood of the schools. Is that your idea of mixed education?—I think so. A mixed system cannot exist without the materials to constitute it.

13455. Is it essential or necessary that each school should have children of several religious denominations attending it to show a combined system of secular education?—Certainly not.

13456. Was the system ever designed to be one of united education in that sense?—Of course not.

13457. Has your attention been turned to the invariable opinion of the Commissioners of National Education themselves on the subject of what constituted a system of united education?—Yes; I have read it in some of their reports.

13458. Will you be kind enough to read these paragraphs, Nos. 58 and 59 from the Board's report for the year 1846, and say whether that is your idea of a system of non-sectarian education?—Yes; I will read—

"58. It may be necessary, however, to repeat what we have stated in our Eleventh Report that 'by a strict adherence to those fundamental principles the National schools are in a great number of instances attended by children of various denominations. But in some districts where the poorer portion of the population is almost exclusively of one denomination; or, again, where well conducted schools, confined to those of one denomination, have been previously established, such intermixture does, of course, not take place. And this has been held out as a proof of the failure in those instances at least of the system of united education. But the system never was designed to be one of united education *in that sense;* else in numerous districts in Ireland in which schools are much needed it would be wholly inapplicable. The system of united education which it was really designed to establish, and which has in fact been established, is a system which does not *exclude* children of any denomination—which will *admit*, without doing violence to the conscience those of whatever religious creed who may wish for education.'

"59. This is the true meaning of our united education plan. It is not a necessary part of it that there should be in every school an actual mixture of persons of different religious persuasions; but that every school, supported by the common funds of the nation, should be open to all by keeping the secular part of education distinct from the religious."

13459. Are we to understand your testimony is to the effect that it is desirable that such a system of education should be continued?—Certainly, most desirable. I may be allowed one remark, and that is, that I think there is one very strong point in favour of this system, that though there are many complaints about it, there never has been, so far as I see or hear, any case at all proved or sustained of proselytism; that it has never been used, I will say, by either one party or the other to the best of my belief for such a purpose. I don't see any case brought forward worth speaking of.

13460. Mr. *Gibson.*—Do you think it is to be taken that the population in any district is to remain permanently at one or other religious denomination? Is it not the fact that the numbers of religious denominations in districts has varied, from farmers coming into a district, or some leaving it? Would it not be a very dangerous doctrine to act upon that every parish is to remain permanently either Roman Catholic or Protestant as the case may be?—Certainly it would. It might result in this—that people might be paying taxes for education, and getting no benefit from it.

13461. Mr. *Sullivan.*—Do you think it is judicious or fair that in those parts of the country where there are really no elements to make a mixed school, where there is, in fact, no mixture of the population, that the stringent rules against making the sign of the cross, and similar religious observances on the part of Catholics in exclusively Catholic districts, should be as rigidly enforced as they are?—I think it is right they should be enforced. If they were not, and that a few Protestants came into the neighbourhood, it would be most difficult—it would be almost impossible—for them to get the original system reverted to. If it were once admitted that you would establish the denominational system in a school you would never get rid of it.

13462. In that case how do you defend your enforcing the reading of the Douay Bible, or any other version of the Bible, in your own schools?—I don't enforce it, except on those who wish to attend.

13463. As a matter of fact, is it not understood in your district that it is to be enforced?—Not the least, that any person shall attend who does not wish to attend. I don't express to any tenant of mine, or

any one about me, any wish that they should attend unless it is their own desire.

13464. Does the tenant himself think so?—He don't attend if he don't like. I never asked any tenant to attend.

13465. How many attend, and how many do not?—I don't know.

13466. Are we to assume that all attending the school attend the reading of the Scripture and the prayers?—I don't see why you should do so.

13467. You have no statistics to offer?—No.

13468. Lord *Clonbrock*.—What is the classification of the teacher?—I think the second. I have an old man who has not been trained; he has, therefore, a low classification. As to the female school, the Inspector said I had the best female school in Ireland, but the teacher having got that character, she was removed to a school with higher pay. That is a difficulty I find about the head teachers; if I get a good teacher, she is soon taken away.

13469. Sir *Robert Kane*.—Is your lordship of opinion that the main requisites of a system of unsectarian education, as, for instance, the independence of inspection, the impartiality in the application of the test of the progress of the pupils, and the public responsibility of those in charge of the system of education can be maintained, although in a particular school in a particular locality the population may be of such a nature that the pupils in the school are all of one religious denomination?—Everything is relative; and how far it is maintained or not it requires greater experience than I have to tell; but I can only take it for granted that the rules are properly carried out in spite of there being only one denomination. I have known cases in which the rules were not strictly carried out; but you can have only the general result. Supposing, in the case of a school, the attendance at which has been wholly denominational, that, for a time, the rules have been neglected to be carried out, let me put a Protestant into that school; I immediately call the attention of the Commissioners to the fact that the rules have not been carried out, and then they will enforce them.

13470. Then you do not consider that the circumstance of the pupils in a particular school being of one religious denomination is inconsistent with such a school being managed under the principles of an unsectarian system of education?—Certainly not. I think it ought to be so, because the children attending may not be all of one denomination the next day; and not only that, but they do vary considerably. Schools that are mixed one day are denominational another. I have that even in my small experience in my own school. A policeman comes and goes, a Protestant policeman, with two or three children. They go to the National school, which they could not do if it was denominational.

13471. The Earl of *Dunraven*.—I just wish to ask you, my lord, have you any observations to make with respect to any faults that you know of in the practical working of the system, or any suggestions to make as to improvements?—Really it seems to me to work exceedingly well so far as details. Of course, as to the constitution of the Board, on that you are a much more competent authority than I am.

13472. I mean details, of course?—I think it is very well worked out.

13473. The *Chairman*.—Do you consider the inspection satisfactory in the small schools?—I should think so. Sometimes you get a better Class Inspector, and sometimes a worse. That must be the case always; but, generally speaking, it seems fair; and, as far as my experience goes, sometimes one man is a little biassed, and sometimes another. I may merely add what is patent to everybody as to the constitution of the Board itself; of course everybody knows that it is on the average more than other Boards influenced by political opinions, and from time to time has been changed according to the different views of different political parties; and I think it would probably be more satisfactory if we had some Board like the Poor Law Board, a paid Board, with the Chief Secretary for a Chairman, or some system of that kind.

13474. Do you think that having a representative Board, drawn from different parts of Ireland, and representing the various religious communities, was useful in the early stages of the system?—I should think so. It got it into working, and probably if it had not been for the fortunate liberality of the different bishops acting in the first instance, National education would never have been established. No doubt about it. Fortunately the bishops on both sides, in the first instance, joined in it.

13475. Lord *Clonbrock*.—For the future management, do you think a large Board is the most efficient for conducting the business, or would it be better, now that things are established, to carry it on with a smaller Board, probably a paid Board?—I think so, decidedly. We all know the working of common Boards where there are large numbers. A few people work the Board, and when there is a question of politics or patronage, the whole body flock in, and the working portion of the Board have little voice in the matter.

13476. And, therefore, with too large a Board there would be more likelihood of a relaxation of the rules, and the system would not be found to work so well as if there was a small board to administer it?—A large number would be much more subject to popular clamor on either side. Of course it is now.

13477. Rev. Dr. *Wilson*.—Have you heard that there have been at times divisions and dissensions amongst members of the Board?—I know pretty well the history of the protests from time to time from various members of the Board upon new schemes being introduced, and that the Board has openly been increased in numbers for the distinct purpose of changing the rules—at least it appeared so. The public have seen them from time to time.

13478. Should you regard the action of a small paid Board as likely to be more prompt and uniform than the action of a Board composed of a large number?—Certainly I should, and less liable to outside influences.

13479. Mr. *Stokes*.—Do you think it desirable that the regulations affecting education should be embodied in an Act of Parliament and placed under the administration of a great officer of State?—Certainly, I should think it very desirable, but there would always be powers of making by-laws left to any Commissioners. There must be that always, but business is always carried on upon a better system and with more consistency when administered by a few than by a large body. In fact it is my experience of large Boards that the larger number do not attend at all except on special occasions.

13480. Mr. *Sullivan*.—Do you think that the National system, as a whole, as it now exists, could have possibly existed for the last thirty years if it had a paid Board like the Poor Law Board?—I do not see why it should not.

13481. Do you think that the public outside would be quite satisfied with an administration placed in the hands only of a few persons appointed and directed by the Government without any representative action outside?—The Poor Law was in the first instance quite as troublesome a matter when it was introduced, and on the whole I think the administration of it has given general satisfaction.

13482. But in the case of the Poor Law is not each union represented by the local Board of Guardians?—Yes; they provide the money, and there is a check in that way.

13483. You have not a similar check have you, in education?—No.

13484. Lord *Clonbrock*.—It comes in short to this, would the system or would it not be more like to be carried out fairly by a small Board which would be entirely administrative in its capacity than by a large body who could have powers to change the rules, so that the public would hardly know what the rules were, there being one rule one day and a different one the

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next?—That is the difficulty in the matter. No doubt so far as the executive it would be more satisfactory that those who deal with it should know more distinctly what they were going to do.

13485. The Earl of *Dunraven.*—Is your lordship aware that the rules cannot be changed without the consent of the Lord Lieutenant?—Oh, yes; but of course the constitution of the Board is a very difficult matter. I think the Lord Lieutenant's veto would be as seldom used as that of the Queen.

13486. Rev. Dr. *Wilson.*—Considering the amount of duty of the Lord Lieutenant of the day, and the occasional changes, is it to be expected that his Excellency could be familiar with all the rules of the Board, and with the practical working of the system?—I expect the Chief Secretary is obliged to make himself so. It is one of those things that occupy plenty of his attention. He knows it probably as much as any other question.

[The witness withdrew.]

William H. Rudkin, esq.

WILLIAM HENRY RUDKIN, Esq., sworn and examined.

13487. The *Chairman.*—Are you an Inspector of the Erasmus Smith's schools?—I am sole Inspector, my lord.

13488. How long have you filled that office?—For the last nine years. I was appointed in 1859. I think it was in May.

13489. Had you previously had any educational experience?—Oh, considerable. I was engaged for about twenty-five years as the principal of one of the largest schools in Ireland. For many years mine was at all events second in that respect in Dublin.

13490. Where was the school?—In Upper Baggot-street in this city—I had a very extensive establishment there. I built a school-house which cost me £600, and had a large number of boarders and day scholars there.

13491. What are your duties now as Inspector?—My duties are confined solely to the inspectorship. I have to visit every school twice a year, and to examine the children on both occasions. On one occasion I give notice to the superintendents and teachers of the schools. On the other occasion I visit without notice. My duty is then to examine and report, according to my opinion of the state of the school.

13492. Do you keep the rolls of the attendance of the children in the same manner as is done in the National schools?—I am not aware of the system there; but there are certain rules laid down as to the keeping of the rolls. Every child entering the school has his name entered in what is called the register; and his name remains there unless he absent himself for six months. A line is then drawn across his name, and the date entered when he discontinued to attend.

13493. Do the children for the most part pay, or are they admitted free?—In some of the schools the children are altogether free, but very few of the schools are so circumstanced. In the majority they pay something—generally about a penny a week.

13494. Have you any difficulty with respect to the enforcing of continuous attendance?—Yes, it is a very difficult matter indeed, and I venture to say it is a difficulty which will never be surmounted in this country so long as the people are poor. The Governors, however, give premiums to encourage good attendance.

13495. Do you ever dismiss any of your free scholars on account of their irregular attendance?—I have never heard of any scholar being refused admission in consequence of that.

13496. How many classes are your schools divided into?—It depends altogether on the number attending the school. For instance, there are some schools so low, I am sorry to say, as eighteen or twenty. We could not divide those into many classes. There are other schools where the children amount, I suppose, to close upon 300. Then there will be about eight classes.

13497. What books do you use?—Generally speaking the books that are published by the Christian Knowledge Society. In a large number of our schools we use the National books. That is left altogether to my discretion. I find a great number of the National books exceedingly well adapted for education, and recommend them in various schools.

13498. How are the children advanced from one class to another?—According to the proficiency as exhibited at the inspections.

13499. Is that done once or twice a year?—Twice a year.

13500. Master *Brooke.*—By the Inspector?—I suggest it to the master and superintending clergyman that they should select the best. Of course always the best answerers are promoted. If the pupil's conduct does not justify it, he is not promoted. It is not always the Inspector alone who can be the best judge of the fitness of the pupil to be promoted.

13501. The *Chairman.*—Do the local clergy attend many of your schools?—As a general rule they attend very regularly. There is a question in my report which I have to answer and to send forward to the Governors, as to whether the school is visited by the clergy or not.

13502. Do the Governors encourage these visits?—Oh, undoubtedly. If I report frequently of the same school that it is not visited by the clergy, I have heard of instances where the superintending clergy have been reminded of their duty as superintendents.

13503. Do the Governors ever withdraw, or often withdraw, grants from the schools on finding their numbers are below the amount necessary for the efficiency of a school?—Such cases have occurred frequently during my tenure of office; mostly on my recommendation. When I find that the school has declined in numbers to a considerable extent, and that the decrease is continued without any prospect of increase, that is, where there are no more children in the place, I bring the matter formally before the Governors.

13504. Have you any power of suspending a master whom you find inefficient?—I do not believe I have the power of doing so myself, but I report the matter to the Governors. I would if I heard of a case of immorality or of extreme severity on the part of the master, at once recommend him to send in his resignation, in order to avoid being dismissed.

13505. Speaking of cases merely of inefficiency in a schoolmaster in the nine years that you have been Inspector, how many cases have there been in which the master has been dismissed from your reporting him inefficient?—I have not made up the exact number, but a large number of masters have been so dismissed chiefly at the commencement of my tenure of office. When I first commenced I found many of the schools in a very low condition. On the occasion of the first inspection I cautioned each teacher as I found it necessary, and if I found no improvement on the next occasion, I reported him to the Governors, and they removed several.

13506. Then has the efficiency of the schoolmasters increased during your time as Inspector?—Undoubtedly. Every master has to be examined by me before he is appointed. Notwithstanding the highest testimonials he may bring from training institutions, the rule of the Governors is, that he must be examined by me, so that I am in some degree responsible for his ability as a scholar. Of course until he has been some time in the school we cannot answer for his ability as a teacher.

13507. Where have your best masters come from?—Some of our best masters are trained by the National Board. Very excellent teachers are trained by the Church Education Society; and some of our best masters never have been trained.

13508. In your visits to schools do you bestow much attention as to the period in which the younger children remain in the lower classes, so as to press on their promotion?—Undoubtedly; one of the great faults I found in the schools when I first went round was—the neglect of the younger children. It was chiefly in that respect I had to caution the masters. I set on foot a new system altogether. When calling for the junior class I would ask the master, "What are these children able to do?" "Oh, sir," he would reply, "they are too young; they can't do anything." "That won't do for me," I said, "every child entering the school must be instructed." In fact I may say, that it was not previously the custom to examine the very young children. In consequence of which the masters did not instruct them, being satisfied that they would not be examined by me. I require that the youngest child in the school shall learn reading, spelling, and writing—that the first day he enters the school-room he must have a slate and pencil given to him, and be taught writing; and so great, so rapid, and so extensive has been the advance in consequence of my enforcing that system, that I have now in schools classes of children of seven, and even of six and a half years of age, writing from dictation.

13509. Are you conversant with many of the ordinary National schools?—Not much. I have occasionally dropped into a few of the National schools, particularly the National model schools.

13510. Do you think that the English schools of which you are Inspector are as efficient as the National schools of the same size?—I have no hesitation in saying, from my observation, and from what I have heard from others who are connected with the National schools—clergymen and others—that our schools would very fairly stand in competition with any other English schools in the country of the same class.

13511. Then, may we understand that when schoolmasters are reported as inefficient, the Governors feel no difficulty in causing them to be removed?—Oh, not the slightest, on my recommendation. The Governors are always ready to listen to any recommendation of the kind coming from the Inspector, or from the superintending clergyman. He has opportunities of noticing the conduct and attention of the master during the absence of the Inspector, and if he reports anything very serious against him, of course the master is dismissed without my interference.

13512. Have there been any cases in which complaints have been made by the parents of Roman Catholic children frequenting the schools of matters connected with religion?—I have never heard of one. I have known one or two cases where I have discovered that, contrary to the rules, one or two of the Roman Catholics attending were not reading the Scriptures; whereas, according to our rules, very child is required to read them. I made it my business to call those children apart from the rest of the school, and just remind them of the rule, telling them at the same time that they need never be afraid that any question would be put to them which would be in any way offensive to them; that no question is allowed to be put touching on doctrinal points or points of controversy; and on these conditions the children have always consented to read the Scriptures.

13513. Mr. *Gibson.*—You have stated that no question could be put to a Roman Catholic child which would be in any way offensive to his particular religious belief?—Yes.

13514. How can you explain the chapter in 1st Corinthians, where St. Paul, speaking of the institution of the Lord's Supper, has the words, "this is my body." How can you explain any such passage as that to a Roman Catholic child without touching upon differences between the doctrines of the two Churches?—No question touching upon that subject would be allowed to be put to the child. It is not allowed to the master, to the Inspector, or to the clergyman to put it to the child.

13515. Is that consistent with the third rule, which says that the child shall be taught to understand the passage he reads?—Yes; but the teacher is studious, and the Inspector also is studious to avoid questioning upon any portion of the reading lesson which touches upon doctrinal points or points of controversy. He will pass over them and merely question him upon the plain text, the plain matters of fact.

13516. How could you teach a child to understand that without referring to the differences between the two Churches?—The point would not be raised. No question would be put to the child on any verse which touches upon any matter involving controversy.

13517. Do you mean to say this, that in reading a chapter of the Bible in your particular schools there is such an exposition given of it that all Christians of any creed can listen to it without having their religious tenets interfered with?—That is my impression. That is my conviction.

13518. Mr. *Dease.*—Let me ask you one question. In the case that Mr. Gibson has supposed, you say no question can be asked of a Roman Catholic child upon that point; would it be contrary to your rule to ask that question or to expound the meaning of the particular passage of Scripture Mr. Gibson alludes to, according to the mode in which Protestants would expound it, to a Protestant child standing side by side with a Roman Catholic child, or would you absolutely exclude all exposition or explanation on the subject?—We absolutely exclude any exposition upon any passage involving doctrinal points—It is merely upon the plain text of the Scripture—the narrative—it is merely upon this portion that the children are examined. No question according to the strict rule—and I believe that the rule is carried out—touching upon any point of doctrine involving controversy is allowed to be put to the children.

13519. And no explanation?—No explanation of any verse touching upon any controversial matter.

13520. But take the case that Mr. Gibson has supposed. Would there be no explanation at all—would it be simply read and passed over?—Read and passed over, so that no child could possibly take offence.

13521. Mr. *Stokes.*—What was the object of insisting that all the masters of your schools should be members of the Established Church?—That I cannot say. I believe it was according to the original charter.

13522. What is the object with which you register the creed of the children?—The Governors require that the numbers shall be returned to them of how many of each sect attend the schools; I do not know what their object may be.

13523. In instructing the children in religious knowledge, do you make any difference between the members of different Churches?—Oh, undoubtedly. None but the members of the Established Church are required to learn the Church Catechism—I always make it my business when about to commence to examine the children in the Church Catechism to require the others to leave the class.

13524. Master *Brooke.*—You said no question would be asked concerning doctrine?—Yes.

13525. Look at the third rule and see if there is any such prohibition as that?—"The teacher shall examine the children as to their understanding what they have read, explaining the sense of what they have read in plain language, without entering into controversial or abstruse matter."

13526. So I thought. That was my recollection. There is no prohibition of Christian doctrine, but of whatever is controversial and abstruse?—Yes, exactly; it is merely on the plain text they are questioned.

13527. May I ask, in your inspection, do you examine all the children?—Every child. When I first went round some teachers would say, "Oh, sir, these children are so young that they know nothing." My answer to that was, "If you have a baby in arms attending the school, that child should be inspected."

13528. Will you examine every child?—Every child. What I meant by that is, that the youngest child in the school is liable to be examined. Unless the In-

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spector examine every child, the teacher will not instruct them.

13529. Do you examine every child in their religious information?—Except the Roman Catholics and Dissenters, in the Church Catechism. They are not examined in it.

13530. But as to reading the Scriptures?—Undoubtedly.

13531. Every child?—Every child that is capable of reading the Scriptures. That is the rule.

13532. You examine them all?—Every one.

13533. And what is the nature of your examination?—I appoint, at each inspection, particular books of the Bible to be prepared against the next inspection—generally one book in the Old and one in the New Testament. The teacher then has six months for preparing the children in these books; and in these books only I examine the children.

13534. And what is the scope of your examination?—It is entirely confined to these books—just the same kind of examination as I would require the teacher to pursue—questioning the children upon the plain text, without entering into any matter involving controversy.

13535. As if you were examining a page of history?—Exactly so. I have never yet heard of any objection being made to any question I ever put to any Roman Catholic child, or to any Dissenter.

13536. And do you find any difference in the progress of these children, whether they be Roman Catholic or Protestant, in the knowledge of the Scriptures in the examination?—I must say that I generally find the Roman Catholic children answer in the Scripture better than the Protestants; and I can only account for it in one way, that probably the Bible is, in some degree, a new book to them. It is not the same everyday book to them as to the others.

13537. You think it more interesting to them?—It is more interesting to them. Perhaps they see less of the reading of it elsewhere, and their attention becomes therefore more directed to it when at school.

13538. Does it go so far that you find it a constant matter of observation that the Roman Catholic children answer better than the Protestants?—I would not say it is an invariable rule, but certainly in general they do. For instance, there is one school of ours in which there are say 70 children on the roll. I suppose there are 55, or close upon 60, of these Roman Catholics, and I do not, perhaps, get better answering in the Scriptures in any school in Ireland.

13539. Do you give premiums for good answering?—No, the Governors do not give premiums for good answering, merely for attendance. But in many of the schools the clergy or the local patrons give premiums for good answering and good conduct; but it is not a general thing.

13540. Have any of the children trained in your schools that distinguish themselves any advantage after leaving the schools?—Undoubtedly. The chairman was asking me just now what my opinion was as to the comparative efficiency of the Erasmus Smith's schools and others. A very striking instance has occurred within the last few weeks of the superiority of the Erasmus Smith's schools. I dare say it is known to the Commission the advantages which lads possess in going to the various branches of the Incorporated Society, There is one called Farra, and there are also the Pocock and Primrose Grange Institutions.

13541. Mr. *Dease*.—Where is Farra?—In the county of Westmeath; the Pocock Institution is near Kilkenny.

13542. Mr. *Sullivan*.—There is one at Dundalk?—A very excellent one at Dundalk.

13543. And Santry?—Santry, I believe, is a superior one. I think it is the finishing establishment for all these. The children of the various scriptural schools in different counties are eligible to these institutions on a competitive examination, sometimes conducted by, I believe, Fellows of College. They are educated free, and, I believe, clothed and ultimately forwarded, on a further competitive examination, to Santry, the finishing establishment. There their education is still conducted till it is complete. They are then, I believe, put out in life and assisted in every way. Well, I think it was about three weeks ago that there were six vacancies in the Incorporated Society's establishment at Dundalk. There were, I think, thirty-five candidates for these six vacancies, and of the six successful candidates from the various schools throughout the country, five were from Erasmus Smith's schools. I think, that is a very good proof of the efficiency of the Erasmus Smith's schools.

13544. Mr. *Gibson*.—Is the Dundalk Erasmus Smith's school not open to pay pupils?—The Governors have a school in Dundalk, but there is also this branch I speak of of the Incorporated Society.

13545. At Dundalk also?—At Dundalk also.

13546. What is the programme of the examination of the candidate teachers in your schools?—I examine them in all that they profess to know, but I do not insist upon their being perfect in every respect. For instance, supposing a man to be a candidate for a school of a low class, where there is scarcely anything but reading, writing, arithmetic, grammar, and geography taught, I would not reject that man because he is ignorant of Euclid, algebra, mensuration and trigonometry. But if a man professes to have a knowledge of these branches—which, I may observe, are extensively taught in most of our schools—I examine him in them in order that hereafter, if he should show himself fit for it, he may be promoted to a better class school.

13547. Then there is no particular requirements for your teachers?—No, sir; I invariably examine in the various branches that are taught in the schools generally—in reading, writing from dictation, composition, grammar, &c.

13548. You have a course in which the teacher must be examined, and prove himself competent before you can put him into a school?—Yes; before I can pass him, of course, I have to reject some. Since I was first appointed, nine years ago, I have examined upwards of three hundred teachers. Most of these were trained by the Church Education Society, a large number by the National Board. With regard to the present efficient condition of the Erasmus Smith's schools, the Governors, I think, have introduced rules and measures of late years, which have conduced very much to that end. On my recommendation they have quite changed the system of supplying school requisites and books for the schools. The previous practice was for the Governors to pay half the price of the books, and the superintending clergymen or the patrons of the school the remaining half. The books remained the property of the Governors and were never allowed to be taken out of the schools. The consequence was that the children went home each evening with no means of preparing their lessons for the following day, and returned perfectly ignorant of the business they were to be examined in. I proposed to the Governors that the system should be changed—that they should continue to pay half as before, but that the children should pay the other half instead of the clergyman or patron; that the books should become the property of the children, and that they should take them home and learn their lessons from them. The Governors have adopted that system, and I find it productive of great benefit; the children now can prepare their lessons for the following day.

13549. What is the duty of the superintending clergy?—To visit occasionally or as often as he pleases, and to see that the Governors' rules are carried out.

13550. Does he hold examination of the school?—Some clergymen do, some do not; some merely ask a few questions; others hold examinations into the various subjects of instruction.

13551. Then there is a certain amount of discretion which he may or may not exercise?—Exactly so; it is discretionary with them.

13552. Do they make any report to the Governors?—They make no formal reports unless there be an instance of misconduct on the part of the teacher; but, as superintendents, they possess a great deal of power. They enter the school at any time they please, of course,

and see that things are carried on properly, and if not they generally report to me—it is generally to me.

13553. What is the general average of the emoluments of the teacher in the Erasmus Smith's schools, the ordinary schools that you speak of, where they give simple elementary education?—About £25 is the fixed salary, with £5 gratuity.

13554. And is £30 the maximum?—The Governors always expect that an additional sum shall be made up from local sources, either the patrons, or the clergy, or the people of the district are required to make up something in addition.

13555. What would that supplemental fund amount to generally speaking?—Probably the man may be parish clerk and he would probably get £10 by that, and then from other sources perhaps he may get £10 more, and he has also what he can get from the pupils.

13556. Is there any dwelling-house attached to the school, or any land?—Not as a general rule, but several of the schools have a dwelling-house and land, generally two or three acres of land.

13557. That, of course, is a considerable addition to the emoluments of the teacher?—Oh, undoubtedly; the masters are not allowed to have above a certain portion. I do not think they are allowed to have more than three acres by the rules of the Governors.

13558. Do you give any agricultural instruction in any of your schools?—No.

13559. Mr. *Dease.*—Is there not agricultural instruction given at Farra?—It is not one of our schools, sir. Farra, and those schools that I have been speaking of, are institutions belonging to the Incorporated Society, and it is from our schools that the successful candidates that I spoke of came, and got into Farra, and the other institutions. Another improvement that the Governors have introduced, is to increase the number of premiums that are given to the teachers. They used to give, I think, six premiums to the best masters, and three to the best mistresses, that is to say, six premiums to the masters of the boys' schools that I considered best conducted, and three to the mistresses of the girls'. On my recommendation they have increased the number by giving now twelve premiums to the best masters, and six to the best mistresses at the close of each year; the value of the premium is a pound's worth of books.

13560. Mr. *Gibson.*—Do you choose the books for them, or do you allow them to choose the books for themselves?—A bookseller's catalogue is sent to them from the office, and they select what books they please, and then the Governors' label is affixed to the cover.

13561. Master *Brooke.*—Do the clergy who superintend the schools, upon the whole discharge their duty by frequent visiting?—Indeed, yes; there are some few exceptions where the clergy are rather, perhaps, indifferent, but as a body undoubtedly they take a great interest in the schools, and are very thankful, indeed, for the assistance the Governors give them.

13562. Do you find a benefit derived from that?—The greatest possible benefit from the frequent visits of the superintending clergyman and his family, and the visits of the local gentry. It always has a very beneficial effect upon the children.

13563. And probably upon the master?—Undoubtedly; bad masters require to be spurred on. Good masters require to be encouraged by the presence of the gentry.

13564. Mr. *Dease.*—You told us that the Scriptures are read by all the pupils in the schools?—Yes.

13565. All the pupils read the Scriptures, but only Protestants are examined in the Scriptures?—I beg your pardon, all are examined, but such questions only are put to them as cannot be offensive to a child of any denomination.

13566. You state that you never met an instance of any objection being made against any question in Scripture by the Roman Catholic children in attendance in your schools?—No, I have never met with such an objection.

13567. From whom would you expect such an objection to come?—The master. I think if a child objected to reading the Scriptures, or objected to certain questions, he would refuse to join the class. The master would naturally ask him the cause, and it would then be reported to me on coming round to examine, or perhaps there would be some child absent from his class. On inquiry the master would tell me then that he objects to reading the Scriptures.

13568. Then it is from the children that you expect the objection to come?—Not directly, but through the master.

13569. But to arise from the child, and to be made by the child to the master and reported to you?—Yes, or the child might address himself directly to me.

13570. Some of these children are probably, I suppose, six or seven years of age, and perhaps younger?—Yes; there are very few of six years of age able to read the Scriptures, though they are able to read easier books; because it is one of our rules that the Bible is not to be used as a book for teaching reading. It is not until a child is able to read pretty fluently, that he is allowed to read the Scriptures.

13571. Have you ever met with instances of objections being raised by the Roman Catholic clergy to members of their flock attending your schools?—I have—one or two instances. A case occurred about five years ago in a school in the North, in which a Roman Catholic clergyman withdrew most of the Roman Catholic children from the school.

13572. Where did they go when they left your school are you aware?—To the National school in the neighbourhood. The patron of the school mentioned the matter to me when I came round, and asked me if I wished to see the priest who had carried out his bishop's order, I willingly consented; and he invited him to his table, and me also; I showed the priest our rule, and made him understand perfectly the nature of it, that no question should be put to any of his flock that would be offensive to him. He attended the inspection on the following day, and heard me examine in secular subjects, and I believe in the Scriptures also—the children were soon after allowed to come back.

13573. Master *Brooke.*—The scholars returned, do you say?—They returned after the priest's visit to the school, and after they had been made fully aware of the stringency of the rule, and that it was stringently carried out both by the teacher and by me.

13574. Mr. *Dease.*—Is it what is known as the Authorized Version of the Scripture that is read?—Only the Authorized Version.

13575. The Bishop of *Meath*—What portion of the Scripture did you select on that occasion?—I do not recollect.

13576. Was it a parable?—I generally take one book of the Old Testament, say Genesis, and one of the New Testament, say St. Matthew's gospel, and, perhaps, for the next inspection say Exodus, from the Old Testament, and St. Mark's from the New Testament.

13577. In the particular case which you mentioned to Mr. Dease, what passage of Scripture did you select which produced such an effect upon the Roman Catholics?—It was the entire of the book whatever it was. I always give one of the Gospels and one of the books in the Old Testament for each inspection.

13578. You examine generally from the books of the Bible?—Yes.

13579. Not in particular passages?—No, just from the appointed books. They are expected to prepare the entire book.

13580. Mr. *Waldron.*—Could you mention to the Commission the name of that school?—I do not know whether the local parties would like it. However, I do not see that there would be any difficulty in the matter.

13581. Rev. Dr. *Wilson.*—Is it on public grounds you have an objection to mention the name of the school?—I really do not see that I should object to it. It was Eglinton, in the county of Derry. It occurred about five years ago. The priest attended the examinations the day after my interview with him, and was very well pleased with the general answering.

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13582. Mr. *Waldron.*—And all the Roman Catholic children went back with his consent?—Yes, they all by degrees returned at all events.

13583. Sir *Robert Kane.*—What Roman Catholic diocese is that in?—In the diocese of Derry.

13584. Mr. *Dease.*—Do you think a Protestant clergyman would be likely to object to members of his flock attending schools taught by a Roman Catholic teacher and managed by a Roman Catholic priest?—I cannot answer that question.

13585. Would you, by preference, send your own children to be educated by a Roman Catholic or a Protestant?—By a Protestant, undoubtedly; but it seems that Roman Catholic families do not object to send their children to our schools. I presume if they had the objection they would not send them.

13586. Is the marked pleasure you described Roman Catholic children as taking in reading the Protestant version of the Scriptures similar to the pleasure which we all, being weak creatures, take in doing what we are forbidden to do?—I do not think I said they took great pleasure in reading it.

13587. I understood you to say that you remarked they seemed to get on better, to answer better; and you accounted for that by supposing that as it was an unknown volume to them, they took great pleasure in reading it; greater pleasure than those accustomed to it?—They pay greater attention to it. I do not know that they take greater pleasure. Undoubtedly it must give greater pleasure.

13588. Do you at all attribute it to the reasons I have suggested?—to the fact that all of us take pleasure in doing what we are forbidden to do?—Well, I could not say that, I presume these children are not forbidden, otherwise they would not disobey the orders of their clergy.

13589. Mr. *Stokes.*—Does your inspection extend to all the Erasmus Smith's English schools?—Yes; all over Ireland.

13590. Is it confined to the English schools?—Yes; the classical schools are not subject to inspection.

13591. Are your schools scattered over the island?—There are about half a dozen counties in which we have no schools.

13592. Does it frequently happen that the Erasmus Smith's schools are found in the same places with Church Education and National Board schools?—Undoubtedly, and vie with them very successfully.

13593. In these places is not the inspection of the different classes of schools carried on by their three different officers, more or less at the public expense?—The inspection of the Erasmus Smith's schools is paid for out of the funds of that Board.

13594. Are not the Erasmus Smith, the National schools, and the Church Education schools inspected by three different classes of Inspectors?—Yes; but we never interfere with each other's schools.

13595. Could not the duty of inspecting the various classes of schools be very well combined, and conducted by the same officer?—If they are not conducted on the same principles I do not think they could.

13596. How does the inspection of the Erasmus Smith's schools differ from the inspection of the Church Education schools?—I do not assert that there is any great difference between these schools. I do not know whether as stringent a rule prevails in the Church Education Society as in ours, respecting the questioning of the children in the Scriptures. I do not know whether in the Church Education schools the teacher is or is not forbidden to enter into subjects of controversy. I rather think that in some schools it is allowed, but in ours the teachers are strictly forbidden.

13597. Is it part of your duty to extend your examination to religious instruction?—Yes; undoubtedly.

13598. Would a National school Inspector, confining his examination to secular subjects, answer all the purposes of your examination?—Oh, I should think not.

13599. The *Chairman.*—Are there any points upon which you would wish to make any observation to the Commission?—Well, no; nothing particular. I can only say I have been nine years engaged with the Board, and have furnished them with about 3,000 reports in that time—official reports—and that never, but I think in one instance, has any objection been made to the accuracy of my reports; and in that one instance the Governors decided the matter in my favour, and the master whom the superintendent of the school wished to support was dismissed by the Governors. As to the satisfaction of the Governors at the way in which I have discharged my duties, I beg to submit to your lordship a document I have brought with me.*

13600. The Bishop of *Meath.*—Are you satisfied generally with the accuracy of the reports made to you by the teachers of the attendance of the pupils?—Yes; I look into the books myself.

13601. What means, or have you any means of checking the accuracy of the returns?—We have three official school books, the register, the report, and the roll-book, and I look over each of these at each inspection. It is the duty of the teacher monthly to cross out the name of any child who has been absent for a month, and I see that that is done by looking at the previous month's attendance.

13602. Is the time of your visit known beforehand?—On the occasion of one visit I give notice, but not on the other.

13603. You go to each school on one occasion unexpectedly?—Yes, unexpectedly.

13604. The *Chairman.*—How are the schools you inspect provided with school requisites?—The Governors pay the half of the price of the requisites. I mention in my report when I visit the schools that I find certain books are wanted, and enter the particulars in my report, which goes to the Governors. They authorize the clergy of the parish to buy these books or requisites. The Governors pay one half their cost, and when the books are sent to the schools, the children purchase them for the other half.

13605. On your last inspection did you find the schools generally sufficiently well supplied with requisites?—There are one or two schools where, probably, there was something like remissness on the part of the patron or superintendent in seeing those books are procured, although the expense does not come out of their own pockets.

13606. What power have you, through yourself or through the Governors, to put pressure upon the managers of these schools to make better provision?—I can merely represent the matter to them, and remind them of their duty; and likewise report to the Governors that such a school is not sufficiently supplied with requisites, and that having mentioned the matter to the manager, it was not attended to.

13607. Taking the result of your last tour of inspection, what number of schools would you say were insufficiently provided with school requisites?—I should say that, out of the 150 schools there would not be half a dozen badly provided for. There are some few schools that are declining very considerably in the number of scholars. I believe the Governors are considering whether it is expedient to retain these. They consider, and I quite agree with them, that the salaries paid to the teachers might be more beneficially applied otherwise.

* *Copy of letter handed by Witness to the Chairman:—*

"Board Room, 11, Kildare-street, 11th May, 1863.

"My dear Sir,—The Governors, at their last meeting, had under their consideration the labour of your post as Inspector, and the expenses which you incur (with which they appear to be acquainted); and having, at the same time, in view the attention which you bestow upon the duties, and the satisfaction you have given, they resolved to increase your salary to £500 per annum; the Resolution being accompanied with an Order that you should be informed that no further increase can be made.

Faithfully yours,

"Eustace Thorp.

"W. H. Rudkin, esq."

13608. Are there not a considerable number of these schools that might be closed, and the money spent upon them taken elsewhere?—That is what I was suggesting; or the money might be applied in quite another way—for instance, in increasing the salaries of teachers. One of the great difficulties we have to contend against is, the procuring of efficient teachers. Unless the salary be sufficiently large, there is no inducement to a man of talent and education to devote himself to that employment. The consequence is that sometimes a school is left for six weeks or more without a teacher. The Governors also, in order to increase the efficiency of the schools have, on my recommendation, consented to the employment of paid monitors. In a large number of schools—about, I think, forty-seven—paid monitors are employed. The Governors pay half the salaries of these, and the local patron or superintendent pays the remainder.

13609. Mr. *Gibson.*—For how many pupils would you recommend the appointment of a monitor?—I think I would recommend the employment of a monitor where there were, say forty pupils.

13610. Are there many schools that have 45 pupils?—Oh yes; the average attendance at our schools is about 46. We have some schools where the children amount to 300.

The Rev. Dr. M'Ivor sworn and examined.

13611. The Bishop of *Meath.*—You are an Ex-Fellow of Trinity College, Dublin?—I am.

13612. You hold a College living now?—Yes.

13613. What is the name of it?—Ardstraw, county Tyrone, diocese of Derry.

13614. You have given particular attention to the subject of primary education in this country?—Yes; as a country clergyman I have.

13615. Have you given it any special attention?—I think I have.

13616. Speaking generally, do you approve of the system of National education in this country?—Yes; in comparison with any other system that I know.

13617. Are there any points in which you consider the primary education given under the National system in this country to be defective?—Yes.

13618. Would you specify briefly the most important of these points?—I do not think there is enough of teaching, even for the young children, and I think that, from the want of superior teaching, all children leave the schools except the young children, so that I think it is a very ineffective system, considered as a National system of education.

13619. Generally speaking, you do not consider that the children remain long enough at the primary schools to secure a permanent effect in educating them?—I do not—I am certain they do not.

13620. According to your experience, what is the average age at which a child leaves a primary school?—The age at which it *leaves* I am hardly sure I can say. *In* National schools the average age of children in industrious districts is between eight or nine.

13621. Would you consider that too early an age for the education they receive to make any permanent impression upon their minds?—I do, certainly.

13622. How does the want of the permanence of that impression show itself afterwards. What evidence have you?—Well, if anything induces the young people to come to night school, we see they have forgotten what they learned. Again, when they come to get married, we find they have forgotten what they learned when they are asked to write their names. A country clergyman has abundant opportunities of noticing that his people forget the little that they did learn at schools. Our very young classes are good and promising, and we expect a great deal from them, but as we have opportunities of noticing them, we notice from year to year that they forget.

13623. Do you consider that the amount of English teaching given in the primary schools is sufficient?—No; not even for young children.

13624. Where is it defective?—There is too little mental pabulum, too little instruction, too little mental training. Here, for instance, is the reading course of the National Board. There is the First Book, and it is almost all in the shape of positive teaching that the National Board child can get until he is fit for the Second Book, that is at the age of eight, when he is beginning to read nicely. This Second Book is almost the only reading-book recognised by the Board, and generally available for the schools for say a year and a half more; the next book for another year, according to the classes. The whole number of classes, for instance, would occupy perhaps, I believe four, or five, or six years, and this is the mental pabulum for this period.

13625. Is the per-centage of children who get into the highest reading-book large?—No; very small. About six per cent. at the Irish National schools get into this Fourth Book; about 15 per cent. get into the Third Book

13626. Can you offer any suggestion towards improving this defective English education?—Well, in the first instance the young children could learn to sing, and learn a great deal of poetry off by heart. I would wish singing to begin with their learning of the alphabet, so that the children would know a multitude of hymns and songs, and learn a great deal of the best English poetry while singing. That might remedy the deficiency in respect to the very young.

13627. What is the difficulty in the way of remedying the deficiency generally?—The power of getting books which would not be objected to by some one or other of the denominations; the difficulty of getting books to which some section of the Irish people would not object.

13628. Are the books of the National Board objected to generally throughout the country, in your experience?—No, I think not. These books are not generally objected to, but very much the contrary; they are much liked, indeed.

13629. What do you mean exactly by the difficulty of getting books that would not be objected to *more*?—For instance, if we wanted to get any version of the Bible, some one section would object to it. And even parts of these books are constantly objected to, so that the Board have very great difficulty in making them neutral enough to please different tastes. Then, we can't get school-libraries or even premium-books, for fear of objections.

13630. You stated just now that a very small per-centage of the children get into the Fourth Book?—I think about six per cent.

13631. Does not that Fourth Book supply a great deal of valuable information, if they continue long enough to read it?—It does. I think it an admirable book. All the Board's books are extremely good so far as they go.

13632. Then the difficulty seems to reduce itself to this, that the children do not remain long enough in the school to avail themselves of the instruction which these books are calculated to give them?—The school does not induce them to remain long enough. If the school were better I think they would be more willing to remain.

13633. What inducements, then, can the schools hold out to prevail upon the children to remain longer at them?—To give more instruction, and make the schools better, more English instruction while the children are young, and, after they are fit for them, higher subjects—thus making the schools sufficiently good to enable them to compete with the labour market. Nothing else will induce the children to remain at school.

13634. Do you consider that one reason why the children do not remain sufficiently long at school, is

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that the National system under its present conditions leads to nothing?—I do.

13635. How do you propose it should become more popular?—Generally by introducing classics and modern languages.

13636. Would the engrafting of classics and modern languages upon the primary system of education have any tendency to injure the latter?—Certainly not. I think for every reason it would improve it. It would improve it by keeping up the school attendance, retaining the more intelligent children for a longer time, and thus forming a nucleus for whatever teaching we wish.

13637. Is there a want of something intermediate between the National schools, as at present constituted, and the schools that give a higher education in the country?—A very calamitous want.

13638. What has that want been caused by mainly?—Directly by the action of the National Board.

13639. How?—By cutting out the previously existing schools. The previously existing schools were very defective in many respects, particularly in the lower English subjects, yet they were mainly supported by their English pupils. The country schoolmaster would have, perhaps, six, eight, or ten pupils in the classical class and thirty boys in English classes. The classical pupils were the nucleus of all superior teaching, yet when the English boys were taken away by the competition of the National system, the master was not able to keep the classical school. These classical schools, with their superior English, are now all gone, and we have only primary schools in their stead.

13640. Then, you say from your own experience that the general education of the country has suffered from the establishment of the National schools?—From my own experience, in a remarkable degree; and other injuries, especially the Endowed School Commission have brought out the fact that this deficiency is general.

13641. Can you refer to any statement in the Report of that Commission in support of your opinion?—Yes, the first sentence in the report of the Commission is to that effect.

13642. What is the statement to which you refer?—The first sentence of the report, which is as follows:—"We are of opinion—I. That the establishment of a system of primary education by the Government *has had* the effect of greatly diminishing the resources which, though no doubt scanty and imperfect, formerly enabled the middle classes, to a certain extent, to provide a suitable education for their children."—Report, p. 278, *et passim.*

They repeat this two or three times in their report; and, as an instance, they mention that there are ninety-one towns, having each above 2,000 inhabitants, according to the census of 1851, in which there is no grammar or superior English school in operation. In my own parish I have had many opportunities of seeing this deterioration of education.

13643. Do you think that it falls fairly within the province of the State to supply the deficiency, which it may to some extent, according to your statement, be considered as having created?—I do, especially as it can be done at no expense, or even at a saving of expense.

13644. Have you considered the subject sufficiently to show that the want could be supplied without any large additional expense?—Yes.

13645. Have you any scheme upon the subject?—Yes, I had a scheme which was laid before the Board of Education, which was approved by them, and by them submitted to the Government; and the estimate for which would be directly a cost to the country, supposing it to succeed, of £10,000 a year, and the saving would be £30,000 or £40,000.

13646. In what direction would the saving be effected?—The saving would arise where any school became a superior school. This would attract the more advanced children from other schools around, and so facilitate the converting of these other schools into female schools, saving one-third of the cost, and yet making them far more effective.

13647. Then, you would have a new classification of the schools under the National system of education?—I would not require that. Wherever classics happen to be required and to be taught, let the school be of any grade, as at present existing; then the master has only to signify to the Inspector that he has a classical class, the Inspector examines that class, and the teacher is paid a small sum by the Board, another small sum by the parents, and, perhaps, in time, other small sums from endowments, or by the local gentry interested in the school.

13648. How many of these higher schools would you propose to establish?—It would vary according to the popularity of the system.

13649. I mean according to your present ideas?—I fancy if they succeeded there would be 500. There would be one in every decent village in Ireland.

13650. The expense of that would be to some extent compensated for by an amalgamation of the lower schools?—No, but by reducing them from their being male schools to being female schools.

13651. Do you consider that would be an advantage?—I do. Independently of other reasons, I think that would be a great present advantage.

13652. How many of the lower schools would you propose to convert in this way?—Independently of this classical project, and merely for the sake of the English teaching, I think it would be a great advantage if the lower 3,000 schools of the system were converted into female schools.

13653. Have you considered how much the expense of the teaching staff would be thus diminished?—It might be set down as £8 or £10 a school.

13654. Would that cover the additional expense of the higher class of schools?—Yes, and give a saving of £20,000 or £30,000 besides.

13655. Master *Brooke.*—By female schools you mean schools with a woman as a teacher?—I should have said "mixed schools under female teachers," and these I think ought to be organized under the infant school system of teaching singing, poetry, demeanour, manners, &c.

13656. And that has been generally adopted in America?—I believe it has.

13657. The *Chairman.*—At what age would you make the boys leave the schools under a female teacher?—I would leave it optional with the parents to choose for themselves. As a general rule if there was a good school within three or four miles of them they would leave when they were ready to go into the Fourth Book; for an intelligent child that would be eleven or twelve.

13658. Do you think that women can manage any considerable number of boys up to the age of eleven or twelve?—I am sure they do manage them far better than men. That is my experience.

13659. The Bishop of *Meath.*—You said that the Board of National Education had adopted the principles of the plan you referred to?—They did, and proposed it to Government.

13660. With what result?—That they happened to combine it with another plan with which the Board itself acknowledges it has no immediate connexion.

13661. And you think that association was the cause of its not being adopted?—There is no doubt it is the cause. It is generally believed to be so.

13662. Could you state what is the main feature of the plan approved of by the Board of National Education?—It was that there should be a three years' course of classics in any National school in which it happened to be locally required, that is, where the master was able to teach it, and where the people were willing to pay for it. That these should be aided by being paid for by the Board by results, 10*s.* a year for each boy instructed in a classic language. That the children were expected to pay additional for this classical instruction, and the Board to pay a premium upon results.

13663. Did the Board lay down any fundamental

conditions to which these schools should be subjected?—Oh, yes, that classics should not interfere in any degree with the English teaching, except to improve it.

13664. Was there any condition proposed as to the amount of proficiency in English education to be previously attained by the pupils?—The Board's regulation was that no child should be allowed to commence Latin or Greek unless he were fit for the Fourth Book, which I think wise.

13665. Has the question been discussed, as to how this superior class of teachers is to be provided; where they are to come from?—They show themselves in every direction. I think a considerable amount of the old classical teaching still exists in the country, and in a very few years, say in three or four years, if this were sanctioned by the Board, we should have applications from teachers in every direction.

13666. Then you do not think it would be necessary to establish a separate training institution, or a separate training department, for the supply of such?—Certainly not.

13667. You would get a sufficient supply without any difficulty?—In three years there would be abundant applications.

13668. You consider that there would thus be a great improvement in the education of the country at large; do you think that these modifications would tend to improve the status and condition also of the teachers?—Oh, very much; for instance it would nearly double their salaries, and far more than double their social status. At present the social status of a National schoolmaster is extremely low. I cannot get even the children of the decent cottiers to allow themselves to be made schoolmasters of, the character of a schoolmaster has come down so low; whereas if many of them were classical teachers, and if they and their pupils might aspire to the learned professions, not only the classical teachers themselves would be more respected, but the whole body of teachers.

13669. Are you of opinion that at present there is no opportunity for a boy of superior abilities to emerge from the lower ranks into the higher, as we know a great many have done, under the old and imperfect system?—Generally over the country there is none; I mean in places where they used to exist.

13670. Do you know any particular place?—Yes, my own parish and the parishes around. The real argument that persuaded the Board of Education to accede to our wishes was this list of names [produced]. It is a list of names of 400 persons who in my parish actually reached the professions from the year 1800 until about ten years ago.

13671. The *Chairman*.—What professions?—Medical, clerical, and the law.

13672. Master *Brooke*.—Reached learned professions?—Yes; reached learned professions.

13673. Four hundred in one parish?—Yes; 400 upon one list that have reached these learned professions, with every reason to believe that the list does not include more than two-thirds.

13674. Rev. Dr. *Wilson*.—In what space of time do you say?—In about a generation and a half, from the year 1800 up till the time the National Board cut up the previously existing class of schools.

13675. The *Chairman*.—If the endowed schools throughout Ireland were generally efficient are they not sufficient in number to supply the superior instruction required?—Yes; I believe perfectly competent for the upper instruction, and if we had feeders for them they would come one by one into action again; but what they are really languishing for is want of pupils, and the real want of pupils is simply the want of schools—country feeders.

13676. Are they not in some cases languishing for want of efficient masters?—I do not think it possible for the most efficient master to teach unless he gets pupils. I think they generally are languishing for want of country feeders.

13677. What reasonable expectation would there be that your classical schoolmasters in these improved National schools would be willing to spend their time in teaching the lower English subjects and arithmetic and such like branches to their pupils?—Because their livelihood and credit would depend upon it.

13678. Would not they be apt to give too much attention to the classics and to neglect the lower subjects?—Oh, I think not; on the contrary, the presence of a superior class of boys in the school would tell in every department of that school.

13679. The Bishop of *Meath*.—If I understand you aright, it is for the purpose of enabling boys to emerge from the lower stratum of society into those above it, by means of education, that you suggest this plan?—That is one important object, but only one. I should be very sorry to see in that other paramount objects sacrificed.

13680. What other important objects?—The general education of the people. We cannot make every person a learned man; but while you are really cultivating some who have some higher fire you may make them "make the pace" for the community at large and the community go with them to a considerable extent.

13681. But, one great object is to provide means for clever and intelligent boys of the lower ranks to rise?—And the lower middle ranks.

13682. What do you mean by the lower middle?—For example, I mean respectable farmers in the north of Ireland, whose brothers are Presbyterian clergymen, perhaps, or navy doctors or army doctors. A great many of them are so.

13683. The necessity for schools of this kind exists chiefly in rural districts not in towns?—Yes, not in large towns. Large towns are able to supply themselves with what they require. It is in the better class of rural districts, and in small towns, that the want is most felt.

13684. Rev. Dr. *Wilson*.—Why cannot these comparatively comfortable farmers supply themselves?—Because it is too expensive for a farmer with twenty acres of land to send his son at the age of nine to say, Portora school. If he be a bright boy, and if he can get him taught as far as Virgil or Lucian for 10*s*. or £1 a quarter at home, then he and his friends might and would make an exertion to send him for a few years to a further school; but in order to get the first steps it is necessary they should have near them some such machinery as I propose.

13685. Have you the interest of all religious denominations equally in view?—I have; equally in view.

13686. Have you heard it alleged that the Roman Catholic part of the population are fairly furnished with such schools and do not require more?—I know that Roman Catholic clergy have made great exertions in many cases to supply them. In mixed districts there is not very much supply, for instance, there is none near us. In looking for these statistics I got, from a Roman Catholic to whom I applied, a list of five teachers and fifty persons of his acquaintance, who had reached the learned professions; and these were taught in a Roman Catholic chapel from want of a school, some Protestants and some Catholics. It was at the head of Baronscourt demesne.

13687. To what religious denomination did the teacher belong?—The teacher was a Roman Catholic, but many of the pupils were Protestants—a large number.

13688. A large number of the priesthood received their first education in these mixed schools in the north of Ireland?—A good many. My list includes a dean of Maynooth College, and several other dignitaries.

13689. How is the classical education of such parties now overtaken or provided for before their going to college?—There are a few classical schools now held here and in remote parts of the country. There is one near Maghera. I believe the Roman Catholic clergy exert themselves very much to bring bright boys to institutions suitable for their education for the clerical profession.

13690. Can you state whether the Roman Catholic population feel the want you speak of just as much as the Protestants?—I think rather more. Both in my own night school and in several other attempts I made,

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the great majority of the pupils were Roman Catholics.

13691. The Lord Bishop of *Meath*.—It has been said that such a plan would have a tendency to over-educate the lower classes of society, and raise them up, by a sort of forcing process, out of their natural sphere. Do you think that is a fair objection?—It is, and it is not, my lord. I have a great objection to persons being taught a few learned names, and then left under the impression they have learned a great deal, and know as much as persons who understand them, and I think a great deal of that is carried on under the present English system, and, in spite of the best exertions, under the present Irish system. But it is quite a different thing to teach substantial subjects, and has the opposite effect. For instance, in a mixed school, the clever boys learn classics and other large suggestive subjects, which tend to make them modest and thoughtful; while competition with these boys teaches the other boys to know their own measure, and, as we say in the country, the conceit is taken out of them; then the very bright boys also find their level when they leave home; they are very brilliant boys in the country, but the next school they go to they find they are well beaten. Any real learning of real subjects, with open competition, has a large indirect effect in educating the national mind.

13692. Do you think the National system is capable of improvement in the direction of establishing evening schools, a greater number of them, and on a better basis?—I do very much. I regret very much that the Board of Education do not give greater encouragement to night schools. I fancy their difficulty is the power of testing them, it is so difficult to inspect them rightly. The night schools in the country places, being held at night, it is very difficult for the Inspector to make certain that just returns are given of them. I fancy that this—this is only an imagination of my own—that this is one of the reasons why the National Board treat night schools with less favour than I think they ought.

13693. What class of pupils would attend a well organized evening school?—The best evening school I ever saw was one ten or eleven years ago, at Newtownstewart, in which we had classics. At that time I thought it a very easy thing to get the Board to recognise classics. I had a very admirable night school.

13694. What class of young men attended it?—The monitors, assistant teachers, young teachers from schools in the neighbourhood, and a few of the better class, my own children, for instance.

13695. Was it held in the school-house?—No, it was in a room connected with my own house. It was not inconvenient to me, for I was teaching my own boys at the time.

13696. Do you consider it desirable that the masters in these night schools should, generally speaking, be of a superior class as teachers?—In towns I think it would be of great importance; in country places it is specially requisite that they should be men of steady character and of weight with their neighbours, so as to see that the big boys and girls behaved themselves both in school and in going away from school. I find that when I have a female teacher of a mixed school she is not competent, generally speaking, to teach a night school. I must get some neighbouring male teacher, or some farmer to teach the night school.

13697. The *Chairman*.—Do you mean not competent in point of acquirements, or that the labour is too great?—The boys and girls are too big. Her acquirements are probably good enough; but she would hardly have command enough over her pupils.

13698. Do you think a National schoolmistress can, with advantage, teach a night school after her ordinary labours of the day?—Hardly in the country I think, unless a female work school. I have no doubt she could teach that with advantage.

13699. The Bishop of *Meath*.—Did you find that in the night school which you established many of the former pupils who had left the primary schools used to attend?—Yes, and they would do so still.

13700. That would be a valuable means of keeping up the knowledge they get in the primary school?—Yes; those who have been bright boys in the primary school keep up their advantages very well at a night school. Those who have not learned well before it is very difficult to bring on in a night school. I regret that the Board do not give more encouragement to night schools.

13701. Have you directed your attention to the difficulties that have been felt by the members of the Church Education Society in availing themselves of State aid?—Yes.

13702. Have you any idea as to how those difficulties might be removed?—I have always argued that large concessions should be made to schools not connected with the Board otherwise than by receiving grants of books, inspection, and payment for results.

13703. What concession would you be disposed to make in the case of the Church Education Society, the fundamental principle of which you know?—I would give books, inspection, and considerable proficiency premiums, including the extras.

13704. Would you require that they should recognise the fundamental rule of the Board respecting religious instruction?—No; as I understand your lordship's question.

13705. How would you then propose to act?—Supposing they refuse to have anything to say to the fundamental rule, either they, or the Christian Brothers' schools, or any other schools—I would still give books, inspection, and proficiency premiums, and I have argued for that in print for ten or twelve years.

13706. That is to say, you would recognise them as denominational schools?—I would create a fourth class of schools, headed "denominational schools receiving State aid."

13707. Would you extend that aid beyond the case of the Church Education Society's schools?—Certainly.

13708. You would extend it to any patron having denominational schools?—I would.

13709. Master *Brooke*.—And you include the training for the masters?—The training for the masters. That is mentioned in my pamphlet.

13710. Mr. *Gibson*:—With respect to such a mixed system as that, do you think the National Board could hold its ground against these optional denominational schools which you would originate?—I believe it would, and be strengthened. I believe that a very large number of Church Education Society's schools, for instance, which are at present kept from freely availing themselves of the advantages of the National Board merely by misconceptions, would thus get over their misconceptions and join the Board.

13711. I rather believe your suggestion embodies this misconception. It allows the parties to get aid from the Board. It appears to recognise the distinctive feature of the Church Education Society?—I only recognise it so far that I am willing to assist those who are working for the poor, without at the present time forcing them to accept our more tolerant principles. I would retain the National Boards' schools, and only in them would I pay to the master salary as such. My proposal was, that every National Board teacher's salary should consist of two portions—the larger, say two-thirds, being salary as such, and the lesser, one-third, payment by results. This one-third which would consist of payment by results I would give to denominational schools not connected with the Board. And I believe that a very large number of the schools which are at present not connected with the Board, would, upon accepting these terms, after a short time, desire a closer connexion with the Board.

13712. You would hold out the inducement of the additional pay?—I should be sorry to put it so, because I believe the real reason the Church Education patrons do not put their schools under the National Board is owing to a misconception.

13713. What is the misconception?—Because they think they are obliged to exclude the Bible from the schools.

13714. Rev. Dr. *Wilson.*—Do you agree with them in that?—I do not. Certainly not; it is an egregious misstatement of the fact. It is commonly stated by Church Education advocates that if we put our schools in connexion with the Board we would be obliged to exclude the Bible; and I believe if this conscientious mistake were removed nine-tenths of the clergy would connect themselves with it.

13715. Mr. *Gibson.*—Do not the National Board understand the Church Education to insist on it compulsorily?—They do.

13716. How could the National Board give up their misconception then?—I don't wish the National Board to give up its just conception. I approve of the principle of the National Board. I believe the principle of the National Board to be a Catholic and a Protestant principle in the right sense of both words, and that it is only a misconception on the part of Church Education patrons that keeps most of them from connecting their schools with the Board.

13717. The Church Education Society, as a consistent Church, lays it down as a principle, that at any time during the day, it is the duty of the teacher to enforce their peculiar religious tenets, which the ordinary teaching happens to bring before him; that if reading any book, reading any history it suggested any religious principle, he is at liberty to enforce that religious principle. Is that a misconception on the part of the Church Education Society?—Yes, and no. I distinguish between the clergy acting individually, and the platform statements that are allowed to pass current as the opinions of the Church Education Society.

13718. These statements have been made by the authorities of the Church Education Society?—I know the clergy sufficiently well to believe that many of these are quite contrary to their own personal wishes.

13719. On another matter would you let the Commissioners here know the practical working of a school such as you contemplate. Having classical instruction given in the first place, how many boys fit to receive classical instruction do you think are likely to be found in one of the schools?—Everything depends on the locality; for instance, in Newtownstewart, which is the school nearest me, I fancy in a very short time we should have twenty boys learning Latin and Greek, and about thirty boys learning French.

13720. We will take the case of the Newtownstewart school, with twenty classical boys, what would the teaching power be of that school that you would bring to bear, not merely on the classical instruction, but on the ordinary school instruction?—I am afraid I have peculiar views on that. I would diminish the teaching power generally. I would have fewer teachers.

13721. I wish to know what is the teaching power you would give?—At present we have only a master in the male school, and a pupil-teacher or a couple of monitors. I think that is quite sufficient. I am speaking of a school attended by twenty classical pupils.

13722. And fifty or sixty others unclassical. There would be a head master, and he would be entitled to an assistant?—One head master and one assistant, I think, would be quite sufficient.

13723. Do you consider that teaching power would be sufficient to teach the ordinary school business of a National school, and, at the same time, an adequate classical instruction?—I do. I think it quite sufficient.

13724. Would not these twenty boys receiving classical instruction be in different stages of classics. Some reading Cæsar, others as far as Virgil, others at Greek, some reading the Testament, and others reading Lucian. How many classical classes would you have in the school?—According to Mr. Macdonnell's proposal there would be three classes.

13725. I want you to give us your own view?—Three classes.

13726. What are these three classes?—A Lucian and Horace class, a Virgil or Cæsar class, and an elementary Latin class.

13727. Would you have them on the same day, all going at the same time? I am quite with you as to the importance of having classics taught, but I rather fear that to teach these schools efficiently both as classical and ordinary National schools, there should be additional teaching power?—My own impression is that many masters would not be desirable. I am satisfied that the fewer the masters, so as they are good, and well paid, in general the better the school we shall have.

13728. Do you think that two masters could discharge efficiently the duties of such a school as you now contemplate?—Allow me to make my school a model school and I will show you that they can.

13729. The Lord Bishop of *Meath.*—If I understand your plan aright, it does not contemplate having children in the advanced schools who would require the rudiments of primary education. You suppose that you have a tolerably educated set of persons already in the school which you contemplate?—Connected with the school we speak of there is an infant school besides.

13730. You spoke of 500 new schools. Do you propose that the pupils in them shall have already attained a certain amount of proficiency in English, and the other rudiments of education?—The majority of the children would be of the more intelligent class.

13731. Do you contemplate that in the higher order of schools there should be also classes for rudimentary education?—I should have no objection to that.

13732. Would there be any risk of the higher class of education interfering with the lower, and to avoid it should you have a large staff of teachers?—I have a great respect for the Scotch system, which combines them, and is extremely efficient with a small staff of teachers. May I read the statistics of a school I came casually across which is only a good example, not more than a good example, of a Scotch school in three or four of the northern counties.

13733. Is this the kind of school which you propose to create in Ireland?—The Irish system would approximate to this, and with some advantages; the lower English would be better in the Irish schools, and needlework would be taught. This extract relates to the school of Keith, in Banffshire. (Reads)—

"The population of the parish is about 6,000. Several other schools in it. In one, of the Free Church, classics are as effectively taught as in the parish school. Average attendance at the parish school, 225, now 242. Attended by both boys and girls, both of the poor and wealthier class. The course includes all the ordinary branches of both English and classical instruction. The staff is—one head master, who teaches classics and the highest English—salary, £225 per annum, thus made up—£70 from heritors or landlords, with an allowance of £10 for a house; endowments, £70; pupils' fees, £75. There is a second master, salary, £80, 'partly from Government, partly from pupils' fees, and three pupil teachers £17 10*s.* each, paid by Government; and this they find quite sufficient.' The two 'proofs' (the gentleman writes to me) 'of the efficiency of the classical department in our parochial schools,' to which you refer, are these: The first I give in my schoolmaster's own words—'From the time of my appointment in September, 1829, to March, 1862, the value of bursaries gained by scholars wholly educated by me, exclusive of those partly educated, exceeded the sum of all the salaries paid me during that time by £475 12*s.*'"

And this letter is accompanied by a letter from the Inspector of the district, stating "it is only a good school, rather above the average, but by no means the best."

13734. Did you say there were 225 pupils?—Yes.

13735. That is a very large school?—A very large school.

13736. How many teachers?—Two masters and three pupil teachers.

13737. Mr. *Gibson.*—Did I understand you aright in connexion with the question put by the Bishop of Meath, that you contemplate a school in which there would be several departments, several rooms, in which the infants would be in one room, the girls and boys in another, and the classical students in a third. Is that what you would do?—When they are divided, of course, the number of teachers must be increased, and I think in Ireland that, to some extent, is an advan-

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tage, because we require to train them to good manners; but, as a general rule, it is overdone in Ireland in the better class schools. There are too many masters and too little payment for each.

13738. Take the case of the one common school in the country with boys and girls and infants attending, and with a master able to teach classics. Do you think that he, taking up the teaching of classics, could be able, without time and additional assistance, to undertake the teaching of the other children in the school who were not learning classics?—Where the young children also attend I would have a female teacher in addition—a female assistant, especially one instructed in the training of infants' schools.

13739. In mixed schools there must be a workmistress. Unless the school attains a certain amount of pupils there cannot be at present an assistant. An efficient country school, say with eighty present, a sufficient staff for that would be a head master, one male assistant, and one female assistant?—I think that would be quite sufficient.

13740. With respect to night schools, do you think a teacher teaching all day, from ten to three o'clock, has sufficient energy to take charge of a night school that would keep him a couple of hours, and which, from the shortness of the time, requires an amount of energy and terseness of teaching, if I may use the expression, which a day school does not require?—A good deal would depend on whether it was dry drudgery or work which the teacher likes. If he likes the work I think he would have sufficient energy for the night school.

13741. Master *Brooke*.—You said that only fifteen per cent. of the pupils get to the Third Book. Is that right?—I take that from the published statistics of the Board.

13742. It is not your own observation?—In my own district, in which there are many schools, the percentage is higher.

13743. The 85 per cent. who never get to the Third Book, or that only read the Second Book, they leave school without having reached the Third Book?—Some of them continue longer at school, and read the Third Book. There are fifteen per cent. in the Third Book.

13744. I am speaking of the eighty-five who are not in the Third Book. I want to know what they have learned from the school?—They have read the Second Book; and there used to be a good book—the Sequel to the Second Class Book, which gave us a good class—which gave us the best prepared class in the National schools. The children read better in the Sequel Book, and spelled better, and appeared more hopeful than any other class in the school.

13745. That now is given up?—That now is given up.

13746. What I want to know is from your own observation of these children who left the school with so little information. Do you think they keep up their reading through life?—I am quite certain they do not.

13747. Do you often find books in the cottages, or do they form some of the amusements of the people?—Not often.

13748. Have you any booksellers' shops in Newtownstewart?—Not one.

13749. Is there any circulating library in the parish?—There have been several attempts made to establish one, but they always failed.

13750. Do you know of circulating libraries in Strabane or in Omagh?—There is a circulating library in Omagh, and they attempted to found a branch of it in Newtownstewart.

13751. What kind of books are there in that circulating library? Are you aware of the contents of the catalogue?—Good novels and books of travel.

13752. Have they books of travel?—They have.

13753. Are they popular?—Middling.

13754. Have you heard it stated that where there are circulating libraries in Ireland they are composed, almost exclusively, of works of fiction?—I think it important they should read even works of fiction, if they do not read anything else.

13755. Do you find newspapers very much?—They are very much about the town. There have been a great many newspapers within the last couple of years.

13756. Would it be a fair thing to say that the greatest amount of practical use they make of the information gathered at the schools is to read the papers?—I dare say it is; but they do not all read the newspapers. Many of them do not read the papers; the children leave the school before they could read the papers. A child in the Sequel Book could not read a newspaper.

13757. Do you know of the people gathering in crowds to hear a person read the newspaper?—Sometimes. It is not so frequent amongst us as in the South, but it does take place amongst us.

13758. Mr. *Gibson*.—Are there any reading clubs in your part of the country?—There are amongst the upper classes.

13759. Amongst the farmers?—Not amongst the farmers. We have a club and library in Newtownstewart, just dying, after a second or third attempt.

13760. Master *Brooke*.—You mentioned that the social position of the schoolmaster is much lower than you would wish?—Very much.

13761. Can you explain the reason of that?—I believe it is from his being confined to primary teaching. He is merely a primary master.

13762. Rev. Dr. *Wilson*.—Would not a competing system having such a variety of schoolmasters help in that direction?—In large towns I think, yes.

13763. And in country districts where you have opposition schools?—Rather the contrary; I think it has rather the contrary effect, because the children go sometimes to one and sometimes to another, and thus keep all the schools irregular and low. They generally run to the new master.

13764. Do you not think the undue multiplication of schools, both under the National Board and other parties, has tended to the deterioration of teachers?—I dare say it has, and partly for that reason I would wish to have the inferior schools made into infant schools and taught by females. We should get a better class of females than we do now of males.

13765. Master *Brooke*.—Your hope, I presume, would be that such a school as yours, where classics would be introduced, would divide into two schools—a lower school, under a female teacher, where children up to nine and ten would be taught, and a higher school?—Ours is a minor model school, and there is an infant school connected with it.

13766. In general, I understand you to say there would be a multiplication of schools taught by female teachers, which would lead to cheapness in the result, and then that the schoolmasters would be set apart for the teaching of higher schools, in which the classics would be taught. Do I collect rightly your view?—Yes; I think so. My expectation is that where at present there are five or six low schools competing with one another, one of them would presently take the lead as having classics taught in it; and then three or four of the others, I think, could, with great advantage, be made female schools; but in the classical schools I would have the infants taught, and be glad to have them taught, principally for the purpose of singing. I think it would be of great advantage that boys and girls should learn to sing. I don't think that would interfere with the classics or the classics interfere with it.

13767. The *Chairman*.—What schools are there in your parish?—About thirty schools.

13768. Are you a supporter of the National Board?—Yes.

13769. Are the schools under the National Board or the Church Education Society?—Four or five still remain under the Church Education Society; until within a very few years there were ten or eleven under the Church Education Society.

13770. Are you a patron of a National school?—Yes, of several.

13771. What organization would you have in your

night schools, supposing that a class of night schools were established that would be aided by the Board?—A master simply.

13772. Would he be the master of the day school or a separate person?—Probably the master of the same day school, or perhaps a master of some other day school in the neighbourhood. I have both at present in operation.

13773. From what class would you be able to get monitors or assistant teachers for a large night school?—From our Latin classes. We get the most intelligent and best taught boys from them.

13774. How many nights a week would your night schools meet?—Five.

13775. Would you teach reading and writing in the night school?—Writing certainly. It is essential.

13776. Are there any large manufactories in your parish?—Not in the parish; but just outside it there is a very important factory, the Zion Mills.

13777. In these mills do they employ male or female workers?—Principally females.

13778. What sort of mills are they?—Flax mills.

13779. Would it be very desirable to get some sort of schools established by the Board to which you would attract adult female workers in these large mills?—I think so. Mr. Herdman takes great pains with his school. He is the proprietor of these mills, and he has got a good school.

13780. Would the teachers of the night schools require to be paid at the same rate as National school teachers?—At present the Board pays them a very small sum, only £5 a year, which is far too little for an efficient master. It does not pay for candlelight and fire. I think they ought to be much more liberal to night schools.

13781. How many night schools are there in your parish aided by the Board?—At present I can hardly say there is one. There have been three or four applications for aid refused lately.

13782. Three or four refused?—Three or four refused very lately; for several reasons.

13783. Can you specify some of the reasons?—"Too irregularly kept" is one reason. They would have been more regularly kept if the Board had paid us.

13784. Rev. Dr. *Wilson.*—What are the reasons on the part of the Board—the principal one?—The principal reason for refusing aid to the school about which I am most anxious at present is that it has been too irregularly kept; that is, as I understand the Board's letter, they object to its being held only a few months in the year; which I think rather a foolish objection.

13785. Mr. *Gibson.*—Must not there be some period in which the school should be in operation?—I don't think a long period should be required. This school is in a district where the people are too busy in the summer season to attend. It is only in the winter season we can collect the big boys and girls to any school, and it is better to have a night school to which they would come in winter evenings than have them doing nothing. We have had this school going on every winter for many years, and we have never got anything from the Board.

13786. How many months in each year would you have it open?—About four or five months in the year—five I think. I think the Board generally ought to be more liberal to night schools.

13787. The *Chairman.*—Do you think some separate set of rules under which grants might be made to night schools would be desirable?—I never felt the necessity of new rules. Only, the Board should be more liberal.

13788. Would you have them as a separate class?—Yes, as night schools, as evening schools; that constitutes them a separate class in the Board's classification.

13789. Do you think if you got assistance from the Board that you could work night schools for young men as successfully as for females?—I believe so; and as bearing on your lordship's question, and your former questions about mills, will you allow me to read another extract respecting a Scotch night school in connexion with a mill—Dr. Livingstone's experience.

13790. What Dr. Livingstone?—The great Dr. Livingstone. (Reads)— *July* 16, 186

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"The earliest recollection of my mother recalls a picture so often seen among Scottish poor—that of the anxious housewife striving to make both ends meet. At the age of ten I was put into the factory as a 'piecer,' to aid by my earnings in lessening her anxiety. With part of my first week's earnings I purchased Ruddiman's 'Rudiments of Latin,' and pursued the study of that language for many years after with unabated ardour at an evening school, which met between the hours of eight and ten. The dictionary part of my labours was followed up till twelve o'clock, or later, if my mother did not interfere by jumping up and snatching the book out of my hand. I had to be back in the factory by six o'clock in the morning, and continued my work, with intervals for breakfast and dinner, till eight o'clock at night. I read in this way many of the classical authors, and knew Virgil and Horace at sixteen better than I do now. Our schoolmaster, happily still alive, was supported in part by the company. He was attentive and kind, and so moderate in his charges, that all those who wished for education might have obtained it. Many availed themselves of the privilege, and some of my schoolfellows now rank in position far above what they appeared likely to come to when in the village school. If such a system were established in England, it would prove a never-ending blessing to the poor."

We take a peculiar interest in this, my lord, because Dr. Livingstone's success as an explorer is partly due to a native of Ardstraw, who got his instruction in the same way at the Cape of Good Hope. Dr. Livingstone was taken and trained to the use of instruments by one of the gentlemen in the list I have alluded to; and several other gentlemen among them, two knights, and three or four clergymen of the Church of England, were born in the same house in my parish—indeed, on my glebe.

13791. Master *Brooke.*—Are you a patron of the Church Education Schools in your parish?—I am still patron of one, that is, I am manager. I can hardly say I am patron. The Lord Lieutenant is the patron.

13792. But you correspond with the Society?—I correspond with the Society. It is a very bad school.

13793. Rev. Dr. *Wilson.*—Which system do you approve of—the National Board or the Church Education Society?—I approve of the Church Education Society system for this one advantage, that the use of the Bible in these schools as a school-book, gives a great opportunity of more general reading and more varied instruction than the Board books. But with that single exception, I vastly prefer the National system. I have no doubt the advantage of principle is on the side of the Board. Generally speaking, their schools are much better.

13794. And as a citizen of which principle do you approve?—As a citizen I have no difficulty in saying I approve of the principle of the National Board.

13795. Do you approve of the principle of the Church Education Society, which establishes that every child attending, no matter of what denomination, must read the Word of God in the Authorized Version?—No, I think it is a most un-Catholic and un-Protestant principle. When urged as a principle I think it is quite untenable.

13796. Mr. *Stokes.*—On what principle would you say the State is justified in aiding education?—As a matter of benevolence and a matter of policy, I think it is far better to educate people and develope their resources than allow them to run wild, and afterwards come across them as criminals.

13797. Would you say the aid of the State should extend beyond the classes who are unable to educate their children themselves?—At present it does so; the highest instruction is largely subsidized by the State. I don't see why the intermediate should not get a little.

13798. Should aid come directly from endowments or taxes?—Partly from permanent endowments, such, for instance, as those of Trinity College, the Queen's Colleges, and the grant to Maynooth; and partly by yearly grants.

13799. You think the State should take on itself the whole education of the people?—I do not think

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so; but I think when the State does interfere at all it should take pains that its interference does not hurt the community, at all events. At present their interference in primary education has quite cut up secondary education, and I think, therefore, as to museums and learned societies, they ought to help us to re-establish it, especially when it will not cost them much.

13800. Do you advocate aid to secondary education on the ground that the persons receiving it are not able to provide education for themselves?—I do partly. Unless they get in the village school the rudiments of their secondary instruction they can never get it. It is only persons of £600, or £700, or £800 a year that can get secondary education, unless it is placed in connexion with the village school.

13801. Do you not find, as a matter of fact, that instruction in infant schools is extremely rudimentary?—Certainly, so it ought to be, with the exception of singing.

13802. Which is at present recreation rather than instruction?—But a very valuable branch of instruction, and a permanent resource and cultivation to the people.

13803. In reducing the schools generally to the rank of infant schools do you not limit the instruction?—No, I would not wish it to be limited. I would have the general conduct of the school to be that of infant schools—but with one, two, or three forms of the bigger children.

13804. Do you think it possible to give any considerable amount of instruction to the upper classes in schoolrooms where a good many noisy exercises, where a good deal of singing is going on?—Quite possible. I should expect in such a school to bring boys as far as Virgil and Lucian.

13805. In company with infants?—In company with infants.

13806. Have you observed what time it takes to get a child through the First Book?—I fancy about a year and a half, if the child go to school about five or six. He is not in Second Book till near eight.

13807. Don't you think that time might be shortened with advantage?—I don't know how it could be shortened. It is of advantage to the parent to have the child out of the way, and therefore it is sent to school very young; but the brains of the child are not yet developed. I think it would be hardly possible to shorten the time.

13808. Do you not think the child might acquire all the reading in that book in six months?—Yes, if a child commence at seven or eight, of course it might do it in three months. It depends upon what age the child commences at. Similarly, if a person commenced all the Board's books at the age of twelve, he could read them in three weeks.

13809. Would not the success of night schools depend very much on the voluntary efforts of some one or more of the upper classes who devoted himself to a particular school?—Only to a small degree. For instance, my own night school is held on my own premises, yet it depends on what I teach them whether I can get any night school or not.

13810. Do you think any amount of money the State could be reasonably expected to offer to the masters would bring to the night school a class of persons able to teach as well as you yourself teach?—I only taught the Latin class. Certainly the higher fees and higher status must chiefly pay the master for his higher subjects, and that is what I depend on generally for making it profitable; but even a small Government payment will greatly enhance this. If the Government offered £300 or £400 a year for teachers of the higher ranks to come down to such schools, we could not get them. But if they offered £6 or £8 a year in addition to the salaries they are at present receiving, they would be glad to work for it. It is like a good service penny a day added to soldiers' pay; an additional twopence a day to sappers and miners makes a great difference. Threepence a day is not much to ask a man to work for, but if it be an addition to his actual payment, he will be glad to work for it.

13811. Did I hear you say, in answer to the Chairman, that the endowments already existing for secondary education are amply sufficient for the purpose?—I did; when well utilized—I believe so—amply sufficient.

13812. Rev. Dr. *Wilson.*—What prevents this utilization?—As a general rule, the want of pupils; for instance, there are many diocesan schools in which there are quite competent teachers; yet they have not pupils. Country feeders would give them pupils, and thereby utilize their existing school machinery.

13813. Does the administration not interfere with their usefulness?—I have heard that said, but I have never seen it.

13814. With regard to payments and the fees of pupils, do you think that even in the north of Ireland they have reached the maximum of payments of fees by pupils?—Yes; I think they have reached the maximum point of payment by pupils, unless higher branches are taught; but if higher branches are taught, I am sure any amount, up to the money at present given for secondary education, could be diverted to National schools.

13815. Are the schools in connexion with Zion Mills for the education of the children of the workpeople?—Yes; at least one good school.

13816. Is it a National school?—A National school.

13817. Under whose management?—Under the management of the proprietor.

13818. He is a layman?—A layman.

13819. What denomination?—A very liberal-minded Presbyterian.

13820. Are those workpeople composed of the different religious denominations?—I think so.

13821. What provision is made for religious instruction?—The ordinary provision of a non-vested school.

13822. Are the children in any way interfered with in their religion?—I do not believe it. I never heard it.

13823. You have said that you yourself are an advocate of the non-sectarian system—the present National system of education?—I am, so as it is not pressed beyond its natural action.

13824. You, as a patron of a National school, can give religious instruction to Protestant children attending your school, such as you approve of?—Certainly.

13825. And is every facility given to Roman Catholic children to withdraw during religious instruction?—Every facility.

13826. Has the National system of education been, in your opinion, successful so far?—Remarkably successful so far as securing an access to the people.

13827. Are not prejudices against the National system giving way?—On the part of the laity they have given way for a long time.

13828. To what laity do you refer?—The laity of all denominations.

13829. Have there not already been considerable accessions of Established Church ministers to the system?—I am not aware. I am sure that some have.

13830. We have it in evidence that there has been a considerable increase on the part of the clergy of the Established Church as patrons of National schools?—It has not come across me; but I know many individual clergymen who are patrons.

13831. At such a time should you consider it a proper course to arrest the progress of departing prejudices?—I would deplore it as one of the greatest calamities that could happen Ireland, though you see I object to very many things connected with the Board. I am by no means slavishly attached to it.

13832. You referred to a plan by which the Church Education Society and the Christian Brothers could take aid from the Board in the way of books. Do you think the books of the National Board would give satisfaction to the Church Education Society and the Christian Brothers?—To the Church Education Society I am sure they would.

13833. We have it before us that not to any large extent are the Board's books used by the Church Edu-

cation Society. What books are generally in use in their schools?—I forget which of the societies supplies them.

13834. The Christian Knowledge?—Yes, the Christian Knowledge Society; and their books, I think, are very inferior even in the estimation of an ordinary Church Education clergyman to the National Board books even in respect of pervading religiousness.

13835. Are these books used in the Church Education Society's school which you superintend?—They are.

13836. And which books do you prefer—those books or the National Board's books?—The National Board's vastly. I know many clergymen—Church Education Society men—who keep their schools as Church Education schools, yet every one of whom acknowledges the National books are vastly superior to their own even in the respects they esteem.

13837. Have you had an opportunity of visiting Christian Brothers' schools?—I regret to say I have not.

13838. Have you seen any of their books?—No. I have heard a high character of them. I have been promised copies of them. I believe they are good books.

13839. Are you aware the same principle pervades the Church Education system and the Christian Brothers' system as to interweaving the religious instruction with the secular in their schools?—I am aware that it pervades these two systems; and it pervades to a far greater extent the National system. The National system embraces a careful Christian religious instruction within its secular teaching.

13840. Explain that. Is your meaning that there is a large amount of careful religious instruction in the books?—Yes; for instance, in this last lesson of the First Book [produced]. Again, an analysis of the Second Book will show that not less than one-third of its entire bulk is taken up with careful religious instruction; that is a greater bulk than there is in the books used by the Church Education schools, and so on with all the books.

13841. Do you regard that instruction which is properly designated religious instruction as belonging to the moral element?—I reckon it to be both moral, secular, and literary. I should think it very strange literary instruction which could omit it.

13842. Is it your opinion that the instruction given in these books to which you refer, combines both literary and moral instruction?—That is the name given by the Board; but "literary and moral," in the Board's meaning, includes religious instruction, and a very large amount of it.

13843. Is there any special religious instruction given in it—anything that might be designated peculiarly sectarian?—No; not sectarian—Catholic, in the sense of comprehensive. I consider it to be Catholic instruction in the sense in which in the creed I use the words, "I believe in the Holy Catholic Church."

13844. Are you aware that the instruction in history in the books of the two Societies you have referred to—The Church Education Society and the Christian Brothers—is considerably opposed one to the other?—I have mentioned that I have never studied the Christian Brothers' books.

13845. How should you undertake to benefit these two classes of schools by giving them books, when each Society prefers its own books?—I have thought of that. I would instruct the Inspectors to allow, under certain restrictions, a choice of books; the children should be classified according to the Board's books, and should be questioned in those books, or in just equivalents. I think the Board ought to be very liberal in recognising equivalent books.

13846. That the Inspectors should examine in their own books?—Generally in their own books. I think the Board ought to be very liberal in mind as well as in money to any non-connected school.

13847. Of what religious denomination would the Inspectors be?—Of every religious denomination in Ireland.

13848. Are they located in any specific part of the country with regard to their religious denomination. Are the Presbyterians in one district?—No.

13849. They are relieved from time to time?—Relieved from time to time.

13850. Could you say how it would be possible for Inspectors of a different denomination to inspect these schools under the circumstances I have referred to with comfort to themselves and advantage to the schools?—I should think it quite possible. I suppose the Board would only recognise books containing general religious instruction similar to that of the Board's books.

13851. But suppose the books are not similar to those of the Board, but decidedly sectarian—opposed to each other in principle and statement—and acknowledged as such by the parties?—At the inspection the Inspector need not examine in the sectarian parts of such books.

13852. The *Chairman.*—How, if each of those societies were allowed to have their own books—how would you get money allowance made to the different schools for the books they use?—My project was that the payment should depend on the progress of the children as classified by the Board's books. And I now mention that books of a similar class might be allowed—so many children up to the programme of the second class; so many children placed up to the programme of the third class; and so forth—all to be examined either in the National books or books of similar difficulty, and on the same subjects.

13853. Would you propose that the Board should licence a certain number of the Christian Brothers' books, and then furnish those at reduced rates as they do their own books in the National schools?—I think it would not be fair to ask the Board to supply any books but their own; they should tolerate certain books, reserving to themselves power to exclude any they found offensive.

13854. What is the assistance, in the way of books, you would extend to those societies?—I would give the Board's books gratis; if they wished to have any other books let them buy them.

13855. Rev. Dr. *Wilson.*—Then, practically, such schools would derive no advantage from your proposal?—Not in books; they would have inspection and payment by results; but I fancy if the Board offered their books gratis, and that the parties had the alternative of buying their own books, after a while they would take the Board's books, finding those books were really not so objectionable.

13856. What really keeps out the Board's books at present from many schools, as alleged, is the supposition, on the part of the clergy and others, that religion is excluded from them?—Yes; but I insist it is not excluded from them.

13857. Mr. *Dease.*—Is not the objection to these books on the part of a certain section of the community, not that religion is excluded, but that there is too much of it included?—I have heard that also; but, on the contrary, the most authentic papers on the part of the Church Education Society urge that it is secular merely.

13858. Rev. Dr. *Wilson.*—To what class of schools would you apply your plan besides these of the Church?—To all schools that applied for aid.

13859. Even those schools of the Church Education Society that have two, four, six, or eight children in attendance?—Certainly. I think the Board ought to be very liberal to all persons wishing to assist education. Of course the grant to such schools would be very small, and it is to be hoped it would grow larger.

13860. Would you regard it as prudent or fair—prudent in itself and fair towards the State—to support schools with only two, six, ten, or twelve children in attendance?—Yes; to the extent to which they are paid. A school of two, on my plan, would get, perhaps, two shillings a year; a well conducted school of fifty would probably get £16 or £18 a year.

13861. With regard to the classical instruction, do you propose to engraft it on the system generally, or to confine it to the model schools only?—No. I am anxious to keep the question separate from that of model schools, which are generally in large towns. The large towns can supply themselves with what they want.

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13862. But do you propose to shut out such?—No, I should be sorry to shut it out from them.

13863. I see according to a report of 1866, you had classics and French in the model schools of your own district?—Yes.

13864. Are you aware of the reasons they ceased to be taught there?—The Board stopped it formally.

13865. Who were the persons that attended it?—The children from the immediate district.

13866. What effect had that on the children attending the school?—It immediately disorganized the school. All the upper boys went; all the boys in the fourth and fifth classes: all went. Yet our experiment was succeeding. Though it had been only going on for a year or a year and a quarter, and under difficulties, several of the boys had learned enough to make it worth their parents' while to send them to other schools; and four or five of them are going on very well in the world. Last year one of them got a double scholarship in the college in Galway; the best pupil in the Magee College is one of these boys, and one or two of them hold scholarships in the Belfast College—although it was only allowed in the first instance during play hours, then for six months an hour a day, and three months half an hour a day; and we had a splendid English school at the time. The Inspectors were scarcely able to examine our English classes.

13867. Are you aware that from all districts in the country, from the south as well as the north, representatives of all denominations were in favour of classical instruction in the model school?—They were, and in other schools besides model schools. Might I read a letter from Bishop Moriarty on the subject.

13868. Addressed to you?—Addressed to me. It was a private letter, but he afterwards allowed me to make use of it.

13869. What date?—It is about a year ago. (Reads)—

"There can be no doubt that the union of classics with English would be most useful, and is much required. 'Forty years ago many of our youth knew Greek better than English.' . . . . .
In addition to the interesting facts you mention I can say, that the assistant classical teacher whom I have now teaching in the room below me had a school in a thatched cabin, in the village of Ardfert, for about thirty years. During that time he gave a classical education to 250 young men, who are now priests on home and foreign mission, besides a considerable number in the medical and other professions. Of the many who passed through this school he tells me not more than six or seven remained at the plough—a proof that classical education is the upperward path. One day as I stood with this old man on St. Brandon's hill, at Ardfert, and looked on the large plain around, dotted with good farm houses, 'See,' said he, 'I have taken a priest out of every brick chimney within your view.' This man's name is Pierce; he is an A.B. of Trinity College."

13870. Now are you aware that in the districts of Athy and Clonmel, as well as in Newtownstewart and other places where there are model schools, from your reading the reports of the Board, that representative men, priests, ministers of the different denominations, the Head and District Inspectors, Roman Catholic as well as Protestant, were anxious to introduce classical instruction into the model schools?—I have heard that; and a few years ago I knew many Roman Catholic clergymen who were just as anxious on the subject as I was.

13871. You stated so in your evidence to-day?—I did.

13872. And said at the time you thought it an easy thing to get the Board to recognise the classics—what time was that?—About ten or eleven years ago.

13873. What led you to think it an easy thing?—Many reasons; chiefly from finding the Resident Commissioner so thoroughly to enter into my views.

13874. And can you account for nothing being done in that department?—Sectional jealousies in Ireland have hindered him, and hindered every one else, I believe.

13875. Rev. Mr. *Cowie*.—Would not your scheme of aid to middle class education require a separate sanction from Parliament?—I am not sure it would. It requires the money to be voted by Parliament.

13876. For that special purpose?—Yes; there was an item of £1,041 in the year 1866–7 in the estimates for the purpose, and in consequence of some opposition in the House, Government did not press it.

13877. It clearly would not be fair to take money out of the sum at present voted by Parliament for such a purpose, would it?—I think it quite fair, if only for the purpose of improving the English education; but it is better it should be distinctly voted.

13878. Is not the money distinctly understood to be voted for the education of the poor?—I should think not. For the poor and all those who cannot get education without Government aid—the scattered few of the better class—that is, of the class above the poor—really need the State assistance. The State should care quite as much for them as for the poor themselves.

13879. Will not the way in which the model schools have been made use of by the professional and independent people in the country rather hinder such a plan?—I should think not. I think it myself a great advantage that a few children of the upper classes should mix themselves with the teaching of the humbler class, provided they don't keep out humble people. I think if the attendance of the children of the Mayor of Derry at the model school in Derry kept out any poor children it would be a very great wrong; but I don't believe it does keep out any.

13880. Do you think I ought to be taxed to educate the children of a physician in Belfast?—No, I don't want you to be taxed; but I think the physician in Belfast ought to be allowed to supplement your taxation by helping to pay for the schoolmaster. You know those better classes make a larger payment. By my proposal they would make a considerably larger payment, and thus supplement your taxation.

13881. Is there not a rule of the Board which forbids more than 5*s.* a quarter to be taken for any child?—I don't know there is; on the contrary, the Board anticipates, with reference to classics, that they should double the pay. It is mentioned in Mr. Macdonnell's plan even that the five shillings should be doubled. But it is better that the teacher should have a pound a year from a physician in Belfast, to your relief, than that he should not have it. His giving a pound a year does not tax you, it rather relieves your taxation, for you both get a better class teacher.

13882. He receives for his pound a year what is perhaps worth about £30; the difference is what I have to pay. Do not I pay £29 a year?—I don't think the education he gets at present is worth much.

13883. What is the average cost of educating a child at a middle class school in Ireland?—We have none. They are all destroyed, except for the upper class.

13884. Well, the classical schools of Erasmus Smith's foundation?—Some of these are high class schools, such as Tipperary. The only ones that I know—Tipperary and Drogheda—are high class schools. They charge £50 a year, I suppose.

13885. Mr. *Gibson*.—For boarders?—For boarders; and £6 a year, perhaps, for a day boy.

13886. Mr. *Dease*.—Are you aware that a pound a quarter is generally paid for classical education wherever it is to be had?—It used to be. That was the common payment. The proposed payment in the Board's schools is £1 a year.

13887. One-fourth of what it used to be?—Yes, and of what is charged now where such a thing exists. But I am afraid now we have to give more in consequence of the opportunities being so few.

13888. What is the influence to which you have alluded that induced many of the clergy publicly to refuse aid from the National system—on the ground of objections which you think have not much weight with themselves individually?—I must guard myself. I did not put it so; but I must say that speakers upon Church Education platforms have mentioned things which are not true—which many of individual clergy-

men know are not true—and which all would find out to be untrue if they were in closer connexion with the Board.

13889. And if they know they are not true, to what influence do you attribute the fact of the speakers having made these statements?—The persons who make them believe them to be true. I must say, however, some of the leaders of the Church Education Society have spoken very ambiguously, so that they were understood to speak in one sense, and could defend their words in another.

13890. Do persons who can pay for the education of their own children generally choose denominational schools, with teachers of their own religious denomination—often clergymen—or mixed schools, where the teachers may probably be of a different religious denomination from their own?—Where both are equally accessible they prefer their own denomination generally, and I think they are right.

13891. Do you consider there would be, if I may use the phrase, more freedom of education in a scheme that would make it optional for a patron to make his school either denominational or not, than in a system which absolutely obliges him to make it non-denominational, and practically obliges him to use a special set of school books?—The words freedom of education are ambiguous. I want to know whether it is the freedom of the patron, or the freedom of the parent?

13892. I would apply it to both parent and patron?—That generally is not possible; that is the case of Louis Quatorze and the Protestants. The Protestants say, it is against our conscience to be persecuted for our religion. Louis XIV. says, it is against my conscience not to persecute you; and should not my conscience be indulged as well as yours? It is not possible to indulge *both*. At present in Ireland freedom of education generally means freedom for the clergy of one denomination to insist that the humbler laity shall be under their authority. Freedom of instruction, in the sense of a *parent's* liberty of choice, *is now secured* by the Board's fundamental rule; and, therefore, I think it a good principle, and that the contrary proposition is wrong.

13893. Don't you consider there is greater freedom of education for the parent in a system where he is allowed an education which shall embrace religious instruction, if he wishes to have it given to his children along with ordinary literary instruction, than in one that keeps them apart?—Certainly; and, therefore, I think the Board is bound to do as they do even in non-vested schools—where the patron is obliged to secure the child of a different denomination an opportunity of refusing religious instruction he does not like, and of going elsewhere to receive what his parents approve. In the model schools the Board allow the clergy of different denominations liberty to attend and give religious instruction. Thus the parents' liberty of instruction is, I believe, thoroughly carried out by the Board's fundamental rule; and "liberty of instruction," as now used by religious parties in Ireland, only means liberty for one denomination to tyrannize over the rest.

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Rev. Dr. M'Ivor.

13894. You would not deem it the duty of the State, in education, to place, by the aid of State grants, the poor man as far as possible in the position of his richer neighbour?—I would, as far as possible; and one reason why I wish to extend this half connexion of schools with the Board, is, that I wish, as far as possible, to help everybody. I think a little opposition is very useful in country places for educational purposes. I should be glad to see all persons who are anxious for the welfare of the poor working in their own way; and I think the Government ought to be very liberal and tolerant towards such persons. They should not insist on everybody adopting liberal views for the present, but ought to trust to the ultimate result.

13895. Do you think in that sense there would be more freedom of education in allowing the patron to choose whether the school should be denominational or mixed, and paying him in either case?—No; I am sure there would be less liberty of education—that is, that the patron would insist that the *parents* in his neighbourhood should buy their school education at the cost of conscientious scruples.

13896. Do you think that is never done now?—I don't think it is ever done in the National schools; and I think it is done far less than is supposed in Church Education schools. Practically, I think it never takes place, or almost never. I know the case of a school in which as long as it was a Church Education school, the Roman Catholic children went away when the reading of the Scriptures commenced; and when the same school was made a National school, the same Roman Catholics remained, by their parents desire, and took part in the Scripture reading.

[Adjourned.]

THIRTY-FIFTH DAY.—DUBLIN, FRIDAY, JULY 17, 1868.

PRESENT:

The Right Hon. The Earl of POWIS, *Chairman.*

The Right Hon. The Earl of DUNRAVEN, K.P.
The Right Hon. and Most Rev. The Lord Bishop of MEATH.
The Right Hon. Lord CLONBROCK.
Sir ROBERT KANE, F.R.S.
WILLIAM BROOKE, Esq., M.C.
Rev. DAVID WILSON, D.D.
Rev. BENJAMIN MORGAN COWIE, B.D.
JAMES ARTHUR DEASE, Esq.
JAMES GIBSON, Esq.
SCOTT NASMYTH STOKES, Esq.
WILLIAM K. SULLIVAN, Esq., PH.D.

D. B. DUNNE, Esq., *Secretary.*

JOHN EDWARD SHERIDAN, Esq., one of the Head Inspectors under the National Board of Education, further examined.

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John Edward Sheridan, esq.

13897. The *Chairman.*—Do you wish to give any explanation of your answer to the question 5417?—I wish to state, my lord, that, whether owing to inadvertence on my part, or to mistake made on the part of the reporter, the word "instruction" has been inserted instead of "classification." I merely meant to say that the classification of the pupils, and the rate of progress from class to class were low; but I never intended to say that the education was low, or that the instruction was low, and I did not say that in any previous part of my evidence.

13898. Do you wish to make a further statement as to your evidence in answer to question 5819?—I do, my lord. When last I had the honour of appearing before this Commission, I was asked (question 5819) whether my report for 1860 was the only report of mine that had been suppressed, and I replied that my report for 1864, in which I had entered at some length into the question of convent schools, was returned to me for revision by one of the heads of the office, in order that I might omit the passages relative to the convent schools. It will be in the recollection

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of the Royal Commissioners that there then ensued a considerable discussion as to the admissibility of that report as evidence, the details of which discussion, as it led to no satisfactory result, were, at my suggestion, struck out of the shorthand writer's notes. Having found, however, on revising my evidence, that my answer to question 5819, as it stands thus isolated, is calculated to convey a very erroneous impression as to the facts of this somewhat disagreeable case, I have thought it due, both to myself and to the Commissioners whom I serve, to avail myself of this opportunity of making a plain statement of what really occurred in regard to that report of mine. Having been censured by the Board for publishing my letter to the Editor of the *Dublin Evening Mail* (which I had the honour of reading before this Commission on the 2nd ultimo), and having been thus debarred from the privilege of vindicating my opinions further through the public press, I deemed it a duty I owed to myself to place on record in a more legitimate form my deliberate judgment regarding the merits and services of the convent National schools, and with that view, when writing my next annual report (that for 1864), after giving the statistics of ten convent schools, which I had inspected in the course of that year, I took occasion to insert the following remarks in reference to this class of schools :—

"There has recently been published a striking testimony to the importance and value of this class of schools, their value to the country, and their value to the National system of education. The special correspondent of the *Morning Herald*, a London newspaper—which, if not unprejudiced, is certainly not prejudiced in favour of convents and convent schools—having lately visited Limerick, took great pains to make himself acquainted with the different educational establishments in that city, and he thus speaks of the five convent National schools of Limerick, which are educating, as he states, some two thousand eight hundred children :—

" 'The instruction in these schools is, in my opinion, far more practical than that which is given to boys. It aims at imparting a good and useful education. There is nothing showy about it, but it makes the pupils read and write well, gives them a competent knowledge of arithmetic, and teaches them needlework. I went through the Pery-square school, and was much pleased with it. The pupils are evidently, for the most part, the children of the very poor, and it must be a matter of some difficulty to reconcile them to the habits of order and cleanliness which are here observed. About the whole establishment, however, there was an air of decency, regularity, and content. The Sisters of Mercy, that most useful of all societies in a Catholic country, did their work with that simple, unostentatious earnestness which everyone who has ever watched them must have remarked, and the children appeared to be happy under their care, and anxious to win their approval. It is a very fortunate thing for the National system of education in Ireland that the authorities have had the good sense to sanction the nuns' schools, and that the nuns have, in so many cases, been content to work under the National Board. The ultra-Protestant feeling of Ireland is to some extent opposed to this arrangement; but the advantages it secures are so obvious that it is certain to be maintained.'

"In my general report for 1860, I considered it my duty to point out certain defects appertaining to this class of National schools; but in doing so, I never intended to convey, nor did I expect that I should be understood by any person to mean, either that these defects were to be found in all convent National schools, or even that all the defects specified were to be found in any one of them. I merely intended to point out the defects as incidental to the convent school system, and not as characteristic of each individual school, and I did so in the hope that, partly by the official action of the Board, partly by the non-official action of the Board's Inspectors, and partly by the spontaneous action of the nuns themselves, the defects specified would in time be remedied wherever they were found to exist; but when calling attention to these defects, lest my motives and feelings should be misunderstood, I took care not to conceal my appreciation of the merits of these schools, and the important services rendered by them to the cause of popular education. Notwithstanding this precaution, however, I was supremely astonished and mortified to find that, after an interval of almost four years, this part of my report was seized upon and dragged into public discussion, for the purpose of proving by my testimony that convent National schools were 'inefficient, intolerant,' and 'conducted upon principles inconsistent with those of the National system,' and consequently utterly undeserving of aid from the State or support from the public. I owe it to myself to protest here that the remarks which I deemed it my duty to make in reference to this class of schools in my general report for 1860, were never intended to suggest any such conclusions, and that such conclusions are absolutely irreconcilable with my experience of the management and working of these schools. It is not my intention or my wish to say anything here which might lead to a revival of the regretable discussions which took place upon this subject in the course of the year; but as my opinions and feelings were grossly misrepresented, I consider I am justified in placing upon record here my deliberate and conscientious judgment respecting this class of National schools. I crave permission, therefore, to state that, while I am ready to admit that there are different grades of convent schools, just as there are different grades of model schools, and different grades of first class teachers' schools, and different grades of colleges and seminaries for the education of gentlemen's children—and while I am also ready to admit that defects may be found to exist in convent National schools, just as they may be found in model schools, and first-class teachers' schools, and in private seminaries (for nothing human is perfect)—my deliberate and conscientious conviction is: (*a.*) That there is no class of National schools—*absolutely none*—which render so meritorious and lasting service to the State and to society, in promoting the education and moral and religious training of the children of the poor, as the convent National schools; (*b.*) That in no class of National schools are the rules and regulations of the Commissioners more strictly and conscientiously observed than in the convent National schools; (*c.*) That in no class of National schools is the aid derived from the State so disproportionate to the service rendered; (*d.*) And lastly, to use the words of the special correspondent of the *Morning Herald*, that—

" 'It is a very fortunate thing for the National system of education in Ireland, that the authorities have had the good sense to sanction the nuns' schools, and that the nuns have, in so many cases, been content to work under the National Board.' "

This report, which reached the Education Office on the 2nd of February, 1865, was returned to me for revision on the 28th of that month, bearing on its margin an order to that effect, signed by Mr. M'Creedy, one of the then Secretaries, and accompanied by an official letter, directing my attention to the passages I have just read, which I found marked in red ink by Mr. M'Creedy. Judging from this that the opinion prevailed in the office that the views I had expressed therein would, if published, have the effect of reviving the painful and irritating discussions which had taken place during the year, I took the opportunity of withholding that report (which has remained in my possession ever since), and of substituting another, from which I omitted the passages marked by Mr. M'Creedy. I might have returned the original report in its integrity to the office had I chosen to do so, and it would then doubtless have been published in the Commissioners' annual volume, but I withheld it for peace sake, and because I considered, after due reflection, that it would be undutiful of me to insist upon the publication of views which I thought I had reason to believe were regarded by Mr. M'Creedy as imprudent and inopportune. But I have had good reason since then to regret having taken the course I did on that occasion, because the result to me has been, that I have been ever since held up before the public by both the friends and the enemies of the convents, as an uncompromising opponent of their school system. I have now, however, the consolation of feeling, that the publication of this evidence will show at last to all concerned, what my conscientious and deliberate opinions were at the very time when these opinions were being grossly misrepresented in Parliament, and in the public press. I have now only to add, in justice to the late Mr. M'Creedy's memory, that while I believe that the returning to me of that report of 1864 was his own act, and virtually his alone, I am very far from believing that he was actuated in doing so by unworthy or illiberal motives, for I have every reason to know, that while not unfriendly to me personally, he was always most friendly to the nuns, and entertained a most favourable and high opinion of their schools.

The Rev. Lowry E. Berkeley further examined.

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The Rev. Lowry E. Berkeley.

13899. Master *Brooke*.—You are, of course, aware of the rule of the National Board as to excluding children from religious instruction—the children belonging to a different creed from that which is the subject of instruction?—Yes, I am aware of that.

13900. Do you remember having had any conversation with Mr. Kavanagh on the subject of that rule? Do you know Mr. Kavanagh?—Yes, he introduced himself to me the other day; in that way I know him.

13901. Is that the only occasion you conversed with him?—That is the only occasion.

13902. Did anything occur in that conversation?—On the subject of the new rules?

13903. On the practical working of them?—Yes, in the course of the conversation Mr. Kavanagh volunteered a statement. He said, "I do not believe that Presbyterian ministers observe that rule. If I were one of them, with their views, I would not observe it." Those were as near as I recollect the words he used on that subject.

13904. Now, what was your reply?—My reply was, "What would you think if Roman Catholic parents permitted their children to read the Scriptures?" Then he added, by way of questions, "and signed the religious notice." "Yes," I said, "I am aware of some of them doing so." So far as I recollect that was all the conversation that occurred on that particular point.

13905. Did you say anything importing that the Presbyterian clergymen did not, in fact, observe the rule?—Most certainly not—not one word.

13906. Do you remember anything passing from you on that occasion which might have led Mr. Kavanagh to infer that you considered the Presbyterian clergymen did not observe the rule?—I do not remember anything of that character passing from me, and I do not believe that anything of the kind could have passed from me, because I say now I am not aware of any single instance in which a Presbyterian minister or layman does not observe that rule of the Board.

13907. It is your belief that in point of fact they do observe the rule?—It is my belief. That is, as far as I have any opportunity of knowing—as far as I have any opportunity of hearing or knowing.

13908. Then if Mr. Kavanagh was under the impression that you had told him that you believed and knew that the rule is not carried out by the Presbyterian clergy, he must have been under a mistake?—He must have been under some misapprehension, for I did not say anything of that import.

13909. Suppose he were to say that he had it on your authority that you believed that Presbyterian managers did not observe the rule in question, and did not intend to observe the rule, and that in every instance the rule is not observed, as intended, is there anything in those words that would lead you to alter what you have just now stated?—Nothing whatever.

13910. You believe that was not properly suggested, or naturally or justly suggested by any word of yours?—I believe it was not.

13911. Mr. *Sullivan*.—Could you have stated that it was mentioned or had been generally reported that such was the case, though it may not have come under your own knowledge?—No, I could not, for I never heard of such a report.

13912. Did you ever publish a pamphlet on the subject of the relations of the Presbyterian Church to the National Board?—I never did.

13913. Did any gentleman of your name publish a pamphlet upon the question?—Not that I am aware of. I have written several reports and read them in the General Assembly, bearing on the subject, but I never published a pamphlet on my own responsibility.

13914. Have you ever stated that the principles of the Presbyterians ought to be to carry out as far as possible Presbyterian teaching in the National schools by Presbyterian teachers, and to exclude all Roman Catholics as far as possible?—I have never used any words of that kind.

13915. Have you employed them in any sense?—Well, not that I am aware of. I can give you at once, if it be considered necessary, the words I think that have been used upon that subject, so far as I know, but I do not know whether it may be necessary. Here are the words for example of a resolution of the Assembly which I wrote:—

"That the Assembly earnestly recommend all patrons, managers, and teachers of schools, who are members of this Church, faithfully to observe, as heretofore, the rules of these schools, as stated to the Commissioners when they were placed in connexion with the Board, and to give all children full power and opportunity to withdraw or absent themselves from any religious instruction which their parents or guardians shall not consent that they should receive."

So far as I know that is the only resolution bearing on that point.

13916. That you have drawn up?—Yes, immediately and directly upon that point.

13917. You are quite sure that no person of your name, no Presbyterian clergyman, has ever made any statement like that which I refer to?—I cannot say what any person of my name may have done.

James William Kavanagh, Esq., is further examined.

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13918. Master *Brooke*.—A circumstance has occured about which the Commissioners wish to give you an opportunity of explanation, which of course you may suppose we are all very anxious for. In your former examination you are asked (reads questions and answers numbered from 12104 to 12108 both inclusive). Now, upon that Mr. Berkeley has been lately examined here again, and he is very distinct and strong in his recollection, in stating that he said nothing from which he thought you ought to infer that these facts, as you stated, were mentioned by him, that on the contrary he knows no such instance, and does not believe there is any instance to his knowledge of such a kind. Will you, if you please, state to us your recollection of the conversation?—Have you any objection to read the evidence he has given on that point. You are rather summarising it, but if you will read any evidence he has given to-day, the specific statement, it might be preferable.

[At this point the room was cleared. On returning the examination of the witness was resumed.]

13919. Master *Brooke*.—The Commissioners consider it only fair you should hear the evidence of Mr. Berkeley, but that you should first state your recollection of the conversation?—In the first place, I beg to say I am here merely by accident. I could not have foreseen or known anything of Mr. Berkeley's being here. I am, therefore, quite unprepared. I beg to thank the Commissioners for giving me this opportunity of explaining. I take it as a specimen of marked fair play on the part of the Commissioners in calling me in on this occasion. I met Mr. Berkeley for the first time in my life in the waiting-room here. I was told that he had just given, or was about to give, evidence—I do not know which—about to give evidence, I think, on that day. There was a gentleman present whose name I do not know, and that I had not seen before, that I understood from the conversation was representing the West Connaught Mission. The two gentlemen were engaged in conversation near the window, and I joined them. I addressed Mr. Berkeley, saying, "I understand you have given evidence or are

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about to give evidence, it does not affect the question one way or another while on the Presbyterian side, and I am very much opposed to you," or something like that. A general conversation of the most friendly and frank character took place. "You are Mr. Kavanagh, and I know you well and know your writings." "And I know you, Mr. Berkeley." We spoke of the Lurgan model schools where he is stationed, after I asked him where he is stationed. I asked him, "Is your model school well attended and doing well?" "Yes." And the whole general question then of the change now in the practice of Catholics—for in his time some years ago the Catholic children freely attended the Protestant schools of Scripture instruction, or at least more freely than they attend now—and I said, "Of course you do not observe the new rule of putting out the children?" (for the conversation turned upon that point). And he said, "Of course; not at all. The children are not put out." "So I believe," I said, "and I respect you the more for it. It was not in your book when you joined the Board." "The rule does not work at all," he said, as he supposed that the parents register their children, as required by the rule, that they are to get religious instruction." "I intend myself," I said, "to go to the North between this and the time the Commission meets again, to inquire into that fact." As to the thing that I should be mistaken in the conversation of a gentleman whom I never saw before, that I knew was a hostile witness; that there was another person then taking part in the conversation, at least within hearing, it is about one of the most absurd things, considering what I am, what brings me here, and my clear knowledge on the subject. It is one of the most absurd things on earth, your thinking there could be any mistake on my part.

13920. Your answer suggests to me an explanation of the difference of opinion. For according to your statement it is perfectly possible that all he meant was that in point of fact they were not put out because the parents assented to their staying, whereas the impression apparently in your mind, and certainly what the evidence conveys is, that the Presbyterian clergy refused to obey the rule?—Clearly.

13921. If such a case should have occurred?—Clearly.

13922. But he did not state such a case occurred, and then that the rule was passed over?—I beg to say no matter on what side the misunderstanding is, I state with the utmost distinctness there is no one single thing so far as clearness of understanding or appreciation can go, that the subject-matter of the conversation was the new rule and how it worked. The other rule, the old rule was so old in practice that we all know how it worked, but this was the new rule, as changed the other day, and I said, "Of course, the Presbyterians do not observe it, because, of course, they did not intend to observe it." Their own members on the Board opposed it. It was something inflicted upon them, but the complement of the statement, that which produced the clearness of it is, he stated, that the new rule did not work in its other branch, namely, that the Catholic parents did register their children as required by the rule. I cannot take the one statement without the other for the supplementary part. My statement is nonsense if the other was not intended; so whether he forgets it or whether he did not intend it, is to me evidence that there is no single matter of certitude, as a matter of fact, that I can more clearly give evidence upon than that the subject-matter was the new rule, and that this portion of it was spoken of in a much shorter time than I am speaking now.

13923. If you wish, you may have the evidence of the Rev. Mr. Berkeley read to you?—Certainly I wish it. I now give you all I meant or could say upon the point. About my personal knowledge of the gentleman, that was quite accidental. We both spoke frankly, as persons entertaining opposite opinions, and entertaining a respect for one another.—[The evidence of the Rev. Mr. Berkeley was read over to the witness from the shorthand-writer's notes.]

13924. The *Witness*.—I have heard his statement, and I beg to say that, save upon the one point, all his recollection in regard to this entirely supports mine, in this way. I came into this room, being summoned at the moment to make a detailed statement to you as I have just done as to the conversation that has taken place. There is no one material circumstance in his account of it or mine that in any way clashes or contradicts save as regards this. But I beg to recall and give you the identical words, for there are those on the Commission who know the accuracy of my memory: "The Presbyterians do not observe the rule?"—"Of course they do not." I here state distinctly, on my solemn oath, these are the identical words. Following it up with the other statement that he admits that the Catholics are registered, I repeat the identical words: "The Presbyterians do not observe the rule?" He said "Of course they do not," and followed it up with the remainder of the conversation, without which it would not be sense. I beg to say that I never stated before, nor is it reported that he said, that all the Presbyterians, or all the Presbyterian body, nor that he knew this of his own personal knowledge by inspecting schools; but it was his belief that many of the Presbyterians—that was what he said—did not observe it. The conversation then took place: "Would you be surprised at hearing that numbers of the Catholics," and so on, and so on. Save in one point, as to one individual recollection, there is nothing contradictory, there is nothing incompatible; but, on the contrary, in the little details where they have differed, they will mutually support one another.

13925. Rev. Dr. *Wilson*.—Suppose Mr. Berkeley had said, "Of course not at all," in what sense would you say he used these words?—In the only sense.

13926. Was it in relation to any statement made by you?—Clearly.

13927. A statement impugning the honesty and integrity of the Presbyterian ministers, as managers, in regard to National schools?—Neither their honesty nor integrity—neither the one nor the other.

13928. Was it in reference to any statement of yours that they did not observe the rule?—Certainly.

13929. It was suggested by you?—Certainly, whatever it may be worth. Certainly.

13930. Taking for granted the words were used, in what sense, do you believe that the words "of course not at all," were used?—Of course it is not observed.

13931. Were these words used in reference to a matter of fact, or surprise at you entertaining such an opinion?—Not at all.

13932. Were these words used in reference to this statement of yours as a matter of fact, or by way of surprise at you making it?—I do not understand you. I said something, and he made this remark.

13933. Did he seem surprised by such a statement?—Not at all.

13934. And do you still say that if he used these words they applied to your statement as a matter of fact?—I still adhere to it, that I never understood him to express, show, hint, or suggest surprise of any kind.

13935. You volunteered this statement to Mr. Berkeley?—I went over to the window.

13936. How did you introduce yourself?—I forget the words but, "I understand you are a witness on the Presbyterian side?" "Yes."

13937. May I ask you with what object you introduced yourself?—I had no object in view, no especial object. I met the gentleman like any other stranger.

13938. Was it in the same spirit in which you introduced yourself to me when I was speaking to a gentleman in the witness-room the other morning?—I do not know. I don't know what you mean.

13939. May I ask you who told you Mr. Berkeley was about giving evidence?—Everyone who comes into the room is understood to be a witness, and the question is, who is on to-day. It must be a matter in which I am interested, being a witness.

13940. Why do you reckon Mr. Berkeley "a hostile witness." What is the meaning of his being a hostile witness?—He is representing the side against the

Catholics, and in support of mixed education; and I have read his speeches, and I am familiar with his general opinions.

13941. Was he not here to give evidence on the general subject of education in Ireland?—I dare say he is, but his opinions are well known like my own. There is no doubt about that, and I like him the more for it.

13942. Is it your opinion that the Presbyterians never intended to observe the rule?—I am certain they never did. If you will allow me I will give you a case. They did not observe the notice system. They openly violated the notice system.

13943. How did you know their intentions?—You know by every man's conduct what is expected under such and such circumstances—by his antecedent character in life.

13944. Is it usually by his acts you know his intentions?—Generally.

13945. Give me one case of a breach of the rule by a Presbyterian manager?—I never said I would. I cannot give you one case—I will give you 18,000 and more. The evidence of Mr. Keenan that the notice system was a sham in the North of Ireland—the suppressed report by the Board about the Presbyterian working of these rules. I will give you evidence enough on that point.

13946. Did you say if I were one of them I would not observe the rule?—Certainly, I would not. Therefore I cannot be subject to the imputation of dishonesty, for I would be imputing it to myself. That relieves me from the charge.

13947. Supposing you were such a manager of such schools under the National Board, would you observe the rule?—Certainly not. This was a new, a penal principle applied to Presbyterians, and would appear to a Presbyterian most obnoxious, because Prebyterians are so delicate upon the point of excluding Catholics from anything that might lead to their conversion that I would not do it.

13948. Now would you take advantage of the system under such circumstances?—No; it would not be honourable. I would go to my co-religionists before I would throw up the grant, to agree with me; and I would do my best to alter the penal law.

13949. Are all managers of National schools obliged to answer a series of questions quarterly?—Yes.

13950. Is there one question to the effect, are the rules of the National Board and the Commissioners of Education observed in your school, as far as you are aware, or something like that?—I understood there was one in my time.

13951. Are Presbyterian ministers as managers of schools obliged to answer that question?—I presume there is no exception made for them in that regard, although there are many exceptions made for them.

Brother John Augustin Grace is further examined.

13952. The *Chairman*.—Is there any point upon which you wish to supplement your evidence?—Yes; I wish to supplement my evidence in reference to the implied charge of Master Brooke, that we teach politics in our schools. Master Brooke seemed to think that we impress on our pupils the necessity and advantage of a Repeal of the Union, and, by implication, that we train up our pupils in a spirit of disaffection to England. Now I am anxious not to lie under that imputation, and wish, therefore, to be clearly understood in the matter, by stating, that neither the Repeal of the Union nor any other political subject forms any part of our teaching. In confirmation of this statement I will, with your permission, read one of the rules which I drew up last Christmas, for the guidance of a society of young men—ex-pupils of our schools in Richmond-street—who wished to form themselves into a literary association, under my direction. The object of the society, as laid down in the rules, is thus stated:—

"To continue and supplement the intellectual culture and religious training—the foundations of which were laid during their school days—of the ex-pupils of the Christian Brothers' schools, North Richmond-street, by means of a library and reading-room, lectures, debates, evening-classes, and the practices of piety prescribed in the rules. The 18th Rule, and to which I wish to call the attention of the Commission, is as follows:—

"That as the object of this Society is intellectual improvement and the promotion of practical piety amongst its Members, and as it has been found that the discussion of political subjects in Societies like the present, has led to contention, disunion, and final dissolution of those bodies, the introduction, therefore, of any political discussion whatever, by any Member, in the rooms of the Association, is expressly prohibited."

From this rule it may be seen that so far from politics being taught, or even tolerated in our schools, they are not only discountenanced, but in this instance, are absolutely prohibited. On Sunday, 5th January last, the first public meeting of the society was held. On that occasion I delivered a short inaugural address, from which I beg to read one paragraph. It runs thus:—

"When I spoke of the doubts which occupied my mind, you must not imagine that I ever called in question either the excellence of your motives in forming such a Society, or the good which it was capable of effecting. No; but long experience has convinced me of the danger, especially in times like the present, of assembling together, even for purposes the most laudable, young men of your time of life—the danger I allude to is that of gliding by degrees into the heat and excitement of politics. To guard against any such inconvenience in the present instance, adequate precautions have, I trust, been taken in the formation of your rules; but I am bound to warn you distinctly—and in doing so I speak the sentiments of His Eminence as well as my own—that the first symptom of the Society assuming a political complexion will infallibly entail its dissolution. You come together for far different purposes—namely, for continuing and supplementing the intellectual culture and religious training you received during your school-days."

These extracts are, I think, sufficiently clear as to the spirit of our teaching; but had I deemed it necessary, I could have brought with me documents of a much stronger nature in our defence. I hope, however, the passages I have just read will satisfy the Commission, that we are not what Master Brooke would seem to insinuate by the course of examination which he thought proper to pursue. Our loyalty is that of the Catholic Church; we "give to Cæsar the things that are Cæsar's, and to God the things that are God's." Politics are altogether apart from us. We never mix in them. Even at elections we never vote.

13953. Master *Brooke*.—Now, Mr. Grace, in your answer to 9471 you told the Commissioners, "They read the lesson which sets forth a separate Irish Parliament as essential to the happiness of Ireland." That they read this lesson, and you say you have no doubt it leaves an impression?—Yes, just as any other lesson that they read would do.

13954. So that your pupils being fully impressed with the necessity of a Repeal of the Union for the happiness of Ireland, then, when they meet as young men to discuss matters for their intellectual advancement, they are forbidden that free discussion of subjects which might tend, perhaps, to get rid of that impression—the impression is there, and it is not to be discussed. Whereas, by discussion they might probably come to what I consider a more healthy state of feeling, but the impression being there of course it will smoulder on, not being allowed to come to the light by any discussion?—They read it as a part of history, but it does not follow that we impress them with the necessity or advantage of adopting the views stated. There are many opinions put forward in history that we should even feel it our duty to caution them against. If they do not read such a lesson with

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us, they are certain to read it elsewhere, and perhaps, too, under circumstances less favourable to English connexion.

13955. But if they read it elsewhere, they will not read it recommended by those persons who are—I voluntarily and sincerely say—so justly entitled to their respect and veneration. It comes inculcated, being put in your book with your full approbation and the approbation of your bishops. It comes to them almost with a religious sanction as a thing you inculcate, for as you say yourself they read the lesson, and I have no doubt it leaves an impression. That is a very different thing from reading it in a newspaper or in a general work which they might take up casually?—Reading the same lesson in any book would, in my opinion, leave a like impression.

13956. May I ask you, as a matter of fairness, have you, in your lesson books any statement of the blessings, the advantages of the British Constitution, the liberty it secures to every subject, and the comparative happiness of those who enjoy the freedom which it gives?—I think our instruction fully goes to that effect. The British Constitution fairly carried out will contrast favourably with other European systems of government. It was only the other day that I myself called attention to the liberty it affords, compared with Russian despotism, now cruelly enforced in unfortunate Poland.

13957. I do not ask you to do it at this moment, but perhaps you would kindly furnish me, for I assure you I would be very glad to receive it—any passage—I have got your lesson books—any passage or passages which would tend to present to the minds of these young men with the opposite side of the question, so as to give them a fair opportunity of choosing between the two political views for themselves?—They have our instructions in the matter, and so far from interfering——

13958. Excuse me until you answer the question, I do not ask you to do so now; but will you kindly promise me to let me have reference to any portion of your instruction of these young men that would give them a fair view of the English view of the question, of the advantages of the union with England, or something that would tend to enable them to see both sides of the question as to whether or not the Repeal of the Union would be for the advantage of Ireland?—That question has been so fully and so frequently discussed in the public prints and by the fireside, that the arguments usually advanced, for and against, I take for granted, must be quite familiar to them.

13959. I ask you about your own books, your books contain a very decided declaration in favour of Repeal of the Union, which you admit makes an impression, I ask you what is on the other side in your accredited books of instruction?—It is not possible that we could introduce a variety of lessons on each of the subjects treated of in those small class-books. We have, however, other means of affording them a view of the other side, as you say. We have a lending library of more than 1,000 volumes, open to our pupils weekly, and containing several works on the subject in question. Among them is one from the late Lord Brougham—no mean authority—which treats at length of the English constitution, and, of course of its advantages; but, in my opinion, none of those advantages would be lost to this country by having that constitution administered under the direction of a native parliament.

13960. That is your own impression; but I am to understand you have no such passage as I refer to in your accredited books?—I cannot refer to it just now, but there are works in our library that will supply the omission, if such exist. The volume on "Irish History and Irish Character," by Mr. Goldwin Smith, goes the full length of your wishes in that direction; for he asserts that this country was destined by nature from the beginning to be one and indivisible with England; assuming, from the contiguity of the two islands, I suppose, that there must have been a time when no sea divided them, and by inference, that they were suited to be under the same government.

13961. But if you find it you will let me know?—You have our books; their pages are open to you; they will answer for themselves.

13962. Mr. *Sullivan.*—You have had a good deal of experience with regard to the young boys in the city of Dublin, and also through the members of your community in many other parts of Ireland. What is your opinion as to the influence of the books of the National Board—which suppress all views with regard to the special National feelings of this country—upon the minds of the young boys reading them?—My opinion is that the books of the National Board are so distrusted, as regards the national sentiment of this country, that much of what they set forth on the opposite side is not only disregarded, but, in some cases, scoffed at.

13963. Do you think that the absence of all reference to the country itself—and the effort to make them believe that they were English boys and not Irish boys—has indirectly tended to promote the very feeling which we are now speaking of?—I have no doubt of it. It is like other systems of coercion, which, when carried too far, usually result in resistance.

13964. You think that this neutral tint in the books instead of promoting the object in view, acts in the opposite direction?—The disturbed state of country of late years would seem to justify that conclusion.

13965. The *Chairman.*—Before any book is adopted by the society what is the course of overlooking to which it is subjected?—It is subjected to certain members of the community—the superior, and those who act with him—they overlook the book and are satisfied with the contents of it before it is published.

13966. The Bishop of *Meath.*—Do you submit it for the imprimatur of the bishop of the diocese?—We have not done so except in one instance, and in that case the work treated of doctrinal subjects.

13967. The *Chairman.*—All the books you have published have been approved of by the head of the order and a special committee who considers these matters?—They have.

[Adjourned.]

THIRTY-SIXTH DAY.—DUBLIN, TUESDAY, OCTOBER 20, 1868.

PRESENT:

The Right Hon. The Earl of POWIS, *Chairman.*

The Right Hon. The Earl of DUNRAVEN, K.P.
The Right Hon. and Most Rev. The Lord Bishop of MEATH.
The Right Hon. Lord CLONBROCK.
The Right Hon. Mr. JUSTICE MORRIS.
WILLIAM BROOKE, Esq., M.C.
Rev. DAVID WILSON, D.D.
Rev. BENJAMIN MORGAN COWIE, B.D.
SCOTT NASMYTH STOKES, Esq.
WILLIAM K. SULLIVAN, Esq., PH.D.
LAURENCE WALDRON, Esq.

GEORGE A. C. MAY, Esq., Q.C., D. B. DUNNE, Esq. } *Secretaries.*

WILLIAM HENRY RUDKIN, Esq., further examined.

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Wm. Henry Rudkin, esq

13968. The *Chairman.*—Are there any points on which you wish to make any statement or explanation with respect to your former evidence?—Nothing more, my lord, than some slight alterations I have made, with a few additions to my evidence, which I presume your lordship has before you.

13969. In your letter of the 31st of August to the Secretaries you say, "As I am desirous of having some important alterations introduced into my evidence before the Commissioners, I have to request their permission to present myself for further examination." As the Commissioners have instructed all their witnesses to confine their corrections of evidence to verbal or grammatical inaccuracies, they prefer you should state now, as additional evidence, the alterations to which you refer in this letter.—They consist chiefly of alterations which I sent to the Secretaries with the proof of my former evidence.

13970. Will you state *seriatim* the additions to which you refer?—I will, my lord. One is in reference to the proof I adduced of the efficiency of the Erasmus Smith's schools. I wish to add to the answer I gave to question 13543 these words, "I have ascertained also that amongst the late successful candidates for admission to the other institutions of the Incorporated Society were several from our schools on distinguished answering." I had previously named but one case; that of six candidates having lately got into the Incorporated Society's institution at Dundalk. I wish to make an addition also to my answer to question 13508. The Commissioners will decide whether it is necessary. It is not so much for the purpose of exhibiting the present efficiency of the Governors' schools as to bring forward suggestions which I think would prove useful in the management of other schools for the education of the humbler classes. When we consider the very early age at which children are now removed from school, such a mode of instructing them in spelling, reading, and writing should be practised as will require the least possible time, otherwise they go forth comparatively uneducated. I attribute the very rapid progress in those branches in the Erasmus Smith's schools to a system which I have introduced, whereby also the labour, both to teacher and scholar, is greatly diminished. I have altogether discarded the learning of the alphabet, as such,—requiring the children to commence with words of two letters, learning at the same time the letters, the spelling, and the reading of such words. Each little word composing the sentence is spelled *aloud* by the class, and the entire sentence, is then also read aloud. As they can understand the meaning of the words, they learn with greater ease and pleasure. The principle of the system arises from the fact that the constant practice of repeating *aloud* the correct spelling of a word fixes it on the memory. This practice is continued so long as the class is confined to monosyllables. By the rejection of the alphabet are saved many months of tedious and unnecessary labour to the teacher, and needless torture to the little one, who cannot possibly attach any meaning to the sound of the letters taken separately, but which clearly convey intelligible ideas to the infant mind when used in combination with other letters. Thus by requiring, as I before observed, the children to commence learning to write on the first day of entrance, the "youngest are soon able also to write from dictation the words of their reading lesson." Thus there is brought about the system which prevails so extensively in our schools of classes of children of six and a half years of age writing from dictation. In the answer to 13572 there is a little alteration necessary. It was in reference to a Roman Catholic clergyman attending the examination of our schools at Eglinton. The words here are, "He attended the inspection on the following day, and heard me examine." I have since been thinking over the matter, and am not certain that the priest was in the room during the whole of the examination. Consequently, I am not certain whether or not he heard every subject in which the children were examined. It may have been possible that he was not present during the scriptural examination; but certainly he was in the room for a considerable time; so the alteration I propose to introduce will be—"He attended the inspection on the following day, and heard me examine in secular subjects, and I believe also in the Scriptures." Then the question put to me is, "The scholars returned, you say?" I should like the word "gradually" to be introduced there. They gradually returned. I cannot say to a certainty they all came back immediately after; but my note-book shows me that the number of Roman Catholic children from that day began to increase. I wish to add to my answer to question 13573 the following words—"I should mention that the number of Roman Catholic children attending this school has always, during my time, at least, exceeded that of the Protestants. There was an equal number of each sect present during the priest's visit. At the ensuing inspection, some months after, the number of Roman Catholic children had doubled, and they have since assumed and maintained their original preponderance until about twelve months ago, when they were again ordered to retire. As is usual however in such cases, some of them have since evinced their desire to receive a good education by returning to the school." I wish also to add to my answer to question 13585 the following remark—"As an instance of the general confidence that no tampering with the religion of the Roman Catholic children is practised in the Erasmus Smith's schools, I may mention that I have heard of a Roman Catholic clergyman declaring to the rector of a parish that had he known that the school from which he (the priest) had withdrawn the children of his flock was under the Board of Erasmus Smith, he would not have done so, or applied to the National Board for the school which had been lately opened, to which the Roman Catholic children had meanwhile been sent.

13971. Mr. *Sullivan.*—Have you any objection to state the name of the priest?—It was mentioned to me in a private conversation. I don't know the name of the priest. The Protestant clergyman himself mentioned the circumstance to me. I have not the slightest doubt of its accuracy.

13972. You state in answer to question 13566—

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"I never met an instance of any objection being made against any questions in the Scripture by Roman Catholic children attending the schools," and then, in answer to the following question, 13567, you say—"I would expect the objection to come from the master." And do you think it is the province of the master to object under those circumstances? Do you think it is likely the master would object?—The master would convey the objection of the child to me. That is what I wish to convey.

13973. Are you quite sure that no case has ever occurred in which the master did not do so?—I have no reason to believe a master has ever withheld any complaint of the kind.

13974. Is it likely that Roman Catholics of the ages at which they go to these schools would be able to make the distinction, and to object?—I decidedly think so, because they are of the age to be able to read and understand the Scriptures.

13975. And able to decide upon all the points in dispute?—Controversial points?

13976. Yes?—I don't consider they are able to decide upon them. As frequently before stated, controversial matters are not allowed to be introduced in the schools. I presume they and their parents are aware of the rule forbidding questions touching upon controversial matters being introduced.

13977. You think, then, that it is quite possible to read the Scriptures and to explain them without touching upon any controversial matter?—Certainly I do—in the way in which they are explained in our schools. As I before gave in evidence, any verse which involves any controversial point is merely read, without having questions put upon it.

13978. Your knowledge with regard to the matter of questions 13566 and 13567 is entirely negative. You don't know of the objections simply because they have not been brought before you?—Certainly; I presume they never existed or they would have been brought before me, inasmuch as the children are aware of the rule in their favour.

13979. Are the parents aware of it?—I cannot say with certainty; but I presume they are. They are aware of the kind of school they are sending their children to. They are aware also it is a school where the Scriptures are read.

13980. And expounded?—They must be aware the Scriptures are read and expounded according to the rules.

13981. Rev. Mr. *Cowie.*—You stated, I think, in your previous examination, that you inspected the Erasmus Smith's English schools all over the country?—Yes, sir.

13982. You do not inspect the grammar schools?—No, they are not inspected.

13983. Do you recollect an Erasmus Smith school for the poor in Galway?—I do.

13984. Can you state to the Commissioners under what circumstances that school came to be abandoned?—The numbers attending it became so very low that the Governors naturally thought it was a waste of their money to continue to support it.

13985. Did you examine into the circumstances of the case to ascertain why the numbers fell off?—I did as well as I could from local parties. I was informed there were several English schools already in the town—a greater number than was required.

13986. Private adventure schools or what?—Schools for the poorer classes.

13987. Did you verify that at all?—I was informed of it by the clergymen of the parish.

13988. You did not verify it yourself?—I had no means. I thought I could not have a better source of information than the clergy of the parish.

13989. In Galway we were told in the same way by the persons to whom we applied, that there were no schools for poor Protestants. That contradicts your experience. What became of the children then, I would ask?—I cannot say; they were not attending our schools.

13990. They did not attend your school, and you found no reason in the conduct of the school itself for children not attending it. Did you investigate into the character of the master?—I examined the children, as was my duty.

13991. But when the attendance fell off; did you examine into the character of the master?—I ascertained he was negligent in his duty as well as I recollect. It is nine years ago now.

13992. Was that the reason, do you think, why the children did not go to the school?—No, I think not, because the female school was pretty well conducted and the children did not attend it either.

13993. In such a case as that, what remedy would you apply, supposing the school had been continued, and you had that complaint that the master had been inefficient, what would be the process?—To remove the master.

13994. Have you the power to remove him yourself?—I have already given in evidence that I don't think I have that power in myself, but I represent the case to the Governors after sufficient examination of the circumstances, and after sufficient proof that he is incompetent. I would not remove a master for incompetency on the result of a single examination of the school. I warn him, in the first instance, and if there be no improvement he is removed.

13995. The girls' school was not neglected so much as the boys' school, as far as you remember?—Yes.

13996. But still both were given up?—They were, but the chief reason why they were given up is the paucity in the attendance of the children of both schools.

13997. Do you know the Erasmus Smith school of Enniskillen?—Forthill school, do you allude to?

13998. Near the entrance to the Christian Brothers' schools up a little hill.—I don't know the town well, but the Governors have lately granted aid to a school in Enniskillen.

13999. The one I refer to is a very old building?—It is within two years the Governors made a grant to a school in Enniskillen. I have no knowledge of their having had a school in the place before that date.

14000. In that school we found the master teaching twenty-four boys, and a young woman teaching nineteen girls. Do you consider that a school to be sufficiently attended to be carried on under the Governors?—You are presuming the school to belong to the Governors?

14001. Yes; they called it the Erasmus Smith's school?—Within two years?

14002. On the 28th of July in this year. Are Erasmus Smith's schools in connexion with the Church Education Society?—I am not aware of any Erasmus Smith school in connexion with the Church Education Society.

14003. In the town of Enniskillen, which has a fair Protestant population, we found twenty-four boys and nineteen girls in two separate schoolrooms—would you consider that a school in which you should recommend the Governors of your charity to continue salaries for master and mistress?—Circumstances might have prevented the usual number of the school children attending on a particular day. I don't think it is a right way to ascertain the general attendance in a school to take one day at random in that manner. I think an average of a certain number of days should be taken. Probably it would have been found that the attendance during the previous months had been much larger.

14004. The *Chairman.*—Should you consider that *prima facie* a satisfactory attendance in a place like Enniskillen?—It would depend in a great measure upon the number of other schools also in the place. This school, if it be the Erasmus Smith school, has but lately been taken up by the Governors, and it is at present only in a state of probation.

14005. If then there are so many other schools as to cause a smallness of attendance, what was the object of the Board in placing a new school there?—I don't assume that the attendance is usually so low as that by any means. At the last inspection by me the number in attendance was seventy-four—the rooms

were well stocked with children. Circumstances might have arisen, and I have no doubt did arise, which caused a small attendance about the time of the Commissioners' visit. There are certain seasons of the year when the attendance is very low.

14006. Were you instructed to examine and report as to the circumstances of the case before this school was established?—No, my lord.

14007. Rev. Mr. *Cowie.*—You would depend upon the application of the clergyman of the place?—I have nothing to do with it. The Governors would determine that matter. Occasionally they have directed me to make previous inquiries, but in that instance they did not do so.

14008. Lord *Clonbrock.*—You don't know under what circumstances the school was founded?—No. The school was not founded by the Governors; they merely granted a sum in aid of its support; it was in existence before the Governors made the grant.

14009. Rev. Mr. *Cowie.*—My memorandum of this school is "A very poor and insufficient school, and ill appointed." Is it any part of the duty of the Erasmus Smith Inspector to insist that the appliances of education in the school be improved, or that the money which the Governors vote should be applied to providing books, slates, forms, and things of that kind, which we call the appliances of education?—It is the duty of the Erasmus Smith's Inspector. I should mention with regard to that school what has only just occurred to me, that there is a new master there who has been appointed since the last inspection, so I have had no means as yet of ascertaining how he is conducting the school.

14010. Do you know the Erasmus Smith's school of Lurgan?—I do.

14011. Is that a satisfactory school? In what rank of your schools would you place it?—I should say it is a second class school—but of its kind for elementary education it is a well managed school. The children attending it are mostly very young. They are left at school but a short time in consequence of the ease with which they get employment in the factories. Consequently I require the teachers to give them merely a good education in reading, writing, arithmetic, and spelling, with some knowledge of grammar and geography.

14012. Do the children in your schools learn anything generally in addition to what you have mentioned?—Oh, yes.

14013. What do they learn?—In a large number of our schools there are classes in Algebra, Euclid, Mensuration, Book-keeping, and History. I maintain that in these subjects many of our schools are superior to most English schools of the kind in Ireland.

14014. Which would you mention as the very best school under your Board?—We have one in Brunswick-street, Dublin,—a very good school. There is an excellent school in Bandon, I don't think it is equalled in Ireland as an English school.

14015. You place Lurgan school in the second class?—Yes.

14016. Do you remember Ballymoney?—Yes. I visited it only once, nine years ago, so I have no knowledge of it, except that the governors withdrew their support immediately after my inspection.

14017. We found an old man in the school there—a man worn out—in a dilapidated building—do you recollect his case at all?—No.

14018. With respect to that school of Enniskillen, where we found twenty-four boys and nineteen girls in attendance, when the constable counted the children present on the 25th day of June, there were twenty-nine boys and twenty-eight girls. The attendance on these two days at a distant interval taken together would give an average attendance of say twenty-seven boys and twenty-five girls. Would you consider that fell below the number for which a school ought to be maintained?—I think if that were the average attendance for the half-year the governors would not be satisfied, and they would most likely intimate to the superintendent that unless there was an increase they would be obliged to withdraw their support from the school. With regard to the Ballymoney school, I wish to observe that it is not under the Board.

14019. You mean it is not now under the Board; they withdrew their aid. It is a long time to ask you to refer back to that case?—Yes.

14020. You know the Erasmus Smith's school in Enniscorthy?—Yes.

14021. Is that one of the schools you would reckon as in a satisfactory state?—Not thoroughly satisfactory. It is a good school. It is not a first-class school. It is, I should say, a second class school. It is certainly deserving of the rank of second class.

14022. Mr. *Stokes.*—What is the number of English schools in connexion with the Erasmus Smith's Board of Governors?—About 150.

14023. Can you tell how many of these schools were founded before 1839?—I cannot. I was not connected with the Board at that time.

14024. Are you acquainted with the provision in the leases of schools founded before 1839, with regard to religious instruction?—I have no knowledge at all on that subject.

14025. Is there no difference as to religious instruction given in schools founded previously to 1839, to those founded subsequently?—I am not aware. I have no knowledge of the schools previous to their coming under my charge.

14026. Can you say whether the leases of schools founded before 1839, contain a provision requiring the children to be taught the Church Catechism?—I cannot say.

14027. If such a provision exist in those leases, it is not acted upon?—Will you repeat the provision.

14028. A provision requiring the children to be taught the Church Catechism on each Lord's day?—The children in the English schools are not in attendance on the Lord's day.

14029. Are there no Sunday schools held?—Not in connexion with the Erasmus Smith's Board.

14030. Are there any Erasmus Smith's schoolmasters who receive gratuities from the Incorporated Society?—I don't think the Incorporated Society gives gratuities to our masters. They give certificates in cases where the pupils distinguished themselves on entering into their institution.

14031. Are any of the Erasmus Smith's schools inspected by the officers of other societies?—The Governors would not allow it.

14032. Are any inspected by or in apparent connexion with the Church Education Society?—Not that I am aware of. It would not be permitted by the Governors.

14033. Are you aware such a state of things existed in 1854?—I am not aware. My connexion with the Governors commenced in 1859.

14034. Do the Governors continue to found English schools?—I cannot say they exactly found them, their practice of late appears to be rather the giving of aid to certain schools.

14035. In what way do they apply their surplus funds?—In the way I have mentioned.

14036. In aiding schools already existing?—In aiding schools already existing.

14037. To what class do these schools belong?—English schools.

14038. Are they Church Education schools?—If they had been Church Education schools previously, they are no longer so, when the Governors grant assistance—they are altogether disassociated under these circumstances from that body.

14039. When the Governors of Erasmus Smith adopt them, do they all cease to be connected with any other association?—Certainly. We are responsible only for our own schools.

14040. Rev. Mr. *Cowie.*—Do you think the salaries of your teachers are sufficient?—I think in general they are not sufficient.

14041. What is about the average salary of your teachers?—From all sources I suppose about £44

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would be the average. There is generally a house, and in many cases a little land—two or three acres.

14042. Do you not consider that sufficient as an average?—The average I would consider sufficiently good, but there are many instances where I think the teachers are under paid.

14043. Are your teachers generally satisfied with their condition?—I think they are as a body. Many teachers employed by other Boards have expressed a wish to be under our Board, inasmuch as they would be better paid and more comfortable.

14044. Do you grant any pensions to old and incapacitated teachers?—The Governors do occasionally. I don't think they have a rule requiring them to do so. But on my representation of a man having served them faithfully for a great number of years, they have granted a pension.

14045. Have the managers of the schools, the local clergy, the power to dismiss teachers?—I think not, except in a case of gross immorality or misconduct. I think if a case of the kind were to arise, and that the superintendent were to dismiss the master on the spot, the Governors would approve of his proceeding; though, properly speaking, the Governors alone have the power to dismiss the masters, as they pay them their salaries.

14046. Have you ever found any inconvenience result from that power not being in the resident managers or superintendents of the school?—No; the inconvenience cannot last long. I visit twice a year. Immediately on my visiting the school such cases are represented to me, and I take immediate measures to have the master removed, if he is deserving of it.

14047. Have your teachers any grievances about the power of managers or Inspector over them? Do they ever represent to you as one of their grievances that the managers or Inspector have too much power over them?—No; but some few managers themselves have represented to me that the teachers seem to think that they are in a measure independent of them, and are responsible only to me and to the Board—a delusion which I invariably endeavour to dissipate.

14048. How is it a delusion?—I don't know how it arises, unless it be from the fact that an authorized person, such as the Inspector, coming amongst them, they may imagine he is the only person authorized to call them to account.

14049. Is he not the only person authorized to call them to account? The superintendent has not you say the power of dismissal?—He has not, except in the cases already named; but he has the power of seeing that things are carried on properly during the intervals between my half-yearly visits; and of representing, when necessary, to the Governors or to me anything that may go wrong; meanwhile, I have always endeavoured to make the teachers understand that they are to be perfectly amenable to the orders of the superintendent.

14050. Is the office of superintendent one recognised in your rules?—Certainly.

14051. So that he has a distinct position under the rules of the Board?—Certainly.

14052. The *Chairman.*—What do you consider the minimum salary sufficient for a schoolmaster?—It would depend upon whether he had a house or land attached to the school. I think if a man have nothing but his salary he ought to receive at least £40. He has a position to maintain amongst the people whose children he educates.

14053. Lord *Clonbrock.*—Have your teachers houses with land attached?—There are some schools to which two or three acres are attached.

14054. Do the teachers of such schools ever take an opportunity afforded by the land of giving agricultural instruction?—I think not.

[Adjourned.]

THIRTY-SEVENTH DAY.—DUBLIN, WEDNESDAY, OCTOBER 21, 1868.

PRESENT:

The Right Hon. The Earl of POWIS, *Chairman.*

The Right Hon. The Earl of DUNRAVEN, K.P.
The Right Hon. and Most Rev. The Lord Bishop of MEATH.
The Right Hon. Lord CLONBROCK.
WILLIAM BROOKE, Esq., M.C.
Rev. DAVID WILSON, D.D.
Rev. BENJAMIN MORGAN COWIE, B.D.
JAMES ARTHUR DEASE, Esq.
SCOTT NASMYTH STOKES, Esq.
WILLIAM K. SULLIVAN, Esq., PH.D.
LAURENCE WALDRON, Esq.

GEORGE A. C. MAY, Esq., Q.C.
D. B. DUNNE, Esq. } *Secretaries.*

WILLIAM STACK, Esq., sworn and examined.

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Wm. Stack, esq.

14055. The *Chairman.*—What is the office you hold under the Board of Works?—I am chief clerk of the Board.

14056. Is your duty carried on exclusively in Dublin, or do you visit about the country?—Exclusively in Dublin.

14057. How long have you been in the office of the Board of Works?—Thirty years.

14058. Will you explain to the Commissioners the course adopted by the Board of Works in dealing with applications for repairs of school-houses that come before them?—I have brought with me a map of Ireland showing the districts that our officers have throughout the country. We have a Superintendent of Works in each of these six divisions. One stationed in Cork, one in Limerick, one in Dublin, one in Belfast, one in Omagh, and one in Ballinasloe for the Western Division; and it is their duty to see that every National school in that district, or National school building of any kind, model school or ordinary school, is kept in perfect repair.

14059. What is the name of the officer residing in each of those places?—District Clerk of Works. They are obliged to go round each district continually, and to take notes and make specifications for all repairs required in every building that they visit, and when they have made the specification they send it up to the office here, where it is revised by our architect, and he makes it more full, or cuts it down as he thinks proper; and then we issue notices to all the building contractors, within a distance say of eight or ten miles of the building, to send tenders to our office by a certain day, and when the tenders come in they are then referred back to the Clerk of the Works in the country that he may report upon their fairness, and also upon the characters of the men who tender, such as whether they are respectable and competent, and so on; and when they come up with the report upon

them the lowest tender is accepted, except something should be against the man, that for instance, he should not be a proper person, or not have sufficient funds or capital to carry on the work; and after the work is done it is visited by our officer again, who sends up the account certified, and we remit the money to the contractor by post-office order, or by credit on a bank.

14060. Do the building and repairs of National schools form a separate class in your office, or are they mixed up with other classes of buildings which the Board have to repair?—They are kept quite separate, but the officer who inspects them has also charge of all the other buildings in his district.

14061. When a representation is made that an existing school is out of repair, from whom does that representation come to your Board?—It comes from the Commissioners of National Education generally. Their Inspector in going round his district finds a school that wants repair, and he communicates with his Board, who write to us, and we instantly refer the letter to our local officer, who is bound at once to go and visit it. But he is bound to go and visit it even if there is no representation, for the buildings are in his charge; but we find that the reports of the National Education Inspectors are very good reminders to him, and we are very glad to get them, so that we can check our local officer, and see that he does not neglect his duty.

14062. Do you send any periodical reports to the National Board of the progress you have made in carrying out the repairs that they have asked for, or of the action you have taken in each particular case, either declining or diminishing what is asked?—No, we do not in general. In the case of repairs we do not write to them. If they write to us calling attention to a school wanting repair, we inquire, and we reply that we have ordered the work to be attended to; but we do not communicate to them when it is finished, or anything of that kind, for their own Inspector going round will notice that. In the case of grants for building schools, when the building is complete we send them a notification by which they enter in their books that then the building is finished and open, and in fact it is put on the roll of their schools. That is in the case of a new building altogether, where the school has to be built. But in the case of ordinary repairs of existing schools, we do not notify to them except some special case arises on which they require information.

14063. What is the total number of schools that are now repaired by your Board?—I have brought a list here. The total number of schools now in our charge is 574 distributed through various counties, and you will see by the list that in some counties there are very few National schools in our charge, because the schools in those counties are not vested, and therefore we have not the care of them. I think that in the county of Carlow there are no schools at all in our charge.

14064. Will you put in the return?—I will.*

14065. How many cases of new schools are there now that have been referred to your Board that are still incomplete?—I have a list† of these, too, my lord. We have sixty-two schools in progress of building that are not yet complete.

14066. What is the date at which the first of those applications was put before your Board?—Well, the grants for some of these schools were made by the Board of Education in the year 1865. There are very few of them; 3 schools that were granted in 1865 are unfinished yet; 4 schools that were granted in 1866; 19 schools granted in 1867, and 36 schools which were granted in 1868; all these are in progress, but not yet finished. But, my lord, I must explain that these are not being built by us; we simply notify to the local manager that the Board of Education have made a grant of two-thirds of the estimated cost, and we send him the plans, specifications, and conditions, and we inform him that when he shall have built the school, according to the plans and specifications, we will then pay him the amount of the grant; and frequently there is considerable delay, because the local managers are not able to collect quickly the contribution of one-third which they are to pay, and therefore the building is sometimes delayed.

14067. And in the case of a new school, is the contractor under the managers, and only indirectly under your Board?—He is entirely under the managers, my lord; but we have a certain check on him, because our officer goes round and if he sees a deviation from the plan or specification he reports it to us, and we instantly notify to the manager, that if that work is not remedied we shall not pay the grant, and then the manager coerces the contractor.

14068. Would not the schools be built more expeditiously and better built if, considering that the Board furnishes two-thirds of the cost they were to undertake the supervision of the building and the contract themselves on receiving the one-third from the local manager?—I really do not think so, my lord. I think the present system works very well, for local parties who have it in their own hands use more energy and take more interest in the matter than if it were to be done up here in Dublin. For instance, a country gentleman or clergyman who is manager of a school in a distant part like Donegal or Kerry or such places, will, if the matter is left in his own hands, make more exertion, I think, and look after it more closely than if it were altogether done by us, whereas we still have a sufficient supervision of it and can check any bad work.

14069. The Rev. Dr. *Wilson.*—Are you aware of any inconveniences or evils having resulted from that arrangement?—No, I am not aware of any in the case of these schools.

14070. Have you ever heard of the work being done for a less sum than the estimate, and the manager or local parties thereby saving their third?—I have, but I always understood that it was because the local manager happened to be a gentleman who happened to have stone or timber on his own property and made it available; whereas if we asked for tenders for the work we should pay the full market price for materials and labour, while he could get it more cheaply done; and if in the result we find an equally good school built there, that is all we look to; for our officer makes a valuation of the school building and the materials, as to whether it is worth the amount, and how the manager has managed to effect it we do not think it necessary to look into.

14071. The *Chairman.*—Supposing the manager effects a saving on the original estimate of the school, does that saving go entirely in diminution of the one-third or local contribution, or is it rateably divided between that and the Government grant?—It practically goes in diminution of the one-third contribution; but, my lord, there are cases where our officer, on his final inspection, finds the buildings erected not exactly value for the estimate, and we divide the saving between the Government grant and the contribution rateably; but if we find a building worth say £300, and that any surveyor of buildings would estimate that building to be worth that amount, we give the manager the two-thirds, although he, by some favourable circumstances, may have built it for £250.

14072. Mr. *Dease.*—Is it not the case very often with respect to parochial schools that the clergyman gets the people, or that they volunteer, to draw materials, and in that way save a portion of the third?—It is. That is what we understand. The saving is made in that way by the assistance of the parishioners, and by the manager's getting materials more cheaply.

14073. All of which would have to be paid for in cash if done by you?—Exactly so, and paid highly for too. Whenever the Government takes any work in hand, they are made to pay the highest price for every thing.

* This List will be found at the end of this day's evidence, page 611, marked A.
† This List will be found at the end of this day's evidence, page 611, marked B.

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14074. Who makes the estimate in the case of an original school?—It is a fixed thing, made some years ago by our architect, Mr. Owen (I have brought the estimate here),* for all classes of schools. There was a careful estimate made in the year 1858, of the cost of the several classes of schools. For school No. 1, for 60 children, the estimate would be £207; for school No. 2, for 75 children, £225; for school No. 3, for 100 children, £255; for school No. 4, for 120 children, £306; and so on. There are eight classes of schools, the largest number of children for whom accommodation is calculated being 200, and the estimate for that is £487.

14075. The Lord Bishop of *Meath.*—What is the estimate for the smallest?—£207.

14076. And for what number of children?—Sixty.

14077. Mr. *Stokes.*—Are those estimates based upon Dublin prices?—Oh no. The Board's architect at the time, took the prices throughout the country, and made a kind of average; they are chiefly rural prices.

14078. The *Chairman.*—Can you put in that return?—Certainly, my lord.

14079. Lord *Clonbrock.*—Does the Board ever admit of home-grown timber?—There is an absolute prohibition against it in National Schools, although of late it has been allowed, under the Land Improvement Act, in farm offices.

14080. Rev. Dr. *Wilson.*—Do the Commissioners invariably see that the one-third is in hands before the grant of the two-thirds is made?—Oh no; we do not get in the one-third at all, except in a case where the manager chooses to let us do the work and pays it in. But we merely notify to him the grant, and tell him that when the work is finished we will pay him the two-thirds.

14081. The *Chairman.*—Does it often occur that the managers do ask you to do the work, and pay in their quota?—Not often; out of thirty schools, they would not ask us to do it in more than two or three cases. They generally do it themselves.

14082. I think you stated that there are three cases dating from 1865 which are unfinished?—Yes, my lord.

14083. Will you state what those cases are, and the position in which the schools now stand?—There is one school at Ardcollum, in Roscommon, one at Monagea, county Limerick, and one at Ballinadee, in Cork. We write to the managers of those schools from time to time, when we perceive that a long time has elapsed without their notifying to us that the work is going on, and we generally get an answer saying, that they have been unable to collect the whole of the contribution, or that times are bad, or something of that kind.

14084. Are there any of the schools in your list of unfinished, in which the work is being constructed by your Board?—There are three cases—namely, Glan-island, county Mayo, Carowen, county Donegal, and Lettergesh, county Galway. There has been no delay in these cases, and the works are nearly completed in the two first cases, and progressing satisfactorily in the other.

14085. In the case of an applicant for a new school, how long is it generally before the plan is sent from your office to the local manager?—About a month, my lord, or five or six weeks. The reason of that is, that we have to send the plan when we have finished it to our local officer to revise it, because there may be peculiar local materials; brick, for instance, may be more plentiful in one place and stone in another; and the local officer only knows which would suit the locality; and then delay arises in getting it back from him, and having three copies made. We send one copy to the manager to do the work, we keep one copy in the office, and we send the third copy to our officer, so that in going his rounds, he may see that it is observed.

14086. Then what is the next process?—The next step is that the manager in carrying on the work is bound when he has the foundations built to the level of the ground to notify to us that they are so built, and then we instruct our officer to go and see them at that stage.

14087. What would be the average time which would elapse before your officer is capable from his other duties to inspect the site?—Well, sometimes it would be from a week to three weeks. They have rather large districts, my lord. Some of them have six or seven counties, and none less than four; and sometimes they will be just starting upon their rounds and will visit in a few days; but if they had recently returned from their inspection it would be perhaps a fortnight or three weeks before they would visit it.

14088. You think that the delay for that cause need never exceed a month?—It need never exceed a month; but there have been great delays until lately in the southern division, because there were only five divisions of the country, and we had only five persons throughout Ireland, and the southern division was too extensive. But we got the Treasury to allow us to appoint a sixth clerk of works, and now the inspections are quickly made.

14089. Then, when your district clerk has passed the foundation what is the next step?—The manager goes on with the building, and when it comes to be ready for the roof he must notify, and our officer goes there again. And it is not necessary for him to go to see it specially again, unless he happens to pass it in his tour—until the manager notifies that it is finished; and then he goes to make a careful final inspection of the whole building.

14090. If the district officer is satisfied with the foundation in the one case, and with the superstructure in the other, is he able to give the manager a verbal assurance that he is satisfied so as to enable the work to go on without further delay?—Oh, yes; nothing more is necessary.

14091. Are there any cases of repairs of schools now unfinished that were represented to your Board before the commencement of the year 1868?—I think not, my lord. I have here a return of all the contracts we have made for repairs of schools, from January last to the present time, and they amount altogether to £5,480 expended, or being expended.

14092. What would be the largest, and what the smallest amount?—The smallest amount I see here is about £5 5*s.* 4*d.*, and the largest is about £70. They range from £7 to £8, £17, £30, £47, £75, £25, £18, £9, £20, £10, £9 5*s.* 0*d.*, to £31, £17, £58, £67. They all range between £5 and £70 for the repairs of schools, but the average is about from £15 to £20.

14093. What is the number of applications you get in the year for mere repairs?—About 200, my lord. This represents nearly all cases up to this time. Repairs cease after this, because the weather becomes broken, and we try to get the whole done between April and November. Of the 574 schools we repair, perhaps, 200.

14094. Are there any number of cases for which you have not already made contracts, and for which applications are now lying in the office?—There are some that we have not yet made contracts for; but we have received the tenders for them, and we have taken all the steps, and within the next week or ten days we shall have made contracts for the whole, I think.

14095. Are there any cases now outstanding for which application was made to you prior to the 1st of January, 1868?—I think not, my lord. It is not necessary that application should be made, for our officer is bound himself to attend to these.

14096. In a letter which has been addressed to the Commissioners by Bishop Moriarty, he says—"I have known cases where the Board of Education consented to give a grant where there was no difficulty or delay on the part of the proprietor, and yet a long time intervened from the first application to the supplying of the architect's plans. This is a cause of discouragement to the promoters, and of disappointment to the people." Can you explain to the Commission from what causes such delays might arise?—In some

* This Estimate will be found at the end of this day's evidence, page 612, marked C.

cases, my lord, the Board of Education communicate that the grant has been made for a school to the local manager, before communicating it to us, and frequently managers write to us that a grant has been made for building a school in which they are interested, and ask why we do not send the plans, which is the first we have heard of it, and we then write to the Board of Education. It occurs that sometimes they inform the manager that the grant is made some time before they notify to us, and delay arises. And the clergyman or manager very often takes for granted that when the grant is made we should send him the plans, and he writes to us for them; but we cannot stir till we get a notification from the Commissioners of National Education; and I had an instance of that some days ago in Dr. Moriarty's own district; for Dean Mawe called on me and told me that he had got a grant for a school in Kerry from the Board of National Education, and requested us to give him the plans to go on, and I told him that we had got no notification, and we could not do anything until we had; but to prevent loss of time I got the plan put in hands, so as to be ready to send it immediately on receiving a notification of the grant.

14097. In that case the delay would arise from a defective communication between yourselves and the National Board of Education?—No, my lord; but in many cases, from the necessary and unavoidable delays in certain preliminaries, such as the signature of leases, &c.; but there is also no doubt that there has been considerable delay too on the part of our officer in the south from the cause I have told you already, that that officer had too much to do, and we have recently got the Treasury to divide the district and to give us two officers for it; and there were great and just complaints, of the delay that occurred in this part of the country.

14098. Rev. Dr. *Wilson.*—Was it owing to the Treasury not providing you with a sufficient staff of officers that these delays occasionally occurred?—Yes, it was; but I cannot say it lay with the Treasury, because when the Board did represent the matter, they granted our request; and our architect, Mr. Owen, had perceived the want for many years. However, the Board wished to have experience to be sure that an additional officer was necessary before they took action in the matter, and they delayed applying to the Treasury for a considerable time.

14099. Then should we understand that it is only lately that the Board of Works made application to the Treasury for the first time?—Only lately—about eight or nine months ago.

14100. The *Chairman.*—Do your district clerks at the end of every tour they make through their districts send you a short report of the state in which they find the different buildings?—No, my lord, they don't. The chief report we rely on is the sending up of the specifications. If we see that they send up specifications for repairs for a considerable number of the schools in their district we know that they have attended to them; but when we find that specifications do not come up, we then write to call attention to it; but in October, about this period of the year, they send a complete report of all the works in their district, and notify opposite to each what has been done to carry them into effect.

14101. Bishop Moriarty's letter has also this paragraph:—"School-houses may not unfrequently be seen for many months with window panes broken, ridge-tiles blown away, or otherwise damaged. The damage increases with the delay until the cost of reparation becomes serious, and in the meantime there is an absence of comfort and decency." Do the Board of Works undertake to maintain the school windows?—Yes, my lord, certainly; everything connected with the school they have to maintain in good order.

14102. If your district clerk on his tour saw a broken window or a ridge-tile blown away, or a small number of slates displaced, has he any power to order such small repairs within any limited amount, on the spot?—Oh, certainly; and it is his duty to do so—to order some neighbouring village carpenter or slater to do the work at once, and he sends up the bill certified, and it is paid.

14103. What would be the limit of such expenditure?—Well there is no strict limit, but anything under £4 or £5 could be done.

14104. Mr. *Stokes.*—In such a case is no application to Dublin necessary?—No; the clerk of the works has authority himself. He may go to a school-house immediately after a storm, and he may find a chimney pot blown down or a pane of glass broken, or any similar or urgent work, and he has quite authority to order it to be done at once.

14105. The *Chairman.*—If the application by the manager for such small repairs is made direct to the district clerk he has power to take action himself?—He has, my lord, within that limit that I told you; but when it comes to more than that he is bound to send a regular specification, and let us call for tenders.

14106. Then in such cases of small repair, does he report to you periodically the expenditure he has sanctioned?—He reports to us when he has sanctioned it. He says, "I made a visit yesterday to such a school; I found such and such repairs necessary; and I ordered such and such a contractor to execute them; and I request the Board to approve of it." In fact it is merely to notify to the Board, and not so much for their approval he is required to write.

14107. Have you, within the last twelve-month, had any complaints from managers in the country, of specific schools having lain unattended to for many months, requiring trifling repairs?—We have, my lord, in that southern district that I spoke of. We have had several complaints from Lord Castlerosse and other gentlemen in Kerry, calling attention to the neglected state of schools there, and that was owing to want of assistance, the officer having too much to do; and since we have got a second officer, we have cleared them all up; and I think now the schools are in a very good state.

14108. Then do you consider that it arose entirely from the state of the district, and not from the officer being inactive in the discharge of his duties?—He was not a good officer, either, my lord, but he always made excuse that he was overpowered with work, and had too much to attend to. But there is, no doubt, that he was himself to blame, and he was censured several times, and, in fact, at one time was threatened with dismissal, but he represented that he had such an immense amount of work to do, that he could not get through it, and that his health was broken, and he was pardoned, and the Board applied to the Treasury for a second officer.

14109. And do I understand you to say that at the present moment there is no school which has been built directly by the Board, and for any delay in the completion of which the Board is therefore responsible?—I think not, my lord.

14110. The Earl of *Dunraven.*—Where is the second officer located?—He is in Cork—one in Cork, and one in Limerick.

14111. Is it usual for the managers to apply to the district clerk for small repairs?—Yes, it is. The managers frequently when they meet them on their tours, ask them to order small repairs.

14112. But supposing a storm occurs, and slates are blown off the school by it, to whom does the manager apply?—He applies generally to Dublin—direct to us.

14113. He applies to the National Board or to you?—To us chiefly—sometimes to the National Board.

14114. The Lord Bishop of *Meath.*—Has he no power to order those small extraordinary repairs himself?—No.

14115. Rev. Mr. *Cowie.*—That is only in vested schools, I believe?—Yes; vested schools.

14116. Rev. Dr. *Wilson.*—Your statement applies only to vested schools?—Only to vested schools.

14117. Rev. Mr. *Cowie.*—Vested in the Commissioners?—In the Commissioners and in trustees. These latter form, however, only a small number—

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not, I suppose, twenty in all Ireland. We do not take any cognizance of them (those vested in trustees) unless we get special instructions to do so from the Commissioners.

14118. Mr. *Dease.*—Are they included in the total number of 574?—They are, but the proportion of them in that is very small. In fact we never take any notice of schools vested in trustees unless we get a special order to do so, and we have got that order in about twenty cases I should say.

14119. From whom does that order come?—From the Commissioners of National Education.

14120. Rev. Mr. *Cowie.*—Does that refer to repairs?—Yes.

14121. Is it necessary that an order should come from the Board in Marlborough-street to replace a few slates on the roof of a school-house in Kerry?—No; the officer does all that, and we only look upon the letters of the Board of Education as mere reminders to our officers, and we are very glad to get them, because they enable us to check our officers.

14122. The Earl of *Dunraven.*—If these repairs are not made until the officer goes to the place, several weeks' delay may take place?—There is no doubt of that, because an officer may be stationed in Omagh, and a school may be in very bad repair up in Donegal, in Tory Island, for instance, and it may be days before he can get there, and repairs which might be done at once by the village carpenter for a few shillings may cost £5 before he can have time to get there; and the chief reason of the delay is, I think, the distance the officer has to go.

14123. Do you think that there would be any practical inconvenience if the managers were allowed within certain limits to order repairs?—I am afraid there would, for this reason; when we got the schools to maintain first in the year 1857, we did everything through the managers; we sent instructions, specifications, and notices through them to get tenders and contracts in the localities, and we found that frequently our letters were unattended to, and were in some cases returned unopened. Sometimes the manager was away for months perhaps, abroad or in England, and at length we had to get a special authority from the Board of National Education to enable us in future to communicate with the teachers when we found from absence and from various causes that we could not act through the managers; but wherever the manager was resident on the spot we found it was a great advantage as he took an interest in the school, and we found it work very well; but frequently from various causes they were not there, and we had to get, as I have mentioned, a special authority from the Board of Education, who, at first, were very unwilling to give it, that we should send our specifications and documents through the teachers.

14124. Rev. Mr. *Cowie.*—Could not the County Surveyor under the Grand Jury be employed by you to do work in distant counties?—Certainly, he could; but county surveyors in all cases are not architects, though in many cases they are. A great many are both engineers and architects. It requires to be an architect to do these things, because we not alone have trifling matters to do to these small schools, but we have a great number of large model schools which sometimes require very extensive additions and other works.

14125. The Lord Bishop of *Meath.*—Supposing a resident manager wrote to you to say that some temporary repairs were wanting, and urgently required, do you think it desirable that he should have permission to make them within certain limits of expenditure?—Well, I think it would, but it has not been our practice. We have generally written back to say that we will instruct our officer to attend to it, but we do not give the manager authority to do it.

14126. But it might happen that if your Inspector was otherwise employed, or was in a distant part of his district, a considerable time might elapse before the repairs could be executed, and great mischief might be done?—That is very true, and that is the weak point—the distance of our officers from a school on a hillside in Kerry or Donegal, which a few shillings would repair if instantly attended to, but perhaps would require £5, or £6, or £7 to be expended by the time our officer could get to it.

14127. Rev. Dr. *Wilson.*—But, practically, in many cases would not this fall into the hands of teachers by managers not visiting, and seeing the necessity for the work?—I think so, because there are numbers of schools in very remote parts of the country, such as Connemara, and Donegal, and Kerry, and part of Cork, where, really, the managers do not reside at all, and where we cannot communicate with them, of course.

14128. The *Chairman.*—What means have you of preventing waste of the public money in repairs of the windows of schools that may chance to get broken?—We have frequent complaints of the windows of the schools being broken by boys with stones, and the only way that has been suggested to prevent that is, that the residence of the teachers should be near the schools. Sometimes, I understand, the teacher lives a mile and a half or two miles off from the school, and the place is shut up during the evening, and the schools have been broken into in a few instances, and the windows have been frequently broken.

14129. What check have you on useless expenditure being incurred, arising from carelessness or from tricks on the part of the children?—When our officer goes round, and often notices anything of the kind, he reports that the place is kept in an untidy way, and that the children are allowed to do mischief, and so on. We then report that to the Board of Education, who afterwards send a reprimand to the teacher of the school.

14130. Master *Brooke.*—Do your officers make regular circuits of their respective districts?—They do.

14131. How many do they make in the year?—They make two regular circuits in the year—once in the Spring and another late in the Autumn. They also occasionally pass and make inspections and reports.

14132. Are they bound to attend to any complaints they receive?—They are, as soon as they can.

14133. Has that officer you spoke of, who was considered to be inefficient, got an assistant?—Yes.

14134. Is he still in the employment of the Board?—He is. He has got a smaller district, which is marked "white" on this map, and which is a very small district compared with the others.

14135. Do you consider him more active since he was relieved from the over-work?—We do certainly.

14136. I observe that Bishop Moriarty suggests as a good plan for obviating what you now spoke of—the mischievous destruction of school property—to give the teacher a small salary of a few pounds, on condition that he will keep the school-house in repair—might not that be done?—That was proposed to the Board in the year '58 or '59; and they seemed rather averse to it.

14137. If the schoolmaster had to pay for the broken windows out of his own pocket, don't you think he would look sharper after the boys?—Such a thing was contemplated by the Board. It was proposed to give each teacher ten shillings a year for keeping the windows in repair; for white-washing the school-house; for keeping the locks, chimney-pots, slates, and things of that kind, in repair; but it was not carried out.

14138. Were the schoolmasters willing to enter into that arrangement?—I think they were.

14139. Mr. *Dease.*—In the case of those schools to which land is attached—I mean the agricultural schools—are they kept in repair by the Board of Works?—Yes, they are.

14140. Are the gates of such buildings kept in repair by the Board of Works?—Yes, everything.

14141. How would you account for the fact that in the Temple Douglas school-house, where I was the other day, the gate-posts were out of repair over the entire farm; and the gate going into the out-offices was off the hinges for two years?—That might have been the teacher's fault, for not calling attention to it; and it might have been the fault of our officer too; but the Inspector going round would send in a report to us.

14142. It was evident from the appearance of the gate that it was off the hinges for a long time; I asked the teacher if a representation of its state had been made to the Board of Works, and he said it had been frequently made—I am almost sure it was Temple Douglas school-house?—I don't know anything about that; but I can have a report of it in a few days, if you like.

14143. And half the windows of a school-house at Tervoe, within a few miles of Limerick, I found were broken; and the woodwork was worn away—that was the case in one of the rooms occupied by the teacher; and when I asked why that state of things was not remedied, I received the same answer—I was told that no attention was paid to the matter by the Board of Works?—I don't remember that case; but the course of proceeding is, that our officer should, on going his rounds, make a specification of all the works necessary to be repaired, which would be sent to us. We would then, by advertisement in the newspapers, call for tenders, and some time would necessarily elapse before the repair could be effected. There is no doubt that there is a delay when a matter of that kind is to be repaired, before our officer can go round and examine the place, and before tenders can be had.

14144. But can you account for the delay that would cause the windows to get into the state I have described?—I cannot. That should not be so.

14145. Supposing there were additions desired by the local manager or agricultural teacher in any of the farm buildings, what would be the course, in order to get them completed?—We should first get a letter from the Board of Education, applying for these additions, and requesting of us to make estimates and plans of them. These would be sent for their approval, and when approved of, we would have to wait until next year's estimates were made out, and provide for the cost, for we could not spend any money until it was voted by Parliament—we have no general funds for such special works. If any additions were required to ordinary school-houses we should insert the amount in the estimates going in now, which will be voted next year. A contribution of a third would be required from private parties in this latter case.

14146. Have you heard of any complaints of want of attention to the repairs of school-houses when represented to the Board of Works?—Yes, I have; but not in the case of model schools. I have heard of complaints in reference to small schools situated in remote and hilly districts; we had not many complaints in any of the districts except the southern; it was principally from schools in that district, as I have stated.

14147. Would you be surprised to hear that, in all the districts I visited, I found these complaints universal?—I would not; for people frequently, for some reason or another, are rather inclined to abuse the Board of Works; and I don't think with very great justice either.

14148. Mr. *Stokes.*—What means do you take to supply defective arrangements in the model schools?—When we receive an application for alterations, additions, or repairs, our architect, surveyor, or clerk of works, inspects the premises, and takes means of getting the views of the Inspector of the district. He sends a report to the Board on the subject. The Commissioners make any alterations they deem necessary, and send it to the Board of Education for their approval, and they then return it to us, approving or disapproving of the works proposed.

14149. There was a complaint made to us at Dunmanway, that there was no privy for the teacher's house, and that there was none suitable for the female teachers; if the deficiency was represented to the Board of Works, would you consider that that want should be supplied?—It should be attended to at once; it should not be allowed to exist for any time.

14150. As regards the ordinary repairs of the model schools, is there any means taken to secure that these repairs should be done during vacation?—Yes. We generally do them during vacation, but sometimes we are late. We always endeavour to do them during vacation.

14151. At Enniscorthy we found that the girls and infants were displaced from their rooms on account of the repairs not being executed during the vacation?—Our officer should have the specification and plans ready to do the repairs during the vacation; but sometimes no one is to blame for the delay, for when we advertise in the newspapers for tenders, we get tenders perhaps from disreputable or incompetent persons, and frequently the proposals are too high and beyond the estimate. We have then to call for fresh tenders, or to cut down the plan and specification, or alter it so as to bring it within the funds available.

14152. Rev. Dr. *Wilson.*—Can you account for the fact that Carlow is the only county where there are no vested schools?—I cannot. There are some counties where the proprietors, I believe, wish to have the schools in their own hands, and therefore it is that they promote schools independent of the Board. I should say that we have not half of the National schools in Ireland under our care.

14153. The Lord Bishop of *Meath.*—In the paper you put in the smallest number for which a school-house is proposed to be built, is sixty—do you build school-houses for a smaller number than that?—No; we do not.

14154. Mr. *Dease.*—Are these plans the original plans prepared by your officer, or are they new plans?—They are the original plans made about thirty years ago by Mr. Darley, and we have these plans still; but Mr. Owen, the Board's architect, made a set of new plans about a year ago, which are not so expensive, and which afford better light. We submitted these to the Board of Education for approval and adoption: but up to the present they have made no decision on the subject.

14155. You consider these plans better than the original ones?—Yes, better and cheaper.

14156. How long ago did you submit these plans to the Board?—About a year and a half ago; on 6th June, 1867.

14157. And you have got no answer since?—No, we have not.

14158. The Earl of *Dunraven.*—When was the communication made to the Board of Education?—It is about a year and a half ago; it is more then a year ago; on 6th June, 1867.

14159. The *Chairman.*—If an Inspector of the Board were to write to your office and say that he observed such and such repairs wanting in certain school-houses, would that representation of his receive attention from the Board of Works?—It would, certainly. We always pay attention to the Inspector's reports, and we call on our officer where he neglects to report on repairs that are necessary.

14160. Then there is no disinclination on the part of the Board to receive information from the Inspectors?—None whatever; on the contrary, we are always very glad to receive any information from them.

14161. Rev. Mr. *Cowie.*—Do you criticise the plans for the building of the model schools, or does the responsibility rest on the architect of the Board?—It rests on the Board's architect. A great many of the schools were built before we had anything to do with them. I have a list here of those that have been built by us.

14162. Just mention those that have been built by you?—We built the Cork model school, Enniscorthy, Enniskillen, Londonderry, Newtownards, Sligo; and of those that are called minor model schools, we built the schools at Carrickfergus, Lurgan, Monaghan, Newtownstuart, Omagh, and Parsonstown. The tender for building the Cork model school was £8,700.

14163. Did you build the Belfast model school?—No, we did not. The tender for building Enniscorthy model school was £4,842, but it cost something more than that.

14164. With respect to these schools that have been built by the Board, we observed that there was an uniformity of plan which, in my opinion, was needlessly expensive; in fact, more than was required. If any one was to make this complaint would

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your architect be the person to blame for it?—Yes, the architect and the Commissioners, for the architect had to submit and lay the plans before the Commissioners before they were executed.

14165. Are you acquainted with Newtownards model school?—No, I am not. I never saw it.

14166. Mr. *Stokes.*—Is the drainage of the schools under your care?—Yes, it is.

14167. Are you acquainted with the defective state of the drainage of the Newry model-school?—I am not. It was not represented to our Board, as far as I can recollect.

14168. Rev. Mr. *Cowie.*—It has been suggested here as a recommendation that all the National schools in the country might be repaired at the public expense; if such a notion were ever entertained do you think it could be done by your office?—It could, but I don't think it would be at all advisable.

14169. You think the organization of your office would not permit it?—No, I think not; we should at least double our local officers, but in any case it would be a doubtful policy.

14170. In the present state of affairs, could not these small repairs be thrown on the county officers?—I think not; it would be a bad plan, in my opinion, to throw a portion of the duty and responsibility of such a service on local persons, and a portion of it on us.

14171. At present you consider that the repairs of the model schools should be made by the Board of Works, and the repairs of the small schools might be thrown on some local person?—Yes; I often thought that if there were some officer that could attend the moment when small repairs were required, it would save money.

14172. Do you employ any agents in towns to attend to these matters?—In the case of model schools we have an arrangement of that kind. We appoint a builder who lives in the locality—say in Sligo. The head master has authority from us to direct that that builder shall execute certain repairs, such as the repairs of locks, slating, the repairs of chimney-pots, and the like. The head master certifies that these repairs have been executed, and sends up to us his certificate; and we then pay the builder. We have printed forms for that purpose, which we send to the head master, and which he gives to the local builder. When the repairs are executed, the head master sends up the bill certified to our office, and we then pay the builder.

14173. Is that not subject to the supervision of the Inspector?—If he lives in the town where the repairs are required he signs the bill as well as the head master. The head master first signs the bill, and the Inspector countersigns it.

14174. But as a matter of fact, the Inspector does live in the town?—Yes, he does.

14175. Is the repair subject to the approval of the local Inspector?—It is not.

14176. Is there any limit to the execution of these repairs?—Yes; there is specified at the top of the printed form the nature of the repairs he has authority to have executed—such as the repairs of locks, the repairs of chimney-tops, slating, &c.

14177. Could you tell me how much money did you spend last year on the National schools in Ireland?—Do you mean on the ordinary or the model schools?

14178. I should like to have the amount you spent on both classes of schools?—The total estimate for National schools for last year was £16,546.

14179. Did that include all?—It did; and it included £3,500 for building schools.

14180. Was the entire of that sum expended on the schools—is that the amount of the estimate or is it the return of the expenditure on them?—It is the estimate; the actual expenditure is near that sum—that £3,500 is our two-thirds of the cost of building.

14181. How long have you had charge of the model schools, as regards the building and repairing of them?—We have charge of them since April, 1857.

14182. Can you give us a return of the amount of expenditure on them since that period?—Yes, we can.

14183. Is it among the papers ordered from your office?—It is among the papers sent in to you from our office.

14184. Mr. *Stokes.*—Does it show the amount expended on the model schools?—It does; it shows everything.

14185. Rev. Mr. *Cowie.*—Did that return come direct to our office, or was it sent first to Marlboro'-street?—It was sent to Marlboro'-street.

14186. As we have not yet seen it, perhaps you could send us a duplicate of that return?—Yes.*

14187. I suppose it is not very voluminous?—It is already made out; we have only to make a copy.

14188. The *Chairman.*—Are there any papers you wish to put in?—Mr. Vere Foster about a year ago represented to us that there were many localities where the cheapest National school was too expensive; where the people were so poor that they could contribute very little towards the building; and he requested the Board to sanction a plan for the building of a cheaper class of schools—a school-house that would only cost £100. Such a school would be merely a room with four walls and a roof—in fact the simplest and plainest school-house possible. The Board did sanction it, and this paper set forth the conditions of these cheap schools which he said it would be desirable to have built in the poor localities.†

14189. The Bishop of *Meath.*—What would be the size of such a school as you speak of?—It would have a floor area of about six feet for each child, with mortar built walls.

14190. What I mean is, what would be the size of the school which you would build for £100?—It would be very small.

14191. The *Chairman.*—Have any school-rooms of that class been built by you under these conditions?—I think not any. We have had a few applications for the building of such a class of school, and we have made grants for the purpose; but they have not been carried out.

14192. The Earl of *Dunraven.*—Were these grants made without any contribution from the localities where the schools were to be built?—One-third was to be contributed from the locality.

14293. Mr. *Sullivan.*—Under whose special department is the model school at Glasnevin?—It is under Mr. Clarendon, one of our surveyors; he attends to it.

14194. Do you know if any requisition respecting that school was sent in, within the last year and a half or two, to the Board of Works, to have repairs executed there?—Yes, there were several sent in, and they have been attended to.

14195. Have you any remembrance of one being sent in to your office in May last about the supply of gas?—I am aware of that.

14196. Has that been attended to?—Not yet, and the explanation of that is, there is a question as to whether it would not be better to get a supply of gas from the city than be manufacturers of gas ourselves; and we are negotiating with the company about it.

14197. Does it take six months for the Board to determine cases of that kind?—It does not; but the fact was there were two retorts erected there under a contract from us. One of these failed; the other was employed in the manufacture of gas, and is effective for that purpose. When one of them failed the question arose whether it would be better to have it repaired, or abandon those gas-works, and get the supply of gas from the city company and not be manufacturers of it ourselves.

14198. The application was made to have a new one erected?—Yes.

14199. Are you aware that a second requisition

* This return will be found in Sec IV., Paragraphs 1 and 2, of the returns furnished by the National Board.
† This List will be found at the end of this day's evidence, page 612, marked D.

was sent in to your office in reference to the state of the second retort?—I am not.

14200. And that, in fact, the whole place is now lighted with oil lamps?—I am not.

14201. Should you be surprised at such a state of things—should you be surprised to hear that the whole place is left without any light except what is procured from the use of oil lamps?—I would; but I know it was the intention of the Board to repair the retorts but for the question that arose respecting the supply of gas.

14202. But does it take the Board six months to come to a decision of that kind?—It does not.

14203. Can you state how long ago it was since the requisition was sent in for the cases for holding minerals and such articles?—I can't say.

14204. Is it a year, do you think?—I could not say. I have no recollection of it, but I could find it out for you very soon.

14205. Do you know how long it is since a requisition was sent in for the repair of Tervoe school?—I could not say. I have no recollection of it.

14206. After a requisition is sent in how long does it take to have repairs executed for a country model school?—If it is for a large sum, say £500, we can't execute them until the estimate for that amount is passed by Parliament.

14207. Suppose it were for ten shillings, how long would it take?—That could be done at once.

14208. Should you be surprised if we found out that it took two years for the execution of some of those repairs?—I am aware that in some districts, for instance, some of the southern districts, as I have already stated, there have been delays and complaints.

14209. Do you think it would be desirable to increase the number of the clerks of works in these districts?—We have done so; we have appointed one additional. It is a question whether the extent of the districts to which clerks of works are appointed—sometimes extending to four or five counties—is not too much to attend to, for they have to attend not merely to the National schools, but they have under their care the Customs and Coastguard buildings, the Inland Revenue and Post Office buildings—in fact all the Government buildings in Ireland are in their charge as well as the National schools.

14210. Rev. Mr. *Cowie.*—Then you would want three times the number of clerks that you have?—We would, I think, want some further assistance.

14211. Do you repair the military buildings?—No, we don't; these are under the charge of the War Department; but we repair the Constabulary barracks.

14212. Mr. *Sullivan.*—How many clerks of works are there altogether in Ireland, in connexion with the Board?—There are six altogether.

14213. The *Chairman.*—Are there any other returns you wish to put in?—This one I hold in my hand is a return of the amount voted by Parliament for the last four years, averaging about £14,000 a year—which you might wish to have. I have also here returns of the number of National schools, amounting to 103, that were built by us since 1857—since we got charge of them; with the names of the counties in which they are situated, and the amount expended on the buildings.*

14214. How many visits is the clerk of works expected to pay to the schools in his district?—He is expected to visit them twice a year—in the spring and autumn—and to make a note of all the repairs that are required in each of them; and they are to be executed the next year.

14215. Do you think that that is physically possible, considering the small number of clerks you have, and the out-of-the-way districts in which some of the schools are situated?—As a subordinate officer under the Board I cannot be expected to suggest anything on the subject; but if I were to offer an opinion, my impression is that something more localized would be more effective for repairs.

14216. Do the Commissioners desire the clerks of works to send in reports to them of the places they have visited, whether these places require repairs or not?—They do, once a year, of works executed, and weekly, of names of places visited.

Brother P. D. M'Donnell sworn.

14217. The *Chairman.*—What is the office which you fill with respect to the Deaf and Dumb Institute at Cabra?—I am director of the establishment, a member of the committee, one of the honorary secretaries, and principal manager of the affairs of the charity.

14218. Are you the head of the establishment as Director?—As Director.

14219. Do you reside there?—Yes.

14220. Does that institution receive any public assistance?—Save from the workhouses.

14221. What are the rates that the guardians pay for those inmates that they choose to send to you?—Fifteen pounds a year at present. If your lordship would allow me to make a statement, perhaps I would be able to direct your attention to what might be considered the principal part of the inquiry. Our committee, in commissioning me to appear before you, wish that something really effectual should be done for the great number of poor deaf mutes dispersed throughout Ireland. It is unnecessary for me to represent their sad state to you, but there is scarcely a single person possessed of what I would call the common feelings of humanity that does not express himself feelingly on the subject when the occasion offers. The bishops of the Catholic Church, both in England and Ireland, have testified the most tender care for those poor creatures, and have expressed themselves in terms which show how solicitous they are for the education and improvement of this the most abandoned portion of their flock. The Right Rev. Dr. M'Gettigan, at an examination held in Letterkenny, during the course of last year, expressed himself thus:—

"Perhaps in the whole extent of creation there is not a more piteous object than the poor uneducated deaf mute. You cheered and applauded, but the poor children heard not your cheers. These poor boys never heard the gay and pleasing sound of music, and they are debarred from hearing a more delicious sound—the sweet sound of the voice of a mother or father. Never to experience those pleasing sensations is the smallest loss of which the deaf and dumb are deprived. You see in each of them an immortal soul, destined for an exalted place in glory hereafter. They cannot be assisted by father, or mother or clergyman; but at the Institution at Cabra they can acquire all that is necessary for them to know. It is indisputably proved that they have no notion of God, of heaven, of hell, of eternity. It has been ascertained from intelligent deaf mutes what their ideas on religious matters were before instructed. They may exhibit certain manifestations of piety, but we should not be deceived by this. They know nothing of God and spiritual things. One of these, a lady, returned to the use of speech and hearing, tells that she knew nothing whatever of God, that the only notion she entertained of him, when people pointed upwards, was that of some great man in the sky, with a globe in his hand. And when they pointed downwards she thought they meant the wine-cellar. Numbers of them have an undue reverence for the elements of nature, they are totally ignorant of the great and saving truths which are essential to man's salvation. They remain unsubdued to the cross of Christ, alienated from the knowledge and love of their Redeemer; dying without hope; unsuspicious of judgment; and leaving us in awful doubt as to the lot that awaits them in the life to come."

* Those Lists will be found at the end of this day's evidence, pages 612, 613, marked E. and F.

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Brother P. D. M'Donnell.

I may refer to another passage from the Bishop of Ferns at a late examination that was held in the town of Wexford. He says :—

"It is quite true I feel a great interest in this institution and in the great and important work in which it is engaged. I had always felt this interest, but to-day that interest has greatly increased, and I am sure I only shared the delight you all experienced at that exhibition which is a great and pleasing proof of the labour of the good Christian Brothers, to whom we all owe a deep debt of gratitude. We have seen the results of the great care bestowed by them on those poor children who are deprived of speech and hearing, and the success with which these labours have been crowned. I do feel a great interest in this institution. But I confess that this exhibition to-day had a painful interest for me, for I was not at all prepared to be informed that there were such a number of deaf mutes in this country. It has indeed a painful interest for me, for I am accountable for the souls of these poor creatures. Without investigating the inscrutable mercy of Divine power with regard to these poor creatures, I do deem it my duty to exert myself to dispel the darkness in which they are enveloped. It is not for us to endeavour to penetrate those mysteries of the infinite mercies of God; but it is painful to consider how, without any instruction from without, or any external aid, these poor deaf mutes can work out their salvation—the end for which they were created. It is, therefore, my duty to help to teach them their obligations to Almighty God, and enable them to acquire these aids and helps to overcome those difficulties to save their souls, which we all have to surmount in living in conformity with the Divine will."

Our Committee wish me to state that, though a number of Commissions have been appointed from time to time, to inquire into the various grievances affecting society, yet nothing whatever has been done "for the poor deaf and dumb;" and hence they wish me to call the attention of the Commissioners particularly to the deplorable state of this class.

14222. What number has your institution the capacity to hold?—At present it would hold about 200, but with some difficulty.

14223. I see by the paper that you have given us there are now 283 under instruction?—That means the boys and girls; but the two establishments are separate. By the word institution we mean the entire charity under the control of the Committee, but we apply the word "establishment" to the male as well as to the female branch of the institution.

14224. Are the females within the same ground?—No; the establishments are separated about half a-mile from each other.

14225. How many does the female institution hold?—It holds 150.

14226. Have the Poor Law Guardians power to send pauper children to your asylum, and to pay special rates for their maintenance?—They have the power, but on a great many occasions they omit doing so.

14227. You state that by the Report of the Census Commissioners for 1861 there were 5,653 deaf and dumb in Ireland?—That includes adults as well as children.

14228. I see by the Report of the Irish Poor Law Commissioners for 1867 that the number of deaf and dumb in the union workhouses was only 156?—I have not seen the Report.

14229. As far as your experience goes are there many deaf and dumb children whose parents are able to support them?—Very few indeed, when compared with the entire number.

14230. What proportion of pauper deaf and dumb children do you suppose there are besides the 283 in your institution and 156 in the workhouses?—I can give you the entire number of deaf and dumb children in Ireland, also those under twenty years of age, but I cannot tell you the number that we may term paupers. I think it would be impossible for me to do that.

14231. What is the number of deaf and dumb children under twenty years of age in Ireland according to your calculation?—Two thousand and twenty-two. That is taken from the Census Commissioners' Report in 1861.

14232. Are the poorest classes in Ireland apt to keep their deaf and dumb children at home instead of sending them to the workhouse or getting them sent to institutions to be taught?—They have no alternative; they have no other means of getting them educated but by sending them to us.

14233. Are you aware whether they are generally willing or unwilling to send them from home?—Most anxious to send them; but the Guardians will not defray the expenses in a great many instances, so that the Act of Parliament becomes a dead letter with regard to the greater number of deaf mutes in Ireland.

14234. Are the whole of the children in your establishment paupers?—No; we have seven whom we call boarders; the remainder are termed paupers.

14235. Are those that come from England and Scotland the children of paupers?—All, except one, are the children of very poor parents, some of whom are tradesmen. The greater number live by their labour. They may be termed paupers in the proper sense of the term.

14236. How comes it that they are sent to Ireland?—Because there is no Catholic establishment for them in England.

14237. Are they maintained by your general subscriptions, or are they sent by benevolent people in England who defray the cost of their maintenance?—With regard to the cost of the paupers the amount that is necessary for their maintenance is never paid. It takes about £21 10*s.* to support a child in our institution.

14238. I mean with regard to the children who come from England and Scotland?—The same rule will apply to them as to children in Ireland. The highest amount that we receive for a pauper child is £15 per annum, and then the institution has to supplement what is required for his support out of the collections and subscriptions received. I might mention, that though this cost may appear high, yet it is much lower than that paid in any of the institutions in England or America. The cost of each pauper child at the institution in London is £25 10*s.*, though there are 330 children at present in that institution.

14239. Do you know what number of deaf and dumb children there are in Ireland in Protestant institutions for the deaf and dumb?—I don't know precisely. Without having their reports before me, I could not tell you.

14240. With your view that the deaf and dumb children are principally the children of very poor parents, how do you account for so small a number as 156 being now in different workhouses?—I explain it in this way—when we speak of a destitute deaf and dumb child, it is not understood he must necessarily be a pauper to be put into the workhouse, because many a poor farmer having seven or eight children, and having but a few acres of land, will not be able to pay for that child's education in school. In every sense of the word, that child is a pauper, and I may say, the son of a pauper, and hence it is expected—as the Poor Law Commissioners have told me, and have written to the various Boards of Guardians—that Guardians should be somewhat more tolerant towards deaf and dumb children in the explanation of the word destitute than what they should be to others. We consider that every deaf and dumb child, whose parents are not able to pay for his education and support, should be deemed a pauper.

14241. How do you account for the number of those who are in the workhouses being so small a proportion of 2,000 existing in Ireland?—I think it is a very large proportion for the reasons I have given.

14242. Mr. *Waldron.*—That is taking into account the number who are of an age to go to school?—Yes.

14243. The proportion of an age to go to school as compared with the total number of the deaf and dumb?—Rather with regard to the children of those whom the law calls paupers or vagrants, and who themselves must enter the workhouse. There are very few people capable of supporting a deaf and dumb child at home, that will send the child to the workhouse. Even in cases of persons applying for the admission of children, when we recommended them to apply to the workhouse, they refused; they said they

could not bring themselves to take such a step, on account of its humiliation; and that they would rather keep the child at home, though they were not able to pay for its support in the institution.

14244. The *Chairman.*—How long do you keep children in the institution?—Too short a time for instruction. Six years should be allowed for the instruction of a child. In America it is much more; but the guardians very often order a child home before he is half educated. Even last week we had a case of that kind in the Kinsale Union, from which a boy had been sent to us three years ago. The father went to America, and the mother is a mendicant. The guardians have ordered the boy home.

14245. Mr. *Sullivan.*—What duration of time are they allowed to remain in America—in the New England states, for example?—I have a report here from America, showing that they recommend a period of ten years. We find that six years is too limited a period for a boy's education, and hence we would wish that it should be extended to seven or eight years, if possible.

14246. Mr. *Waldron.*—In fact, in the first two or three years there is no progress made?—That is according to the boy's age and abilities.

14247. But usually?—It would be very hard for me to say; for it often occurs that a child in a year or a year and a half can write a very legible hand, so that even at the end of three years he is able to make his confession in writing, and approach the Sacraments, having sufficient information that will satisfy the clergyman that he is so prepared.

14248. The *Chairman.*—What proportion of your pupils are you able to teach to write with facility?—Nearly the entire of them, if they are the full period, but, generally speaking, in about twelve months time a boy can write a pretty fair hand with us, and answer simple questions in writing.

14249. Mr. *Dease.*—And boys when they come in know nothing?—They know nothing whatever; they are totally ignorant.

14250. Rev. Dr. *Wilson.*—Do you make any distinction as to age in connexion with that answer?—We would wish that the child should not be under eight or nine years of age, if possible; but sometimes we are obliged to receive them at an earlier age, simply on this account—when we have applications from boards of guardians to receive such children we are afraid if we allow the opportunity to pass perhaps he would not be offered at a later age.

14251. Generally speaking, what is the age of the children you refer to when you say many of them can write a legible hand, and answer simple questions, after being twelve months in the institution?—I should say if they enter at nine or ten, or from that to thirteen and fourteen, they will be able to do so. When I say answering simple questions, I mean within a very limited sphere, and that, of course, the child will be three or four years in the establishment. I make a distinction between writing a legible hand and answering questions.

14252. What is the extent of that limited knowledge to which you refer?—The test that we have for their knowledge, and the great point all these children aim at is, that they may be able to discharge their religious duties when they leave our institution. Hence, a knowledge of everything relating to religion, in the way of essentials, is required. We expect that the children will give what we call explicit answers to every one of these. Then there is geography and a little history, and such things. It is much easier for them to write than it is for them to read, for they have a greater difficulty in understanding the words of a lesson than in writing them mechanically.

14253. Mr. *Sullivan.*—What means have you of judging that they are sufficiently prepared for approaching the Sacraments?—They are generally submitted to an examination by the chaplain of the institution, and he examines them in the principal mysteries of religion and of matters connected with the Sacraments, and sees that they have a satisfactory knowledge of all those things that would be required of any child in one of our ordinary schools. He will have to take the answers of each in writing, for the great point we have in view is that when a boy returns home he will be able to discharge one of the most essential duties of religion—that is when he goes to confession that he will be able to write his sins, and without that we consider his education has been lost.

14254. Then that examination upon religious matters is conducted by writing and not by signs?—By writing; but it sometimes occurs that a boy who is very dull will not be able to write, and then he makes his confession to the chaplain by signs, but that is a very rare occurrence indeed.

14255. Then in most cases you are able to succeed in getting them so far advanced as to enable them to write?—With very few exceptions.

14256. The *Chairman.*—Are the Claremont, Moneymore, and Strabane institutions supported by voluntary subscriptions?—I believe entirely so.

14257. The pupils, you say in your paper, are reared in the tenets of the Established Church?—It is the Census Commissioners say so.

14258. You say it, quoting from them?—Yes, quoting from them.

14259. Mr. *Sullivan.*—They say they are supported by voluntary contributions. Are they not paid by the Boards of Guardians for the children sent from workhouses to them?—Of course they are paid for the children, I know very little of these institutions unless what I can learn from their reports, and that knowledge is necessarily limited. I cannot give much information on the subject.

14260. If any children are sent to those institutions by Boards of Guardians, they are entitled to claim payment for them?—Certainly.

14261. Rev. Dr. *Wilson.*—Do these institutions hold the same position with regard to Boards of Guardians that your institution does?—Certainly.

14262. You do not hold yourself responsible for the statement quoted from the Census Commissioners?—I do not, but I would say it is correct. Sir Wm. Wilde is very anxious to give you fuller information than what I could give you, for I have been speaking to him on the subject.

14263. I refer to the statement, that the pupils have been reared in the tenets of the Established Church. Are you aware whether that is a matter of fact or not?—I am perfectly aware of it.

14264. With regard to the Belfast Deaf and Dumb Institution?—They are reared in the tenets of the Established Church.

14265. But is not the Belfast Deaf and Dumb Institution designed for parties of several denominations; and are not the children of these denominations brought up in it in connexion with their respective denominations?—I think not, but I am quite satisfied they are brought up in the tenets of the Protestant Church. I say so for this reason that it is a Protestant clergyman who is the superintendent of that institution.

14266. What is his name?—I cannot give you his name. I visited the Protestant institution, but I don't know his name.

14267. Do you refer to the Rev. Mr. Kinahan?—I cannot tell you his name.

14268. I know he is not an Established Church Protestant; he is a Presbyterian?—In mentioning the word Protestant, the Census Commissioners probably refer to that, hence they make no distinction between Protestants and Presbyterians.

[The room was cleared and on re-admission the examination was resumed as follows:—]

14269. The *Chairman.*—In whom would you propose to vest any greater power to cause pauper children to be sent to deaf and dumb institutions in cases where the Guardians are unwilling. Would you propose to vest it in the Poor Law Commissioners?—I certainly would.

14270. What opportunities have deaf and dumb children in Ireland of doing something towards their own maintenance after they have left your institution?

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—Very little, except the trades that we teach them in the institution.

14271. What trades do you find you teach most successfully?—The shoemaking and tailoring. They also learn to be printers, bakers, and gardeners.

14272. Mr. *Waldron.*—And carpenters?—And carpenters.

14273. The *Chairman.*—Is there any other suggestion in the interests of those poor deaf and dumb children you would wish to make besides that of giving power to the Poor Law Commissioners to cause them to be sent to deaf and dumb institutions at the expense of the ratepayers?—The Commissioners have no power at present to compel a Board of Guardians to send any child. The Act is permissive, not compulsory. I have had frequently to go to the Poor Law Commissioners and represent cases to them where I thought a grievance existed. They wrote to the Board of Guardians, but they got no redress, for they said they had no power to enforce compliance; and besides, in disputed cases that might arise at the various Boards of Guardians, it would be fair to the Guardians themselves and the children, that the question would be referred to the Poor Law Commissioners, and that their decision should be final on the point.

14274. Rev. Dr. *Wilson.*—Do the Christian Brothers who have charge of the males, and the ladies of the order of St. Dominick, who have charge of females, belong to religious orders?—They do.

14275. And take an interest in their work as a religious duty?—Certainly.

14276. In this paper you speak of experienced and permanent teachers as desirable. May I ask you are these Christian Brothers experienced teachers in their department?—Certainly.

14277. And do you regard them as permanent teachers?—Certainly.

14278. And those ladies also?—And those ladies also. They may be changed occasionally, but it would be highly injurious to the institution.

14279. But if changed, their places would be supplied by others?—Supplied by others from the same institution.

14280. Have you at present a sufficient staff to attend to the children who are in course of training?—Quite sufficient. There is a teacher allowed to every twenty-five boys.

14281. You mention that there is a very large number of deaf mutes still outlying and remaining in perfect ignorance. Do you know what age they are? Do you refer to children—boys up to fifteen and sixteen years of age in the 3,678?—I refer to every age. I have taken the number from the Census Commissioners' Report, and their ages average from five to above fifty.

14282. Could you say what number of the 3,678 are under twenty?—I can inform you of that—2,022

14283. Under twenty?—Under twenty.

14284. Has any vigorous effort been made amongst the Roman Catholic gentry and people of Ireland to overtake the necessities of these cases by voluntary subscriptions?—They subscribe to our institution. The subscriptions were very low, indeed; but lately they have improved.

14285. They are charitable and liberal in supporting their own institution?—They are.

14286. Do you think a sufficiently vigorous effort has been made representing the wants of those people, to get the Roman Catholic people to subscribe?—I think more could not be done.

14287. You have enumerated the trades; can you say whether many of the boys do support themselves in after life?—A great many, and support their parents also.

14288. In what departments have they been most successful—in what trades?—Generally the shoemaking; some of them have been stone-cutters, some tailors, bakers, and the various other trades I have mentioned. One case occurred in the north of Ireland—I recollect it was in Carndonagh—where a boy was sent home, and found his mother living in a hut on the road side. He withdrew her from it, and is now able to support himself and herself in respectability.

14289. Have you not heard of many cases in which the parents of these poor children so afflicted have been very reluctant to part with them?—Not a great many cases; but the reluctance is owing to what I would call an overweening affection for the children. However, there is scarcely a case existing where they have not been prevailed upon by the clergyman of the parish to send the children to our institution. Where they have not, the natural affections of the people are so strong, that even if starving, they prefer to keep the children under their own control rather than send them to the workhouse.

14290. The Board of Guardians pay you £15 per annum for pauper children. On an average does not the £15 support each child?—Certainly not.

14291. What do you calculate as the cost for each child?—About £21 10*s.*

14292. Does that include food and clothing?—Not only food and clothing, but the expenses of the office.

14293. The general expenses of the institution, including everything?—Including everything.

14294. Now is this institution supported by subscriptions from all parts of Ireland, north and south?—North and south.

14295. What is the amount of your income, do you say?—It varies considerably.

14296. Last year, for instance?—Last year it was pretty high. I think I can tell you what our amount last year was. We made a very vigorous effort. In the year 1858, the total amount of our subscriptions, collections, and donations was £889 0*s.* 1*d.*; in 1867, we got £2,456 17*s.* 6*d.*

14297. You are going to build an addition to your institution?—We are about to build a refectory, also a new chapel for the children.

14298. Have you any suggestions to offer, other than those in the paper, by which you think the education of these poor children might be more advantageously carried on?—What we want particularly is, that some means should be adopted by which the great number of deaf mutes throughout Ireland would receive education. I think that the machinery that exists at present for education is as good as in any other institution in Great Britain.

14299. I understood you, in answer to Lord Powis, to say that if the Poor Law Commissioners had the power to compel Boards of Guardians to send pauper children to the deaf and dumb schools it would meet the difficulty?—Yes, in one way; but still I think that there would be a great difficulty found in doing that, and the reason is the one I have mentioned in that paper—that the Poor Law Guardians representing the electoral divisions are the parties that generally decide whether a child is to be sent or not, and so long as the law remains as it is, there will be very little hope of getting a greater number of children sent to the institution. If there was union rating, or if some other means could be adopted, I think then that we would have every chance of receiving a far greater number.

14300. Lord *Clonbrock.*—It would be a hard case to put on an electoral division a case of that sort. Union rating might be adopted in a case where a deaf and dumb child existed in the union. Would that meet your objection without rendering it necessary to resort to any change in the system of rating?—That is true, or there might be a rate in aid.

14301. What I want to know is, would it meet your objection?—Yes, any way that would save the children, and have them taught, is what I meant.

14302. Will you let me ask you a question on a matter which strikes me as somewhat extraordinary? In looking over this page that you have sent in, I find it stated that in point of intellect those that are dumb are inferior to the deaf and dumb. How is that?—I can tell you. It arises from this fact, that the boy who is totally deaf and dumb has generally the free and full use of his intellect, whereas in case of the boy

that is dumb only, it is always some physical disorganization that causes his dumbness.

14303. In fact there is something besides being dumb; in such a case the boy's intellect is weak?—He is weak in intellect.

14304. That is almost invariably the case?—Almost invariably the case. Several cases of that kind are in our institution. If a boy is dumb only he is found to be poorer in intellect than one of the boys who is deaf and dumb.

14305. Mr. *Waldron.*—I believe you are one of the members of the order of Christian Brothers?—Yes.

14306. Were you not connected with a school of that order in England?—I was a teacher for ten years in England.

14307. What part of it?—Liverpool, Manchester, and Salford.

14308. Were the schools of your order there under the Privy Council?—Never.

14309. They were not connected?—Not connected.

14310. They are as they are here?—As they are in Ireland, supported by voluntary subscriptions.

14311. Has it occurred to you that the schools of your order might be brought into connexion with the Privy Council in England and the National Board in this country? Is there any modification of the rules of both that would enable that to be done?—I don't think it would be very easy to do so under existing circumstances, for as the rules of the Privy Council in England or in Ireland exist at present we would have very serious objections to it; and that was one of the reasons when the question was mooted in England, when I was there, why we objected to have anything to do with it.

14312. Mr. *Sullivan.*—You said you would not like to receive any deaf and dumb boys above the age of eight or nine?—If we possibly could avoid it we would not.

14313. What would you fix as the limit beyond which you would not wish to receive them?—We receive persons at present up to twenty-one or twenty-two years of age, when some of the clergymen of various parishes in Ireland wish them to be instructed, but we have a great difficulty in imparting to them any knowledge that would be useful to them.

14314. Then it would be practically useless to send them to your institution after twenty years of age?—There are cases where they would benefit much by being sent even at twenty-two or at twenty-three, but they never can attain to the same degree of proficiency in their education as children can.

14315. Out of the 5,653—that is the number you give from the Census of deaf mutes in Ireland—what proportion would there be within the limits of, say from eight or nine to twenty years of age. I want merely a rough calculation?—I should say about 2,500.

14316. Then of the whole number, 2,500 would be about the number that ought to be at school?—Yes; I include in that Protestant as well as Roman Catholic children.

14317. How many institutions are there in Ireland for the deaf and dumb?—Four.

14318. Could you give the number of deaf and dumb at present in those four institutions?—The last report of the Claremont institution, as well as I remember, showed that there were eighty there. I did not take a note of it. The number in the Belfast institution was, I think, about 101, but I have not seen the reports of the other institutions.

14319. In round numbers, how many would you say there were in those four institutions?—I should say there were at least 250 in the Protestant and Presbyterian institutions, and we have at present about 285 in our institution.

14320. So that there are 535 altogether in the institutions in Ireland?—Yes, at present.

14321. You did not include your institution when you stated there were four institutions in Ireland?—No. The total number is five. In addition to ours there are Claremont, Moneymore, Strabane, and the Ulster institutions.

14322. Would you be safe in saying there are under 600 in the five institutions?—I am sure it is under that number.

14323. So that according to your estimate there are nearly 2,000 for whom no public provision at all is made?—Yes.

14324. How many are there in your institution from Ulster?—During the last twenty-two years we received altogether twenty-two children from the Poor Law Guardians in Ulster.

14325. How many from the other provinces?—From Connaught we received 38, from Munster 183, and from Leinster 152.

14326. By the last published reports of the Poor Law Board, in which, unfortunately, they do not separate the blind from the deaf and dumb—but the statistics will answer my purpose—I find that the number from Ulster supported in blind and deaf and dumb asylums is only 22; in the province of Munster 261; in the province of Leinster 140; and in the province of Connaught 25. So that the provinces of Connaught and Ulster are both remarkable for the small number that they send to your institution or in fact the small number that they send to any asylum whatever?—No doubt of that.

14327. Is there any reason why the province of Ulster should send fewer deaf mutes to any institution than any other province?—I would be glad if I could avoid giving a direct answer to the question, but I am necessitated to say that in many instances it arises from religious prejudices.

14328. Is there any case of which you are perfectly aware, and of which you can give the full details, where the Board of Guardians of any union in the North of Ireland, or any other part of Ireland, have positively refused on religious grounds to send a child to the institution?—I know of one case from Armagh. I have a report of it here in a newspaper from that place. It appears that Mr. Gardner, a Poor Law Guardian, because he supported the sending of a poor deaf and dumb boy to us, incurred what I would call public odium, and there was an outcry raised against him, so much so that he would not again be elected a guardian, although he was a Protestant himself.

14329. Is that a public case, of which the details are known?—It is. I have the case here. The boy's name was M'Kenna; and the St. Vincent de Paul Society had to defray his expenses in our institution.

14330. Was he ultimately sent to the institution?—He was, but not at the expense of the Guardians. There is another case I might mention that occurred at Omagh, respecting two boys named White. The Catholic Primate, Dr. Dixon, applied there to have them received into our institution, but the Guardians refused. I then went to the Poor Law Commissioners, and they wrote to the Poor Law Guardians for an explanation; and the answer they sent was, that the poor boys were able to earn a few pence daily by working in the fields, and that, therefore, they were not destitute.

14331. On looking at the returns it would appear that in Ulster they object to send their deaf and dumb and blind to an institution of any kind?—We have received some children from Ulster. There are two or three Boards of Guardians very liberal indeed; one is Inishowen, and the other Donegal; but the majority send few children, and refuse to do so. I have letters relating to the Cootehill Union, in which they refuse peremptorily to do so.

14332. Have the Poor Law Commissioners no power except that of recommending the Guardians?—That is all.

14333. The remedy which you suggest would be to give compulsory power?—Certainly. The present system tells as much against the poor children who are Protestants as against Roman Catholic children.

14334. Taking the deaf and dumb whom you would look upon as paupers, or as objects of relief, or whose fathers were unable to support them in institutions, have you made a calculation as to what would be the

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total amount of rating necessary to effect that object?—If the guardians would pay liberally, of course they would defray the entire cost; but I think if they paid £20 a year for each child, it would be quite satisfactory, for the remainder of the expense could be supplemented from our collections.

14335. But looking at the fact that there are at present nearly 2,000 unprovided for, of whom at least 1,500 would come within the category requiring relief, and of these, taking the proportion from the census, of course the major part would be Roman Catholics, do you think you would be able to get funds enough for so large a number after receiving the £20?—I think we would. Of course I do not include the amount that would be necessary for teaching them a trade, for it is only at stated times in the few hours remaining after being at school that they can be taught a trade. They would require a few years after leaving the institution to attend more particularly to the trade or profession to which they might be put.

14336. What is your opinion as regards the question whether the State should contribute something towards the education of the deaf and dumb, as it does to other institutions for primary education?—I consider the State is equally bound to contribute to these poor children, as it is to other portions of the population.

14337. Would the State not have to pay for them in ordinary National schools if they had not been so afflicted?—Decidedly.

14338. Mr. *Stokes.*—Do the Boards of Guardians, who send the young children to you, ever inspect your institution?—Frequently they send the Master or Clerk of the Union, but not in all cases. However, the institution is open to inspection by any persons wishing to present themselves. We have visiters frequently, almost daily, and we are always glad to show them the entire working of the system.

14339. Do the Poor Law Inspectors inspect your institution officially?—Never.

14340. Then there is no inspection of the boys?—In Dublin, an official is sent occasionally, perhaps about once a quarter, to see the children in our institution.

14341. Mr. *Waldron.*—When a child is brought to the institution, is he accompanied by an officer from the poorhouse?—Occasionally.

14342. And the officer can go through the house?—Yes.

14343. Mr. *Sullivan.*—Would the Christian Brothers, in case of a larger measure for the education of the deaf and dumb being carried out, have any objection to inspection?—Not to inspection.

14344. That is to say, they would permit the authorities, of either the Poor Law or any other Board, to inspect all the pupils sent to them by the different Boards of Guardians?—Certainly.

14345. Master *Brooke.*—Would they have no objection?—No objection to mere inspection.

14346. Mr. *Waldron.*—In fact, that right is with the Poor Law Inspectors?—It is permissive. In fact, we invite inspection.

14347. Mr. *Stokes.*—Is the allowance made to your institution by the Boards of Guardians sufficient to cover the board and lodging of the pupils, independent of their instruction?—It would go very near it.

14348. If the allowance now made to you were supplemented by a grant specially for the education and training of the boys, would the pauper children be entirely supported at public expense?—What we object to is that we cannot get the required amount from the Boards of Guardians, and that at present they send us so few children. It is necessary to explain that on many occasions the Boards of Guardians have refused to pay even £15. They have offered us £10, and said if we would not accept the £10, they would not send the children. We then wrote to the clergyman of the parish, and told him, we could not receive any child from the Board of Guardians under £15, for we must have a uniform rate when dealing with public boards. We informed him that if any liberal person would supplement the remaining £5 extra we would take the child. We do not on all occasions get the £15 from the Board of Guardians, but we do not wish to exclude any child, hence we must have recourse to other means.

14349. Would you ask the Board of Guardians to pay £21 per child?—I would not.

14350. What would you ask them to pay?—If they paid £20 we would be much pleased, but we would take £18.

14351. Why would you ask £20?—Because our subscriptions, and collections, and donations may fail to-morrow.

14352. Do you think the children cost £20 each in the workhouse?—No; I am sure not.

14353. Do you think the guardians should send them out at an increased charge?—Most unequivocally, for if you take the institutions for the deaf and dumb in Great Britain and in America, you will find the cost is far higher for each child with them than with us.

14354. Do you expect to find charity an influential motive with Boards of Guardians?—I have often found it. They have really sent children, though not necessitated to do so. If they had adhered strictly to the words of the Act, they would not have sent them.

14355. Do you think that Boards of Guardians, influenced by charity, would perform their duty to the ratepayers?—I think they would for this reason, that they would be better able to interpret the Act than the ratepayers. When the Act says a "destitute child" shall be sent, the whole question turns on the word destitute.

14356. Do you not think if the guardians paid for the bare clothing and living of the children that you might come on another department of the State to supplement the allowance or make it up?—I would be quite satisfied. I care not from what source the funds come, if the children are educated.

14357. If you received a grant from the National Board, would you permit the officers of the National Board to visit the children?—I could see no objection to that, but I think, as the Board is constituted at present, that the parties sent would not be competent to judge of the schools. I don't think they sufficiently understand our system, or the system of teaching the deaf and dumb, to enable them to do a particle of good in visiting the children, save to see as to their bodily health, and that they are properly attended to.

14358. Do you not think they might appoint an officer specially qualified for the duty?—It is true they might do so, but he would require to be under instruction for a long period before he would be qualified.

14359. Mr. *Waldron.*—You mention that in many cases the Boards of Guardians object to send children to you. Does not that arise very often from the high sum to be paid more than from any religious feeling?—I think it is because they do not wish to incur the expense at all.

14360. Was it because the difference of expense between what the children could be maintained for in the poorhouse, and that which was chargeable at the Cabra institution was so considerable that they objected?—Yes; they objected in consequence.

14361. Rev. Dr. *Wilson.*—Have you had many cases in the south of Ireland where Boards of Guardians have objected to send children?—Not many, but there were a few.

14362. I presume that was on the ground of expense?—I can give no further explanation why they objected, but we have ascertained that they refer any cases that occur to the guardian representing the particular electoral division, and they abide by his decision in the matter.

14363. Mr. *Waldron.*—Is it not the fact that the guardians frequently send children not in the poorhouse at all?—There are far more of them sent than those within the precincts of the workhouse.

14364. Then the word "destitute" does not mean that they should be receiving poorhouse relief?—No; I have a letter here from the Commissioners of Poor Laws, in which they have written to the Guardians to

say, that it is not necessary that a child should be an inmate of the workhouse to have him sent to our institution.

14365. Mr. *Stokes.*—Would you be disposed to tell the Commissioners what objections were raised at the time your body considered the propriety of putting their schools in connexion with the Privy Council system in England?—We had many reasons. First, we did not wish they should interfere with our system in any way whatever, because the State systems, both in England and Ireland, are so liable to changes and vicissitudes that what they have to-day they might not have to-morrow. Another thing was, that we had found our system to work satisfactorily, and had effected perhaps more than in our most sanguine expectations we could have anticipated, and we would not wish to change it in order to conform to the system in England.

14366. Do you imagine that any system in preference to another is imposed by the Privy Council in England?—I think there is. I visited the schools in England within the last twelve months or two years. The system is pretty good, but I would not like to follow it.

14367. What interference do you suppose would be inflicted upon your schools if they were connected with the Privy Council system?—I consider, first, that the rule, which says that every teacher shall hold a certificate from the Government Inspector, would interfere very seriously with us; and on that ground alone I think we would have sufficient cause to demur to enter into any arrangement, except in this respect, that our Superior himself would be invested with all the rights and privileges of an Inspector, and let his certificate be sufficient; but I think outside that the system would be highly injurious to us.

14368. Do you know how a certificate is obtained in England?—I have read the code.

14369. Are you aware that the certificate is not one granted by an Inspector, but awarded on examination?—I understand so.

14370. Rev. Dr. *Wilson.*—Would you be unwilling that the teachers of your order should submit to any examination?—I would; and the reason I give is this. I think we would be stultifying ourselves by it. The National Board of Education and the Christian Brothers have been in existence for a long time; the latter for a period of more than forty years; and notwithstanding both the wealth and patronage the National system has had, and likewise the appointment of pupil teachers and all the other advantages it possesses, the public have decided in favour of our system, and wherever they can they are substituting our schools for the National schools; and hence I would consider, under these circumstances, the public, who are the best judges of the thing, having decided that our system is superior, that we should not go and stultify ourselves, and acknowledge to the world that it was necessary our teachers should be submitted to an examination by the Board.

14371. Mr. *Stokes.*—Are you aware that the French Christian Brothers, the Presentation Brothers, Marist Brothers, and nearly all religious orders of females do submit to the examination?—I am, and I know it is to their prejudice; and that they complain sadly and bitterly of it.

14372. Have such complaints ever been made public?—I can vouch that they have been made in private. Perhaps the parties would not wish to incur the ill-will of Inspectors or others by making complaints, but I know the fact.

14373. Have such complaints come from those who had failed under examination?—Not at all; but from those whose schools were in active operation.

14374. Mr. *Sullivan.*—In case all the deaf and dumb mutes who ought to be at school were sent there, would there be a difficulty in providing teachers for them?—Well, it is there again that our system is different from that of the National Board, or the system in England; for we have to keep a constant supply of teachers in the schools we conduct.

14375. I mean for the special purpose of educating the deaf and dumb?—There would be no difficulty, for we train teachers according as they are wanted.

14376. Would you find no difficulty in getting trained teachers for the purpose?—No; the parties are sent to our establishment at first. It takes six years fully to teach the deaf and dumb properly.

14377. The *Chairman.*—Do you consider that the number of deaf and dumb are on the increase or decrease in this country, in proportion to the population?—It is hard to say, for this reason—that deaf and dumb persons are not allowed to emigrate, and as healthy and strong persons leave the country, the consequence is that there is a greater number of deaf and dumb left in the country in proportion to the population.

14378. What is the state of bodily health of the deaf and dumb generally, when they come to your institution?—The greater number of them are subject to scrofula, which breaks out; and besides many have an affection of the lungs, and we take special care to feed them well, and observe cleanliness, so that they may be kept in a proper state of health.

14379. Rev. Dr. *Wilson.*—Does this develop itself in cases where you think it did not exist previously to admission?—It may be shortly after, when they come to a certain age, say about fourteen, when we find it shows itself very much.

14380. That is, shortly after the parties come into the institution?—Not shortly after. It is generally when they come to a certain age.

14381. Have you not found it in the case of young persons of eight, before they had been with you two years, that scrofula has broken out?—It has occurred.

14382. Have you a medical man who visits your institution?—We have a physician.

14383. Have you heard the disease accounted for in any way?—No, save that it is hereditary, and that the child has been affected from its birth. In many cases it is the cause of their being deaf and dumb.

14384. Did you ever hear it attributed to the quality of the food they get?—No, I did not. I think age does it more than anything else.

14385. Mr. *Sullivan.*—Does the low condition of bodily health increase the expense of maintenance?—Certainly.

14386. Is that one of the reasons why the rate of maintenance for the paupers sent from the workhouse is placed so high?—That is one of the reasons, and the same is observed in all institutions in England or any other place. Another thing that increases the expenditure is the staff required for teaching. In an ordinary public school the master can teach fifty or sixty pupils, but with us no master can teach more than twenty or twenty-five, and hence the cost of teaching must necessarily be higher.

14387. Do you require a larger number of teachers?—Yes. The extreme number a teacher should be asked to instruct ought to be twenty-five, but the number should be confined to twenty.

14388. What would be the most effective number?—About fifteen or eighteen—I would say sixteen.

14389. Mr. *Stokes.*—You told the Commissioners, and I am sure with truth, that your system had met with great success in Ireland?—Yes.

14390. And you proved it by the number of new institutions you had founded. May I ask, without offending you, whether you are aware that, judged by the same test, the system has not succeeded in England?—Because it never got fair play in England. As to Ireland I could give statistics and proofs. Some of the boys who attended my own school in Dingle and Tralee, are now connected with the press, some of them receiving 3,000 dollars a year in America, and others are reporters in London, and various parts of Ireland.

14391. Is it not possible that if your institution had co-operated with the Privy Council system in England, your schools would have multiplied there?—Certainly, to attempt the like in England, under the provisions of the Privy Council, would be destructive, not only to the order in England, but to the order in Ireland, and hence we did not wish it in England.

14392. Rev. Dr. *Wilson.*—Do you not regard its

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success as attributable to extern and powerful influence on their side?—No, there is none whatever.

14393. I mean the bishops of your own Church?—No. They judge by results. There is no bishop or clergyman in the Catholic Church will go and seek for a school of our order if he does not expect, and is not satisfied that the results will be superior to those produced by the National Board schools, for this reason, that he is at great expense, and knows the people in the town where the school is will have to contribute to it.

14394. You have it as a fact that the bishops give the system their countenance?—Yes, but that depends in a great measure on the satisfaction that our schools give the public.

14395. Mr. *Sullivan.*—When the Government makes grants for education in Great Britain and Ireland, and they make a general rule that must necessarily be applied to all cases, although they may be perfectly well aware that there may be no necessity for it in certain instances, how would you meet this difficulty of making your own order an exception as regards the examination of teachers?—To that I would answer that we are not anxious for the connexion; but if it become desirable or necessary, then I would say, as I mentioned before, that in such cases it is our Superior who should give the diploma to the teachers whom he, after examination, would consider qualified.

14396. Suppose there was a Minister of Education appointed, and he was aware the teachers of your order were fully qualified, and better qualified, I will say, than any other teachers, how would he meet the difficulty with the public generally if he were to make your order an exception to the original rule? There may be cases where it would not be desirable to make such an exception, where, in fact, he would be perfectly sure the inspection and examination would be needful, but if he made exceptions in favour of one, how could he carry out his rule as regards the other?—Under the circumstances he would not recognise the existence of the order. In Canada there is a law that no clergyman or member of a religious order shall be subject to examination as a teacher.

14397. In England, for example, he would be unable to apply that rule, how would you meet the case then?—Simply in this manner, that we would not have anything to do with the system.

14398. Would you consider it a grievance to carry out such a rule requiring the examination of teachers?—No, we care not what may be done with others. It is merely with reference to the members of our own order that I speak.

14399. Take the position of a minister who has to make grants of money for education, and who has to prove to the country that the money is properly expended, and expended by the proper persons, if he were to make an exception in favour of a body whom he is perfectly persuaded might be safely made an exception, would he not, in making such exception, make it impossible for him to enforce the rule against those whom he believed ought to be looked after?—I think it is done in France where the head of the establishment receives a certificate, and he guarantees that all the others should be qualified. However I do not say we would do that.

14400. I am putting the case merely as a supposition to ascertain whether the order would consider it a grievance if this exception were not made in their favour?—I do not say we would consider it a grievance, because in reality that term would scarcely apply, for we would not put ourselves in connexion with the State if the conditions were annoying. I am not now speaking on behalf of the body; I am only giving my own opinion, and I say for my own part I would object.

14401. You think that is a reasonable objection?—I think it is; there are very serious reasons for it.

14402. You are not aware whether the body, as a whole, have considered that special difficulty, and the mode of obviating it?—I think it has not been considered by our own body. It would be for the Minister of Instruction to determine the question as he thought proper.

14403. Do you not think that it is desirable that all who carry out the education of the poor should at the same time be able to participate in the grants of money upon proper terms?—Upon proper terms, yes; but whether in reference to the rules of the National Board or to the code in England, I think both would be highly objectionable for us; in fact, I am satisfied our body would prefer to remain as they are rather than subject themselves to all the inconveniences arising from the rules that exist. When I was in England the question was often brought under my notice, and I saw very serious objections to it, and from experience I am more convinced every day that we acted wisely.

14404. Putting aside the reasons which might act upon the body itself, which are intelligible enough, has the institution ever considered the position in which the Minister of Education (suppose there was such an officer) would be placed before Parliament, and have they ever thought what proposition they would make to meet the difficulty?—I do not think the body ever considered it.

14405. Mr. *Stokes.*—Have you ever considered the matter from another point of view, that, namely, of the parish? Take one of your large schools attended by 300 or 400 boys, which, of course, must be maintained at considerable expense: suppose you found the State willing to contribute, say £1 a head, for each boy instructed by you. You say it does not suit the Brothers to take the money on account of the conditions attached, but the money must be raised somehow or other, and don't you think it your duty, and that of your order, as an obligation of charity, to consider the position of the poor people, from whose pockets that money is contributed?—Certainly not; for they are the best judges of what they wish for—if they desire a superior article in the way of education I don't see why they should be prevented from getting it, when they are willing to pay for it. We do not compel anyone to support us; but if the public prefer to give their support to our schools, I do not see why they should be interfered with in such a matter.

14406. Are you aware that in Great Britain the bishops of the Roman Catholic Church wish your Brothers to put themselves in connexion with the State?—I dare say they would; and it is neither the Brothers' fault nor the bishops' fault that we do not. The fault lies in the conditions imposed.

14407. Suppose the conditions were reduced to this—that the payment should be measured by results—that some public officer comes into your school, examines the boys in reading, writing, arithmetic, and so on, and certifies accordingly—would that answer?—Oh, I certainly think that wherever money is received inspection should be granted—I admit that; but to go beyond that, to interfere with our system of education—to demand anything of us but that, would, I think, be a decided failure.

14408. Mr. *Sullivan.*—Would you be quite prepared to submit to inspection, to the extent of the examination of the pupils?—Oh, certainly, there should be results: I say that unequivocally. Wherever money is received I don't think it would be objectionable that payment should be by results; it is not to that we object so much at all; it is to the other conditions, which we find highly objectionable, and which we think would be highly injurious to us as a body. For example, it has been granted to us in every place we go to that we shall be the managers of our schools. Every bishop in Ireland and every priest grants us that privilege; but, according to the arrangement in England, such a thing cannot be allowed, as the rule there is, that no teacher of a school shall be a manager. That would interfere with us very seriously: it would be asking us to resign one of our most cherished privileges; but if, as a gentleman here has said, the condition was confined simply to inspection and results, I think there would be no great objection.

14409. Mr. *Stokes.*—You do not think the parish priest is, *de jure*, the teacher of the people?—Decidedly we do, in religious matters.

14410. When you claim to be managers of a school,

do you not interfere with the province of the parish priest?—No, sir; the privilege has been granted to us by the parish priest in every case. He leaves to us what we may call the literary instruction of the children. He places confidence in us, and is quite satisfied to do so; and really I do not see, when the system has worked well, and the people are satisfied with it, why any objection should be raised to it.

14411. Rev. Mr. *Cowie.*—Is not the moral as well as the literary education of the children entirely in your hands?—Oh, sir, we are only too solicitous about it, and I think that is the great secret of our success, for the bishops and clergy know well we devote our whole attention to the literary, moral, and religious education of the children. We are convinced we cannot have children religious unless we give them a superior sort of education in our schools.

14412. Rev. Dr. *Wilson.*—Is the religious instruction of the children entirely in your hands?—Well, the clergyman is at perfect liberty to come into our schools at any time, and instruct the children in religion.

14413. Does he do that in practice?—He does in many places, but he generally leaves it to us.

14414. One of the objects of your society is the religious up-bringing of the children?—It is.

14415. And that religious instruction is imparted by you?—By us.

[Adjourned.]

TABLES REFERRED TO IN MR. STACK'S EVIDENCE.

A.—List referred to in Mr. Stack's Evidence, Question 14064, page 597.

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List, according to Counties, of National Schools in Charge for Repairs, of the Board of Works.

Antrim,	23	Galway,	38	Longford,	3	Tipperary,	13
Armagh,	7	Kerry,	69	Louth,	2	Tyrone,	35
Cavan,	12	Kildare,	1	Mayo,	58	Waterford,	7
Clare,	36	Kilkenny,	7	Meath,	3	Westmeath,	2
Cork,	56	King's county,	7	Monaghan,	11	Wexford,	5
Donegal,	50	Leitrim,	11	Queen's county,	6	Wicklow,	4
Down,	15	Limerick,	25	Roscommon,	19		
Dublin,	6	Londonderry,	11	Sligo,	10		574
Fermanagh,	22						

B.—List referred to in Mr. Stack's Evidence, Question 14065, page 597.

List of National School-houses for which Grants have been made, and which are either in course of Construction, or the necessary Plans not yet issued, but in preparation.

Name of School.	County.	Year in which grant was notified to Board.	Amount of grant, being two-thirds of entire cost.	Name of School.	County.	Year in which grant was notified to Board.	Amount of grant, being two-thirds of entire cost.
			£ s. d.				£ s. d.
Belgooley,	Cork,	1863	95 6 8	Runeen,	Clare,	1868	303 19 0
Grant in this case amended in		1867 to	178 13 4	Ballygran,	Limerick,	„	260 12 0
Monagea,	Limerick,	1861	315 15 8	Curranes,	Kerry,	„	327 4 2
Grant in this case amended in		1865 to	354 0 0	Edercloon,	Longford,	„	279 3 0
Ardcollum,	Roscommon,	1865	269 12 0	Clooncagh,	Leitrim,	„	284 6 0
Ballinadee,	Cork,	„	174 16 0	Bawnogomecly,	Queen's,	„	104 14 2
Drimduth,	Donegal,	1866	166 18 0	Tempo,	Fermanagh,	„	159 4 8
Carrowan,	„	„	164 16 6	Killaduff,	Londonderry,	„	173 16 0
Rathduane,	Cork,	„	198 14 8	Old Head of Kinsale,	Cork,	„	96 1 0
Barahvilla,	„	„	278 13 4	Derryfubble,	Tyrone,	„	202 6 4
Glanisland,	Mayo,	1867	388 15 9	Grannan,	„	„	167 10 0
Knocknagashill,	Kerry,	„	356 11 4	Cappagh,	Sligo,	„	195 11 4
Cordangan,	Tipperary,	„	168 13 4	Hollymount,	Cork,	„	244 1 4
Derrygalen,	Cork,	„	580 16 0	Cooleck,	Kerry,	„	326 15 6
Cahircivcen,	Kerry,	„	215 10 10	Eslin,	Leitrim,	„	277 4 8
Tallybruck,	Clare,	„	308 13 4	Donaghadee,	Down,	„	255 9 8
Lack,	Fermanagh,	„	192 5 4	Sylaune, Dunmore,	Galway,	„	93 8 0
Umeraboy,	Cork,	„	314 1 8	Tubrid,	Kerry,	„	317 10 8
Derrydamph,	Cavan,	„	152 1 4	Drumlish,	Longford,	„	279 0 0
Tullylease,	Cork,	„	302 2 8	Gap of Dunloe,	Kerry,	„	164 16 0
O'Brennan,	Kerry,	„	305 8 8	Lohar,	„	„	320 16 8
Kimego,	„	„	317 13 4	Lough Quittane,	„	„	234 17 9
Lough Ashe,	Tyrone,	„	182 13 4	Meentogues,	„	„	320 17 7
Cloghooly,	Cork,	„	304 0 6	Rawdeer Park,	Monaghan,	„	182 1 0
Killard,	Clare,	„	348 14 4	St. Gertrude's,	Kerry,	„	234 17 7
Inch, St. Laurence,	Limerick,	„	170 0 0	Granagh-hill,	Londonderry,	„	167 17 4
Broadford,	„	„	312 4 0	Ballyhackett,	„	„	237 7 0
Drumslide,	Mayo,	„	202 8 0				
Cronrea,	Cork,	1868	230 4 0				
Ballyfacey,	Waterford,	„	104 1 8				
Grannagh,	Limerick,	„	370 9 4				
Kilmacowan,	Cork,	„	294 18 0				
Lettugesh,	Galway,	„	358 4 8				
Reenturk,	Kerry,	„	299 10 0				
Ardfert,	„	„	416 10 0				
Aghatubrid,	„	„	359 17 4				
Martinstown,	Limerick,	„	366 6 9				

SUMMARY.

In the year	1865	3	Schools. Not yet built.
„	1866	4	„ „
„	1867	19	„ „
„	1868	36	„ „
	Total,	62	„ Yet to be built.

	£ s. d.
Total amount of Grants for the 103 Schools in Schedule,	22,410 19 10
Total amount of Local Contribution for do., being one-third of cost,	11,205 9 11
Total cost of 103 Schools in Schedule,	£33,616 9 9

Board of Works,
15th October, 1868.

Oct. 21, 1868.

Wm. Stack, esq.

C.—Paper referred to in Mr. Stack's Evidence, Question 14074, page 598.

Schedule of Extended Grants for Ordinary School-houses.

Class of School.	Number of Children.	Average Cost per Child.	Amount of Grant per Child.	Amount of Contribution per Child.	Total Amount of Grant.	Total Amount of Contribution.	Total Cost of School.	Observations.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
1	60	3 9 0	2 6 0	1 3 0	138 0 0	69 0 0	207 0 0	Single school-room.
2	75	3 0 0	2 0 0	1 0 0	150 0 0	75 0 0	225 0 0	Ditto.
3	100	2 11 0	1 14 0	0 17 0	170 0 0	85 0 0	255 0 0	Ditto.
4	120	2 11 0	1 14 0	0 17 0	204 0 0	102 0 0	306 0 0	Ditto.
5	150	2 15 6	1 17 0	0 18 6	277 10 0	138 15 0	416 5 0	Two rooms on ground.
5 A.	150	2 8 0	1 12 0	0 16 0	240 0 0	120 0 0	360 0 0	Two rooms, one over the other.
6	200	2 8 9	1 12 6	0 16 3	325 0 0	162 10 0	487 10 0	Two rooms on ground.
6 A.	200	2 3 6	1 9 0	0 14 6	290 0 0	145 0 0	435 0 0	Two rooms, one over the other.

(Signed), JAMES H. OWEN.

Dec. 13, 1858.

D.—Paper referred to in Mr. Stack's Evidence, Question 14188, page 602.

Conditions on which Board of National Education will make Grants in aid of Building School-houses in Poor Localities, at a total Cost not to exceed One Hundred Pounds.

1. Application for the sanction of the Board of National Education to the erection of a school-house, and enclosure of the site proposed, must be made on a Form to be had at Office of National Education.

2. A plot of ground, not less than 100 feet square in town districts, and one rood in rural districts, must be obtained as a site for the building.

3. The proposed site must not be within three statute miles of any existing National school-house vested in Trustees or in the Board.

4. The Commissioners will require reports from their Inspector as to the desirability of establishing a school in the locality in question, and also as to the probabilities of its success; and from an officer of the Board of Public Works, as to the suitability of the site for building purposes.

5. The lease of the site must be made for a term of not less than "three lives, or thirty-one years," to three Trustees, to be nominated by the applicant. A Form can be had on application at Office of National Education.

6. The Commissioners of National Education will require a report from their law adviser, to show that the grantor possesses sufficient leasing powers.

The following are the Conditions regarding the Building which the Board of Public Works require to be complied with.

1. A floor area of six feet for each child.

2. Good mortar-built walls—if of brick, not less than fourteen inches thick; if of stone, not less than eighteen inches thick.

3. A sufficient fire-place with hearth.

4. A roof, with rafters not less than four inches and one-half by one inch and a half, one pair in every foot long, with one collar tie to each pair of rafters, twelve inches over the wall plate up to eighteen feet span, and two collar ties above that span; covered with slates of good quality, not smaller than ladies, on strong sawn laths, and thorough rendered; the ridge covered with tiles. A thatched roof to be admissible only in very peculiar cases, and under special authority.

5. Strongly made opening sashes, of such size as to give not less than half a superficial foot for each child.

6. Desks and forms, strongly made in proportion, of nine inches lineal of each, for each child.

7. A suitable desk for the master, and a book-press.

8. A privy for each sex, built and roofed as required for the school, with a urinal corner for boys, and a wall of separation from the school to the privies.

9. Floor of timber at least one inch thick, on joists not less than four inches by two inches, the tassels bedded at least six inches over the surface of the ground, and supported on sleeper walls. Clay floors to be admissible only under special circumstances.

10. Door of one inch deal, ledged, with a frame four inches and a half by three inches and a half, and stone cill; good stock-lock and thumb-latch.

11. Inscription stone, with the inscription "National School" cut upon it.

12. No native timber to be used, but American spruce not to be excluded.

E.—List referred to in Mr. Stack's Evidence, Question 14213, page 603.

List of National School-houses for which Grants were made by the Board of National Education, and notified to Board of Works, since July, 1857, and which have been built by this Board or the Manager under direction of Board.

Name of School.	County.	Year in which grant was notified to Board.	Amount of grant, being only one-third of entire cost.	Name of School.	County.	Year in which grant was notified to Board.	Amount of grant, being only one-third of entire cost.
			£ s. d.				£ s. d.
Derrinagree,	Cork,	1857	195 15 4	Kilroot,	Antrim,	,,	204 0 0
Cloghans,	Mayo,	,,	182 4 8	Glen,	Kerry,	,,	168 8 4
Ballyvelahan,	Clare,	,,	240 0 0	Behey,	Donegal,	,,	192 6 8
Mullaghdun,	Fermanagh,	1858	110 1 4	Scroful,	Clare,	1860	196 4 4
Direendarragh,	Kerry,	,,	269 7 8	Ballinvella,	Waterford,	,,	160 4 5
Tullynavin,	Donegal,	,,	90 0 0	Ballyotherland,	Donegal,	,,	185 13 8
Doagh,	Antrim,	,,	200 10 0	Sneem,	Kerry,	,,	304 6 0
Knightstown,	Kerry,	,,	307 17 5	Ballycorns,	Dublin,	,,	346 10 2
Fishing Station,	Mayo,	,,	146 1 8	Ballymonnelly,	Mayo,	,,	178 14 8
Killian,	Galway,	,,	304 2 0	Kylemore,	Galway,	,,	171 10 0
Bellahill, male,	Antrim,	,,	110 15 0	Gortanumera,	,,	,,	202 13 4
Derrabard,	Tyrone,	,,	102 14 8	Tullokyne,	,,	1861	196 4 4
Curleaghan,	,,	,,	89 0 0	Woodland,	Donegal,	,,	161 0 0
Ballyfinnane,	Kerry,	,,	230 16 8	Rathduff,	Cork,	,,	227 15 4
Carnamoyle,	Donegal,	,,	102 15 8	Bruree,	Limerick,	,,	205 6 4
Laragh,	Kerry,	1859	290 0 0	Reenoscreena,	Cork,	1862	138 0 0
Bellahill, female,	Antrim,	,,	113 18 8	Craigs,	Antrim,	,,	193 6 0
Clonkeen,	Kerry,	,,	89 10 6	Carrowniskey,	Mayo,	,,	170 3 4
Kilclooney,	Donegal,	,,	138 0 0	Ballyloghane,	Limerick,	,,	318 9 4
Glandree,	Clare,	,,	88 13 4	Cloongee,	Mayo,	,,	344 15 4
Curraghmore,	Galway,	,,	302 6 4	Mullinaburtlin,	Fermanagh,	,,	173 0 0
Teeshan,	Antrim,	,,	172 12 4	Lisball,	Cavan,	,,	194 8 0
Norighenamon,	Mayo,	,,	188 9 2	Menlough,	Galway,	,,	347 2 0
Scarlaglin,	Kerry,	,,	206 7 8	Ardglass,	Down,	,,	302 10 0
Kells,	,,	,,	165 10 4	Miltownmalbay,	Clare,	,,	390 0 0

List of National School-Houses for which Grants were made, &c.—*continued.*

Name of School.	County.	Year in which grant was notified to Board.	Amount of grant, being only one-third of entire cost. £ s. d.
Kilcorney,	Cork,	1862	301 14 0
Tourard,	„	„	306 11 8
Glendalough,	Wicklow,	„	277 10 0
Kilcleigh,	Westmeath,	„	171 19 8
Glountane,	Kerry,	1863	88 3 4
Gransha,	Monaghan,	„	158 18 8
Miltown,	Cavan,	„	299 18 8
Castlelach,	Cork,	„	176 17 4
Coars,	Kerry,	„	208 18 0
Drinagh,	Cork,	„	301 13 4
Rock-hill,	Limerick,	1863	301 16 8
Kilgebnet,	Kerry,	„	359 12 8
Tarmons,	„	„	303 12 4
Anne-street, Newtownards,	Down,	„	233 6 8
Dunfanaghy,	Donegal,	„	219 4 8
Barna.	Galway,	„	209 4 11
Mount Temple,	Sligo,	„	150 0 0
Kingwilliamstown,	Cork,	1864	154 10 8
Lachareigh,	„	„	89 13 4
Letterkelly,	Clare,	„	189 6 8
Ballinskelligs,	Kerry,	„	359 10 8
Gauvaghan,	Tyrone,	„	163 0 4
Listillick,	Kerry,	„	230 19 6
Castledrum,	„	„	351 2 0
Crushybracken,	Antrim,	„	198 0 0
Magherarney,	Monaghan,	„	174 2 0
Glenfiesh,	Kerry.	„	231 16 0
Raheen,	„	„	354 18 0
Lisnashanker,	Down,	„	159 16 0
Moneyduff,	Leitrim,	„	171 8 4
Ballydown,	Down,	„	178 8 8
Earlspark,	Roscommon,	„	164 5 0
Cavanacaw,	Tyrone,	„	184 12 0
Rockmount,	Clare,	„	304 2 0
Drumtakir,	Kerry,	1865	312 11 11
Ballycarron,	Tipperary,	1865	310 11 4
Lisblake,	Fermanagh,	„	197 0 0
Ballyfeeny,	Roscommon,	„	197 4 4
Spa,	Kerry,	„	294 8 8
Glenogue,	Cork,	„	188 13 4
Murvey,	Galway,	„	148 13 4
Mullymesger,	Fermanagh,	1866	166 2 8
Stormanstown,	Louth,	„	220 13 4
Banna,	Kerry,	„	354 16 0
Akalin,	Limerick,	„	358 6 8
Cnucbee,	Cork,	„	177 6 8
Newtown,	Galway,	„	176 15 4
Keadue,	Donegal,	„	274 14 0
Tarmonbarry,	Roscommon,	„	174 11 4
Castleconnell,	Limerick,	„	299 13 4
Park,	Wexford,	1867	195 6 6
Ballymacelligott,	Kerry,	„	354 5 4
Dunmoyle,	Tyrone,	„	178 10 0

SUMMARY.

From July, 1857, to Dec.,	1857	3 schools.	
For year,	1858	12	„
„	1859	13	„
„	1860	8	„
„	1861	4	„
„	1862	14	„
„	1863	13	„
„	1864	17	„
„	1865	7	„
„	1866	9	„
„	1867	3	„
Total,		103	„ built and paid for.

F.—List referred to by Mr. Stack in his Evidence, Question 14213, page 603.

Votes.—National Schools, 1865–6.

	£
Repairs and works at offices, schools, &c., Dublin,	1,558
Repairs to model agricultural schools, including Albert Model Farm,	2,197
Additions and alterations to ditto,	190
Repairs to district model schools,	1,713
Additions and alterations to ditto,	80
Repairs to minor model schools,	742
Additions and alterations to ditto,	
Repairs to ordinary literary schools,	2,743
Grants towards building, enlarging, enclosing, &c., ordinary literary schools,	4,500
	£13,453
Building Enniskillen school (estimate),	£9,000
Voted, 1865–6,	7,000

Votes.—National Schools, 1866–7.

	£
Repairs and works at the offices, schools, and training departments in Dublin,	2,223
Repairs to model agricultural schools, including Albert Model Farm,	1,984
Additions and alterations to ditto,	765
Repairs to district model schools,	1,277
Additions and alterations to ditto,	1,285
Repairs to minor model schools,	450
Additions and alterations to ditto,	75
Repairs to ordinary literary schools,	2,147
Grants towards building, enlarging, enclosing, &c., ordinary literary schools,	4,500
	£14,706

Votes.—National Schools, 1867–8.

	£
Repairs and works at offices, schools, &c., in Dublin,	1,999
Repairs to model agricultural schools, including Albert Model Farm,	1,848
Additions and alterations to ditto,	557
Repairs to district model schools,	1,115
Additions and alterations to ditto,	731
Repairs to minor model schools,	217
Additions and alterations to ditto,	495
Repairs to ordinary literary schools,	2,664
Grants towards building, enlarging, &c., ordinary literary schools,	3,500
	£13,126

Votes.—National Schools, 1868–9.

	£
Alterations and additions to model schools,	845
Repairs of agricultural model schools, including Albert Model Farm,	1,898
Repairs and maintenance of metropolitan offices and schools,	1,724
Repairs and maintenance of district and minor model schools,	1,507
Repairs and maintenance of ordinary literary schools,	2,914
Building, enclosing, &c., ordinary literary schools,	3,500
Furniture and fittings,	1,459
Fuel and light,	2,699
	£16,546

THIRTY-EIGHTH DAY.—DUBLIN, THURSDAY, OCTOBER 22, 1868.

PRESENT:

The Right Hon. The Earl of POWIS, *Chairman.*

The Right Hon. The Earl of DUNRAVEN, K.P.
The Right Hon. and Most Rev. The Lord Bishop of MEATH.
WILLIAM BROOKE, Esq., M.C.
Rev. DAVID WILSON, D.D.
Rev. BENJAMIN MORGAN COWIE, B.D.
JAMES ARTHUR DEASE, Esq.
SCOTT NASMYTH STOKES, Esq.
WILLIAM K. SULLIVAN, Esq., PH.D.
LAURENCE WALDRON, Esq.

GEORGE A. C. MAY, Esq., Q.C.
D. B. DUNNE, Esq. } *Secretaries.*

Oct. 22, 1868.

Rev. Gibson M'Millen.

Rev. GIBSON M'MILLEN sworn and examined.

14416. The *Chairman.*—What is the religious body with which you are connected?—The Wesleyan Methodists.

14417. Where do you reside?—At Blackrock, near this city.

14418. Are the Wesleyan Methodists in Ireland connected with the English body?—They are: they are an integral part of the connexion in England.

14419. Are they represented at the English Conference?—They are.

14420. Have you taken an active part in the management of any schools in connexion with your body?—I have.

14421. Are your schools under the National Board?—Part of them are, and part of them are not. About half of them are under the Board, and the other half not—the other half are called "Mission Schools"—that is to say, they are supported partly from the mission fund.

14422. What creates the difference in these two classes?—It is not possible to get the other schools placed under the Board, because we cannot comply with the conditions. Some of them are held in places where we have religious worship; in others, the numbers are too small to be placed under the Board. The only reason why all our schools are not put under the Board is because with reference to these other schools we cannot comply with the conditions.

14423. In certain cases your congregations afford too small a number to make a school that would be accepted by the Board?—Yes.

14424. That is to say, a school of under twenty-five?—Yes, under twenty-five generally.

14425. In other cases the fact of your schools not being under the National Board arises from the fact of your school-rooms being attached to places of worship, and you find it more convenient to maintain the schools there independently than to build school-rooms apart, to comply with the Board's regulation?—Yes, the reason is, it would be a considerable expense to build a new school-house; and the only reason we do not do so is on account of the expense.

14426. It does not arise from the schools being different in their class or management, but from local circumstances?—No, my lord, but from local circumstances.

14427. Have you any separate training establishments?—We have one training establishment—a small one—at Hardwicke-street, in this city.

14428. Is that training school for masters, or for mistresses, or both?—We have two schools, a boys' school, and an infants' school.

14429. Is it a training establishment for male or female teachers?—For male teachers only.

14430. Do the teachers in training reside on the premises?—They do.

14431. What number are they?—We have, generally speaking, five or six—that is about the average number.

14432. How long does your training last?—A year generally; sometimes a year and a half.

14433. At what age do you take them in?—Generally they are over seventeen years of age—a few have been taken between sixteen and seventeen, but generally they are from seventeen to twenty-two years of age.

14434. In connexion with this establishment have you schools in which those teachers in training practice?—Yes, we have two schools, a boys' school and an infants' school, the latter conducted by a female.

14435. What number of pupils attend these schools?—The boys' school has generally between forty and fifty—forty-five has been the average I think.

14436. What number attend the infants' school?—About twenty-five.

14437. Are the children in these schools exclusively belonging to your own congregation?—No, they are of different denominations.

14438. Are there any Church children?—There are.

14439. Any Roman Catholics?—No; there have not been lately at all events.

14440. Have you any Presbyterians?—We have.

14441. Do the masters that have been trained at this institution subsequently become teachers of your schools that are under the Board?—Some of them do, and some do not; we make no distinction as to the appointment; we appoint those teachers to schools under the National Board, or to our mission schools wherever the vacancy happens to be.

14442. What is your opinion as to the quality of the religious instruction given in the schools under the Board?—I think it very good.

14443. Did your body join the National Board on its first institution, or at a later date?—At a later date.

14444. In what year?—Early in 1860. A great many of our people were very much opposed for many years to the Board, but they came very much round to it latterly, and now I don't know any exceptions to the feeling in its favour.

14445. Was any special minute passed or any alteration made in any of the regulations of the National Board, and which caused your adherence to the Board?—The only alteration was the admission of non-vested schools—at first the Board, I believe, did not contemplate non-vested schools, but the chief cause we did not join them much sooner was the feeling of the people against the Board.

14446. Then do I understand that the cause of your body joining the Board arose more from a gradual change of opinion among the congregations than from any specific alteration of the actual rules of the Board?—Exactly so; a great many of our leading men always were in favour of the Board from the beginning, and if their views had been entertained generally by our people at the time, we would have joined it at the beginning.

14447. What was your difficulty as regards non-vested schools—were not non-vested schools in existence in connexion with the Board long before 1860?—Yes, but I don't think they were contemplated when the Board was established.

14448. Was there any special difficulty with respect to the non-vested schools originally that affected your congregations?—No, my lord, not since I have had any knowledge of the matter—not since the subject was agitated amongst our people. It was subsequent to that period we thought of having anything to do with the Board.

14449. Are any of your schools under the Board taught by teachers that have been trained in Marlborough-street?—Yes.

14450. What is your opinion of the teachers that come from that establishment?—A very high opinion. I think the Marlborough-street institution is admirably adapted to suit its purposes.

14451. Do you consider that the teachers coming therefrom are good in their general conduct, as well as well trained intellectually?—I do.

14452. Are your body favourable to the system of National education as it stands, or do they desire any alteration?—Our body are favourable to the system, but they are not favourable to the mode of administration. They are not favourable for example to the Denominational Board, as it is now.

14453. Do you mean they are not favourable to the Commissioners being equally balanced according to religion?—Yes; we are not favourable to having any denomination recognised in the Commission, we would prefer having a simple Government Commission appointed independent of religion—I mean independent of denominational religion.

14454. Are your body opposed to having a Commission of some number, taken from and representing different parts of the country?—No, my lord; that has never been under our consideration. The question before us has been with regard to religious denominations only, and we have thought that if the Government were to appoint three paid Commissioners to administer the system instead of the present Board composed of half and half, Protestants and Roman Catholics, it would be much better, and it would be consistent with the original idea of the Board that it should be a non-denominational system altogether.

14455. But when the Education Board is administered in England by one minister, that is, the Vice-President of the Committee of Council of Education—supposing that the question of having a representation of different religions on the Board was put aside as you propose, what would be the necessity for having more than one Commissioner in Ireland?—Well, we would not mind about the number; we supposed a Board of three might be better able to administer the system, but as to numbers, that is not the question with us.

14456. But supposing a Board of three to exist without any reference to religion, would your body like to find the three Commissioners were Roman Catholics?—Well, we should suppose the Government would appoint those who were the most suitable to be Commissioners; we should not, of course, interfere with the Government choice. If we depend upon the Government as a Government representing the whole of the empire, we would suppose that they, in appointing a Board to administer a system under which children of all denominations were to be educated, would, in their wisdom and judgment, choose persons who would act fairly and impartially, whatever their religious denomination.

14457. Mr. *Stokes.*—Do you contemplate a Board purely administrative, acting under fixed rules?—Yes.

14458. Rev. Dr. *Wilson.*—In that case you would depend on the fairness and impartiality of the parties comprising the Board in their individual capacity, rather than as belonging to any particular denomination?—Yes.

14459. Mr. *Sullivan.*—Suppose that the Wesleyan body were a majority instead of being a small minority, would you alter your views?—No.

14460. The *Chairman.*—Do your body entertain any other objection to the constitution of the Board?—I believe our body would prefer a purely secular system, that is to say, I know the general feeling of the leading men among our people in Ireland is that no school should be supported or receive aid from the State except purely secular schools, and under the management of the State. I believe that is the general idea, but they have no objection to the present system as to its principles if it were administered in the way I speak of.

14461. What do you mean by purely secular schools?—That the Government would have nothing whatever to do with the religion of the pupils, but leave the parents and guardians of those pupils to provide them with religious instruction, and that in that case there should be no local patrons and no local managers.

14462. Do your body desire that your schools should be purely State institutions, the schoolmasters being appointed by a Government Board in the same manner as postmasters are appointed by the General Post-office?—I believe they would prefer that to the present mode of administration, that is to a denominational one. I believe they would greatly.

14463. Would your body prefer the schoolmasters of the schools that they maintain being nominated by the Government rather than by yourselves?—They would, that is if all schools were so managed; for example, in all model schools the masters are appointed by the Board.

14464. Rev. Dr. *Wilson.*—In that case should you have any objection to Presbyterian, Roman Catholic, or Established Church teachers for mere secular instruction?—By no means. We would never take into account in that case the religion of the teacher.

14465. Mr. *Dease.*—You do not consider it any portion of the duty of the teacher to give any religious instruction at all in the school?—We do not think it necessary, but the present system requires him to do so.

14466. The *Chairman.*—As a fact, are there many of the teachers in your schools under the Board that do not belong to your own religious body?—Very few, only perhaps two or three. We have had two or three Presbyterians, but they did their work as effectually as those that were of our own denomination.

14467. Mr. *Dease.*—Have you had any instances of Roman Catholic teachers being appointed by Wesleyan managers?—Never that I know of.

14468. Mr. *Sullivan.*—Have you known of any instance of a Roman Catholic teacher being appointed by any Wesleyan body in England?—Not to my knowledge.

14469. Or in any country?—Not to my knowledge. Before the National Board was established I have known many Roman Catholic teachers being teachers of Protestant schools, but not since the establishment of the Board as far as I am aware of.

14470. Do you mean teachers of Protestant schools in Ireland?—Yes, in the North of Ireland, which is my native place, I have known Roman Catholic masters to be teachers of Protestant schools there—of course they were schools that might be regarded as self-supporting—they were private schools, taught by Roman Catholic masters, but the children were Protestants.

14471. Do you know of any cases of the appointment of Roman Catholic teachers to schools directly under the management of a Protestant Church of any denomination, before the National Board came into existence?—I have not.

14472. The schools you refer to were private adventure schools?—They were, because the church in fact did not take the same patronage of schools at that time that they have done lately.

14473. To what period do your remarks refer?—I would say about forty or forty-five years ago.

14474. Did not the Church schools then exist, at least all that we have now?—No, I recollect at that time many schools that were taught in schoolhouses connected with Protestant Churches, but they received no money grant or assistance from any board or party—they were simply supported by the fees of the pupils—and I have known Roman Catholics to be masters in those schools. I myself

Oct. 22, 1868.

Rev. Gibson M'Millen.

attended a school, when a boy, over which there was a Roman Catholic master.

14475. These were private adventure schools?—They were.

14476. Do you know anything of the South of Ireland?—I know it pretty well now. I did not know it at that period.

14477. In the South of Ireland, where the population is almost entirely Roman Catholic—in the country districts, I may say, almost exclusively Roman Catholic – church schools have been established for the purpose of supplying the wants of the locality, do you think the managers of such schools have ever appointed a Roman Catholic master?—I don't think they have; not to my knowledge.

14478. Rev. Dr. *Wilson.*—Have you known any Roman Catholic managers of schools appointing Wesleyan teachers?—No, never.

14479. Either in this country or in England?—No, I do not know much of England, as I have not been much in that country. I know something of the English system, and have been in Cumberland; but my knowledge of it is principally derived from what I have heard and read.

14480. Mr. *Sullivan.*—In short, do you think any religious body whatever, in any country, if they could possibly find teachers of their own religion would appoint any other?—I don't think they would. That would be unnatural, but, I think, there are at the same time many who would appoint a man of any denomination who was an efficient master, rather than appoint an inefficient one of their own denomination.

14481. Master *Brooke*—I think there are two classes of Methodists—are there not?—There are.

14482. Some adhere more to the Established Church than the others?—There is a denomination of Methodists who adhere more to the Established Church. I do not belong to that body.

14483. How do you designate that body—I believe they go to the church to receive the Lord's Supper?—They do; they are called Primitive Wesleyans.

14484. That is not the body to which you belong?—No; we are the Wesleyan connexion in England and Ireland. We have two conferences, but the same president. The president of the English conference is the president of ours also, and we regard ourselves as part of the same connexion.

14485. The others are called Primitive Wesleyans?—Yes.

14486. They have a conference and president of their own?—They have.

14487. In the answers you gave to Lord Powis, I suppose you spoke of your own body only?—Exclusively of my own body.

14488. Are you acquainted with the state of facts with reference to the others?—I am not.

14489. How many schools have you got in connexion with the Board?—We have got 51 schools.

14490. Where are they chiefly situated?—They are scattered through all parts of the kingdom, but chiefly in the north of Ireland, because the larger portion of the Wesleyan body is in the north, although we have congregations and schools in every county in the kingdom.

14491. How many schools in Dublin have you connected with the Board?—Two: one in Blackhall-place, and one in Lombard-street.

14492. You said there were considerable objections originally felt by some of your body to the National Board, and which in fact kept you aloof for nearly 30 years?—Yes.

14493. What were those objections?—The principal objection was the exclusion of the Bible as a class book in the hours of ordinary school instruction, which was in fact the objection entertained by a great many Protestants, and which was the objection of the Church Education Society.

14494. In those 51 schools, as far as you know, are there any Roman Catholic children taught?—Yes, a good many. I cannot tell the number, for we have no return of the numbers in that way.

14495. In such cases where there are mixed grades amongst the children, how do you manage the religious instruction?—The religious instruction of the Roman Catholic children is left exclusively to the parents or the persons connected with them.

14496. They receive none in the school?—They receive no religious instruction from us.

14497. Mr. *Sullivan.*—Are those Roman Catholic children confined to such of your schools as are under the Board, or do they extend also to the mission schools?—They attend our mission schools as well.

14498. That term has nothing to do with missionary labours, properly so called?—Nothing whatever; they are called mission schools, simply because they are supported partly by grants from the Mission Fund, that is to say the extra aid given comes from the Mission Fund.

14499. Mr. *Stokes.*—Do the Roman Catholic children read the Scriptures in King James's version in your Mission schools?—No. We treat the children in our Mission schools exactly the same as in our schools under the Board; we have never thought it right to compel any children to receive religious instruction contrary to the wish of the parents.

14500. The *Chairman.*—Have there been Roman Catholic children in any of your schools of which you have had personal cognizance?—Yes; at the present moment we have.

14501. How do you manage the religious instruction of those children in the schools under the Board?—Oh, that is defined in the instructions by the Board itself—that is to say, during the first and last half hour of each day, and on Saturdays religious instruction is given to the children of our own denomination, or as many as please to receive it, except, of course, the Roman Catholics.

14502. Then there is daily instruction in religious matters?—Yes.

14503. Who gives that instruction?—The master generally, and the minister when he visits.

14504. The master generally gives the instruction?—The master generally gives the instruction.

14505. You have stated that if there was a Government system by which the teachers should be appointed as the postmasters are by the government, that even if a Roman Catholic or an infidel master were appointed you would be quite satisfied; in that case who would teach religion to the children?—In that case the parents should provide religious instruction just the same as now, when we have Roman Catholic children at our own non-vested schools. There is no compulsion, and there is no mode of giving them religious instruction, it is left to their parents to provide it in any way they please, and so in the case of all schools, the parents would then be chargeable with the religious instruction of their own children in whatever way they might choose.

14506. Would you be satisfied with a system of that sort, which would leave it altogether to the parents to provide religious instruction?—We would; I believe that is the general view of our body, but while I say so, I do not mean to say we would not be fully satisfied with the present system of the Board administered undenominationally. Perhaps I may explain that by remarking that we have reason to fear, indeed it is a matter of fact, that the Board has been drifting in its administration into denominationalism; and we would prefer a system that would be wholly secular to that of any system denominationally administered.

14507. Explain what you apprehend from the present system of the Board?—In the present system of the Board we have this fact before us—there are three denominations to which all the appointments are given—the Church of England, the Roman Catholic, and the Presbyterian, and in all the model schools; in fact all the appointments from the Board itself down to the lowest monitor, are denominational. I have before me here some returns I obtained from the model schools, and I perceive of the three head teachers of

each model school, one appointment is given to each of the three denominations.

14508. I do not yet see what mischief that does to you?—Well, I will give you one instance. We say if the system be so denominationally administered, we ought to have our share in the appointments, and I will give you a case in the model school of Enniskillen. We could not complain so much, previous to 1860, because not having joined the Board, we could not complain of the method of administration prior to that; but since 1860, when we joined the Board, there has been a model school established at Enniskillen. Our denomination is the third in point of numbers, according to the Census in that locality—we are higher in numbers than the Presbyterians. Before the staff of the school was appointed I wrote to the Board, and the local Wesleyan body in Enniskillen also memorialized the Board, asking to have a share in the appointment of the staff, but we were wholly denied it and ignored. We got neither the appointment of a head or assistant teacher in this new model school. The numbers at present on the roll of the school are 130 Established Church, 11 Roman Catholics, 16 Presbyterians, and 29 "other denominations," now these 29 "other denominations" are all Wesleyan Methodists. I have got from other sources a return of 30 names of Wesleyan Methodists. We have not got a column for our body in the returns of the National Board—they are returned under the head of "other denominations." Although the Wesleyan body are nearly two-thirds of the other denominations all over Ireland, yet we are obliged, in order to know what position we exactly occupy to obtain returns from other sources. In Enniskillen as a matter of fact we have 29 Wesleyan Methodists, 16 Presbyterians, and 11 Roman Catholic pupils attending the school. Contrast that with the constitution of the staff. There are of the Established Church one head teacher, one assistant, two pupil teachers, and one monitor. Of the Roman Catholic Church, there are one head teacher, two assistants, and two pupil teachers, making a staff of five Roman Catholic teachers, while there are only 11 Roman Catholic pupils attending the school. Lastly, of the Presbyterian Church there are one head teacher, one pupil teacher, and one monitor, while of the Methodists there is only one pupil teacher. We consider that a great hardship. We say that if the system is to be administered denominationally at least it ought to be done fairly and impartially, by looking at the different claims of each denomination in each place where schools are established. We consider our claims have been in this case completely ignored.

14509. Do you find any practical mischief to the children to have resulted from that?—No; but we conceive that since these distinctions are made, and as the appointments are denominational, that we ought to have our share of them. I may also say that there were other schools similarly circumstanced, but they were in existence before we joined the Board, and therefore we do not complain.

14510. Mr. *Sullivan.*—Do you say that you had teachers as competent as those who were actually appointed?—We had; and we had the greater reason to complain, inasmuch as we told the Board we could nominate competent teachers, and of course they would be subject to an examination the same as the others.

14511. Rev. Dr. *Wilson.*—Did the Commissioners assign any reason for not acceding to your request?—They gave no reason whatever; they simply ignored our representations, and appointed a staff independent of us.

14512. Master *Brooke.*—Have you any Roman Catholic teachers in those 51 schools?—Not any.

14513. Are any of the children of the members of your Church taught in schools under Roman Catholic teachers?—Not to my knowledge. I don't know of any case of the kind.

14514. The 51 schools which you have under the Board, together with your mission schools, are able to supply all the education that your body requires?—No; a great many children of our body go to other schools, Church schools, and Presbyterian schools.

14515. But not to Roman Catholic schools?—Not to my knowledge. Some may have gone to Roman Catholic schools, but not to my knowledge.

14516. Rev. Dr. *Wilson.*—In the model National schools through the country of course the children of your body who attend must receive instruction from Roman Catholic teachers?—Yes; in these schools of course they must receive it from Roman Catholic teachers.

14517. Master *Brooke.*—Then that is an exception to the answer you have already given?—It is—I did not mean to include the model schools.

14518. When you stated that the teachers trained in Marlborough-street were well trained and persons of good character you spoke I suppose of those of your own body?—I spoke principally of them; but I know no instance of teachers of any denomination trained in Marlborough-street to whom I could give any other character.

14519. Do you practically know much of the teachers of other schools besides your own?—Not a great deal; but I have known some of them. I travel through all the kingdom, as I am appointed as General Inspector of Wesleyan schools in Ireland; and therefore, I visit all our schools in turn, with very few exceptions. I visit of necessity and examine all our mission schools. I also visit in a general way all our schools under the Board; but these latter having been inspected for secular instruction by the Board's Inspectors, of course I seldom enter into that department, except to look into their observations and reports.

14520. It is not a part of your duty to report on these schools?—It is, to the conference and my Committee.

14521. Is it your duty to report upon the National Board's schools, as well as on the mission schools?—Yes; only what I mean is, I do not require to enter into a secular examination of each class in the schools under the Board, they having been inspected by the Board's Inspector.

14522. Are those reports of yours printed?—No; they are not published.

14523. Rev. Dr. *Wilson.*—In the course of your visits have you been to Londonderry?—I have.

14524. Do you know much of the county of Londonderry?—I know it pretty well.

14525. I believe there are a considerable number of schools under Presbyterian management in that county?—Yes, a large number.

14526. Are you aware of the fact that in those schools there are a considerable number of Roman Catholic teachers?—I was not aware of that.

14527. What is the number of your body in Ireland?—It is 45,899 according to the census report of 1861.

14528. That includes children as well as parents?—Yes.

14529. Has the body you represent taken any interest in the matter of education in this country?—We have taken a very important part in the matter of education.

14530. From what time?—From the year 1823, before the National Board was established at all. In that year our English conference sent over a special agent and he established schools in various places, and in the year 1829 in some of the most destitute parts of the country we had then nine schools numbering 1,370 scholars, and they increased up to 1840, and in that year from the returns I have, there were forty-eight Mission schools in connexion with our body, with no less than 3,700 pupils; but the establishment of National schools afterwards diminished our schools in number, as they became rivals. But what I have stated shows that we took a very early part in education, previous to most other denominations.

14531. Do the people belonging to your body contribute generously in support of education?—They do, as a rule. They contribute very generously and liberally.

Oct. 22, 1868.

Rev. Gibson M'Millen.

14532. You have recently opened a new institute in Belfast?—Yes, we have opened a new college there.

14533. You have already stated the number of your schools as fifty-one?—Yes, that is the number of our schools under the Board.

14534. Could you state the number of scholars in these schools under the Board?—I can; the number of scholars on the role in our schools under the Board is 3,547. The average attendance is 2,082, according to our last returns.

14535. Is there a larger proportion of scholars in schools under the Board than in the schools you designate as Mission schools?—Yes, and for this reason, several of the schools now under the Board were Mission schools, and they having a large number of scholars attending them were able to fulfil the conditions of the Board and were consequently transferred to the Board, while the schools with a smaller number of scholars were still called Mission schools, and supported entirely by ourselves.

14536. Would you regard the number 2,082 as a high average attendance?—No, I would not call it a high average—I would say it was a fair average attendance.

14537. Who are your managers of schools—are they clerical or lay?—Mostly clerical.

14538. State what number of lay managers you have?—I do not know any but two at present. It does not strike me that there are any more.

14539. Do you approve generally of the principles of the National System of Education?—We do, generally.

14540. What are these principles?—United secular, and separate religious instruction—as the Board themselves state.

14541. You have stated that in none of your schools do you interfere with the Roman Catholic children in religious instruction?—Yes, that is to say, we allow the children of Roman Catholic parents at the time of religious instruction to leave the school. We so manage that they are not required to remain.

14542. You are aware of the rule of the Board on the subject?—Yes.

14543. Do your teachers comply with the rules?—Yes—strictly.

14544. Mr. *Waldron.*—Do you dismiss all the Roman Catholic children?—Generally we have the religious instruction either before or after the secular instruction, so that in the first instance they need not come in until the religious instruction is over, and in the second instance they can go away before it begins.

14545. Do any of them attend religious instruction as a matter of fact?—I am not aware that any of them do.

14546. Rev. Dr. *Wilson.*—Do you know what is the principle of the Church Education Society?—I apprehend it to be that they require the Bible to be read as a class-book in their schools.

14547. They require the Bible, in the Authorized Version, to be used as a class-book, in which each child shall read?—Yes.

14548. Do you object to that principle?—I would not object to that principle if it were adhered to by all other denominations; quite the contrary, I should be very glad of it.

14549. How is it that in your Mission schools you do not adopt that principle, but that you have the very same system in them that you have in your schools in connexion with the National Board?—Simply because we think it right and proper to afford to Roman Catholic children attending our schools the same privileges we would like to have ourselves.

14550. Practically you do not approve of the principles of the Church Education Society?—Practically we do not force any children to receive instruction which their parents object to.

14551. And you adopt that system irrespective of whether your schools are in connexion with the Board or not?—We do. If a Roman Catholic parent told us he would wish his child to get religious instruction from us we would do so, but we never give religious instruction to Roman Catholics, or to any other child without the consent of the parents.

14552. In fact in your Mission schools you do the same exactly as in your schools under the Board—you conform to the rules of the Board yourselves?—We do.

14553. Are your schools mixed in regard to religious denominations?—Yes.

14554. Could you say to what extent they are mixed?—I would say not more than half are Methodists, certainly not more than two-thirds.

14555. Is there a mixture more or less in all your schools?—As far as I know there is a mixture in all our schools.

14556. You have Episcopalians, Presbyterians, Roman Catholics, and other denominations?—Yes. I should mention that Protestants of all denominations never make any objection to their children receiving religious instruction in our schools; they never make any distinction in that way.

14557. State the circumstances under which your body placed your schools under the Board of National Education?—In the first place, we wanted to know exactly on what conditions we could have our schools connected with the Board, and we sent a deputation of two gentlemen to ascertain—one of them, Rev. Mr. Wallace, who has since died, the other, Mr. Swanton. We put before the Board a programme, of which I have a copy before me, to which the Resident Commissioner, Mr. Macdonnell, gave his full consent; and though we had no written agreement, it was with the full understanding that those rules should be binding on both parties that we placed our schools under the Board. The following is a copy of the programme which we in 1860 laid before the National Board:—

MODEL SCHOOL SUBMITTED TO THE COMMISSIONERS OF NATIONAL EDUCATION, BY THE WESLEYAN EDUCATION COMMITTEE.

N—— School, County L——, Parish of G——, Townland of T——.

1st. The school consists of one large room 20 feet by 32; it is well lighted and ventilated, and plainly but sufficiently furnished.

2nd. The name of the teacher is H. G—, he is 25 years of age.

3rd. The average number of scholars is 30—21 males and 9 females; with the advantages of the Board there should be more.

4th. The school hours are from 10 o'clock in the morning till 3 in the afternoon, except on Saturdays when they are less.

5th. The first and the last half hours of each day and the larger portion of Saturday are devoted to religious instruction; but no children are required to attend whose parents or guardians object.

6th. Religious instruction is also given in the school-room at other times by such person as the patron may appoint; but there are no sacraments administered and no political meetings permitted to be held.

7th. The books used in the hours of secular instruction are those published by the National Board or have obtained its sanction. Those used for religious instruction are the Holy Scriptures, the Wesleyan Catechism, and the Standard Works of Wesleyan Methodism.

8th. The school is open to the visits of all persons during the school hours, but no one is permitted to interfere with its business in any way.

9th. It is occasionally inspected by a person appointed for that purpose by the Wesleyan Conference on the progress of secular knowledge during the hours of secular instruction, and of religious knowledge at other times.

10th. Under these regulations the school is open to the children of all denominations.

11th The patron is the Wesleyan Superintendent for the time being of the circuit within the limits of which the school is situated.

Dublin, Feb. 2nd, 1860.

14558. Did the Resident Commissioner inform you that this programme was in conformity with the rules and practice of the Board?—Yes; that it was perfectly in conformity with the then rules and practice of the Board.

14559. Previously, many of your people were opposed to the principles of the Board?—A great many of them.

14560. I wish to ask whether their objections were

of a religious or political character?—They were entirely religious, not political at all.

14561. Did any of your people labour under any misconception previously as to the rules of the Board?—Yes; they regarded the National schools, as a great many people did, as godless schools, because the Bible was not taught or admitted as a class-book in them.

14562. You think your people laboured under misapprehensions with regard to the schools?—Assuredly.

14563. You stated that you were not aware that non-vested schools were contemplated at first by the National Board?—No.

14564. Are you aware that the Commissioners of Education, at the very outset, estimated for the building of schools throughout the entire country, to the extent of some thousands?—No, I was not aware of that.

14565. Would you be surprised to find that the leading denominations—Episcopalians, Roman Catholic and Presbyterian—all had schools under their management, which occasioned the existence of those non-vested schools under the Board?—Oh, I was aware of that. I was aware of the fact that those schools were under their management; and, of course, many of them, I suppose, would not wish to give them over entirely to the care of the Board, though I do not say that they were right in doing so.

14566. Would you regard any departure from the principle of united education as a breach of faith with you either on the part of the State or the Commissioners, were they to fall back on the denominational system of education?—I think it would be altogether a breach of faith; it was with the understanding that the system should be maintained as a system of united secular and separate religious instruction that we as a body joined it at all. Any departure from that we would regard as a breach of faith.

14567. In allying yourselves with the National Education Commissioners, were you led to believe that the system was one which would be maintained?—We were.

14568. Did your body pass any resolution, or come to any definite action, as such, on the subject?—No; but at the Conference of 1859 (I think it was), when the question was fairly brought before the Conference, it then gave its sanction to the joining of our schools with the National Board; that is to say, the ministers were left at liberty to connect them if they chose, and if our people consented; but before that year the Conference took no formal action on the subject.

14569. May I ask are there any of the poorer classes of children attending your schools?—A great many. In the rural districts our schools were established first, to meet the wants of the most ignorant in remote localities before the Board was established at all.

14570. Are there many children of the better classes attending your schools?—Yes; there are six of the forty-nine schools of which I have spoken, which we regard as middle-class schools, and in four of which we have classics taught. Two of these are female schools, and in these extra branches are taught—for example, music and modern languages. Of course in these forty-nine schools I do not include our Connexional school in Dublin, or our college in Belfast. I am speaking of primary schools only, with the exceptions given.

14571. Are these schools generally supported by the fees of the children?—They are only partially, as the fees are very low; that is one of the great difficulties we have to contend with.

14572. The *Chairman.*—What are the ordinary fees paid by the poorer children?—About a shilling a quarter; but many of them comparatively poor give 2*s.* 6*d.* a quarter.

14573. Rev. Dr. *Wilson.*—Can you give us the amount of the fees raised during the year in your schools in connexion with the National Board?—Yes; the fees of those fifty-one schools amounted to £472 9*s.* 10*d.*, according to the last return.

14574. Have you taken the average per head for the number of children on the rolls of the schools?—No; but that is easily done.

14575. Are there many exceptions to the parents paying school-fees for their children?—A great many exceptions, you will perceive, by the smallness of the amount raised in that way, that a great many exceptions must exist.

14576. The *Chairman.*—Are those exceptions settled by the minister or by a Committee?—They are not settled by anyone. The children that come to our schools are asked to pay fees, but they are not enforced. They can come without payment if they please.

14577. How are your teachers appointed to your schools?—Always by the pastor or manager, generally speaking, when they want a master, they apply to me for one connected with our Training Institution in Dublin.

15578. Do you supplement the remuneration of the teachers from any fund over and above the school-fees and the National Board grant?—Yes; there is a collection made every year called the General Education Collection, and a portion of this is employed in supplementing the teachers' salaries.

14579. I am now referring to the schools connected with your body, and which are under the National Board?—Exactly; it is to them I am referring.

14580. Do you think the teachers would not be sufficiently remunerated without such aid?—I do, and even with it I do not think they are sufficiently paid.

14581. The *Chairman.*—What sum do you give your schoolmasters from that fund?—Different sums, according to circumstances. To some we give £8, others get £11 or £12. I think the sum varies from £6 to £12 a year.

14582. Rev. Dr. *Wilson.*—In reference to the constitution of the Board of Education you mentioned three as a good number, why did you mention three?—My idea would be that having three would prevent the arbitrary dictation of one man—that the three Commissioners, agreeing together, would afford very likely a safeguard against arbitrary government, or arbitrary administration.

14583. Had you the example of the Poor Law Commissioners before your mind?—I had something of that kind before me when I suggested a plurality of Commissioners.

14584. You supposed the business of the Education Office would divide itself into three heads, giving each Commissioner enough to do?—Oh, I did not at all take that into account, because as I understand the constitution of the present Board, it does not divide itself now. It sits as a unit, I understand. Its consultations are conducted as a unit, while the practical working of the business is committed to the Resident Commissioner and the secretaries. I would suppose that if three Commissioners were appointed in place of the present Board they would occupy the same place the Board does now.

14585. Do you mean that practically the Board does not interfere with the administration of the system?—I do as to details.

14586. And that the administration falls into the hands of the Resident Commissioner and subordinate officers?—Yes, that is the practical working of the system as I understand it.

14587. You stated your body would prefer a secular system to one administered practically as a denominational system?—I said many of our leading men would do so. I do not think that, as a body, we have given our opinion on the subject. This much I think, as far as my own judgment goes, that they would generally prefer the present system according to its intended administration—by which I mean its non-denominational administration—to any secular system; at the same time many of our leading men always preferred the secular system, and I think the number has latterly increased. Owing to the way in which the Board has been drifting, they would prefer, as the only likely alternative, a secular system.

14588. Do you mean that in order to preserve a non-sectarian or united system of education, they think that may be the alternative?—Yes.

Oct. 22, 1868.

Rev. Gibson M'Millen.

14589. Is that the chief reason?—That is the chief reason.

14590. Should you, as a body, be disposed to ignore religious instruction in connexion with such a system?—We would greatly prefer it to the denominational system; but I think, as a body, from what I can judge, we would prefer the National system. Knowing its working and previous administration, if it were non-denominationally administered, we think it is the best system in the world.

14591. In supporting the secular system you would make no provision for the religious education of the children in the schools?—No, because we consider that in that case the religious instruction of the children would be taken care of by the parents of the children and their ministers.

14592. You think the different Churches should look after that department?—Precisely so—the same as in the Queen's Colleges.

14593. Rev. Mr. *Cowie.*—Do you call the present system a denominational one?—No, I said the system was undenominational, but that it was administered denominationally. I distinguish between the system and its administration.

14594. Are your body in favour of mixed education?—We are.

14595. Do you mean by mixed education that children of different religious denominations should receive their school instruction together?—That they should receive secular instruction together.

14596. Would you be satisfied to place the education of Protestant children in the hands of a Roman Catholic teacher, and under a Roman Catholic patron?—No, because the system I would advocate would be to have no local patron. The Commissioners or a Government agent would be the patron of every school, according to the system I sketched out.

14597. Mr. *Sullivan.*—That would be in effect to give a patron of no particular religion?—Yes; that is, of no religion as far as the instruction in the schools is concerned.

14598. You said different denominations receiving instruction under teachers belonging to your own denomination?—Or belonging to any other as well. I thought the system I was speaking of was the secular system. In that case, I should not object of course, to the appointment of teachers of any denomination. We would then regard the State—the Government—the patron of the schools.

14599. Rev. Mr. *Cowie.*—Will you, as a Protestant, approve of a child of your religious community attending a school under a Roman Catholic patron?—No; I would not.

14600. You would prefer that the child should attend in a school where the whole instruction was in the hands of a teacher of your own religious persuasion?—Of course I would prefer it.

14601. Mr. *Sullivan.*—Is not that an answer to the question I put when I asked you what you considered mixed education to be—the children of different denominations receiving instruction under a teacher of your own denomination?—Of course.

14602. But in answer to Mr. Cowie's question you stated you would not like to have a child of your denomination receiving instruction from a Catholic teacher in a school under a Catholic patron?—Yes.

14603. You look upon mixed education to be where children of different religious denominations receive instruction under a teacher of your own denomination?—Yes; one of our own denomination of course, or a master of any denomination under Government patronage.

14604. Still in answer to Mr. Cowie's question you stated you would not like to have a child of your denomination receiving instruction in a school under a Catholic patron and a Catholic teacher?—No, not absolutely.

14605. Rev. Mr. *Cowie.*—He said there was a preference. You would have a preference for having the education conducted under a teacher and patron of your own religious persuasion?—Yes.

14606. Mr. *Sullivan.*—You made no reservation in giving your adhesion to mixed education. You said you would prefer it. Now you make the reservation that you would prefer your own teaching to the other?—To be sure.

14607. Rev. Dr. *Wilson.*—Is your answer to be viewed may I ask, in relationship to what may be conceived to be the denominational tendency of the system, as administered by the Commissioners?—Yes; but there are two kinds of schools under the Board at present, in regard to which severally I would give a different answer. There are vested and non-vested schools, under local patronage and management, and there are schools managed by the Board alone. I have stated before that I would have no objection whatever to any of our children attending the model schools, independent of what the religious denomination of the master might be, for that this was practically so at present, and I would not object to any other school being established on the same principle.

14608. Do you know the vested school system?—I do.

14609. Should you object to any of your children attending any school under the vested system?—I distinctly say I object to our children attending a vested school under the present administration of the Board, if the patron of that vested school were a Roman Catholic.

14610. Rev. Mr. *Cowie.*—Does the preference which exists for mixed education in this country among your body, and others you know of, mean this, that Roman Catholic children should attend schools under Protestant management?—Yes; as occasion might require.

14611. And they mean that when they speak of mixed education?—The meaning of mixed education is, that children of different denominations are trained together in the same schools, but practically to a large extent the schools are divided into Protestant and Roman Catholic. In Protestant schools, I believe we seldom make any distinction as to whether the master is a Presbyterian or Episcopalian, or of any other denomination of Protestants, but the National Board has made that distinction.

14612. Practically is it not the case that the schools have become denominational in that sense, not by law, but by natural selection throughout the country?—They have to a very large extent. So far as I am able to judge, a large proportion of the schools are non-vested schools, and these non-vested schools are generally under patrons of particular denominations, and the large proportion of the children attending these schools belong to the denomination of the patron, but as I said before, we seldom make any distinction as to the denominational religion of a Protestant patron or teacher.

14613. If there is a preference for mixed education, and no general objection to children of different denominations mixing together when receiving instruction, would there not be a difference in the case of children living at home with their parents, and children living away in a boarding school?—I think so.

14614. Have not your body at a large expense erected a college in Belfast lately?—We have.

14615. Was not that for the purpose of giving a strictly religious education to the young men in connexion with the Queen's College course?—Yes, or with other Protestant denominations, for we never have made a particular distinction.

14616. With respect to the teachers in model schools, we have found Wesleyan Methodist pupil teachers, living under the care of the principal teachers who were Roman Catholics, is that a state of things of which you approve?—We never have objected to it.

14617. Rev. Dr. *Wilson.*—Before leaving the matter of the College in Belfast, do you regard that college as occupying the position of an ordinary National school?—Not at all.

14618. Is it more of an intermediate school?—It is of the highest class. According to the arrangements of the college it is to be carried on as a high class intermediate school, and college as well.

14619. Do you regard it as a feeder to the Queen's College?—Yes, virtually but not formally.

14620. Do you think you would be entitled to funds from the State, to carry it on, or do you look only to your own funds?—To our own funds exclusively.

14621. Rev. Mr. *Cowie.*—Is a different rule to be applied to children of the better classes and to those of the lower?—Not to my knowledge.

14622. If the mixed system is good for the poor why not for people a little better off?—The distinction is not contemplated, and we have no analogy in this case.

14623. What you really say is—"We take care to have separate education for the upper classes, but not separate for the other"?—No; for in the Queen's College the education is not separate.

14624. Will not the college that you have established be a college for separate instruction?—Not as regards our students attending the Queen's College. Our college will be to them a kind of domestic establishment. The plan contemplated is this:—that the pupils that are being taught and prepared for matriculation in the Queen's College, would get education up to that period, and when they enter the Queen's College, shall continue to board in the new college, and be under the supervision of our own ministers.

14625. Will not that supervision involve religious instruction?—Of course it will, and that is exactly what we would propose by the secular system altogether; that is to say the governors and managers of the Queen's College have nothing whatever to do with the religious instruction of our students.

14626. I understand it to be under the secular system; but at present you have instruction unitedly for the poor?—Yes.

14627. As soon as you establish colleges, which concern yourselves more immediately—the upper classes I mean—then you take good care to give yourselves denominational instruction?—No, I beg pardon. The Board itself has by a specific rule made provision for religious instruction being given in all vested schools to Roman Catholics and Protestants alike. In all schools—non-vested—where we have Roman Catholic children, the master, if a Protestant, is prohibited from giving any religious instruction to them, unless they have the written consent of the parents, and hence in mixed schools you cannot say that religious instruction is either mixed at all or neglected.

14628. I am talking of the secular instruction. You say it should be given unitedly?—Yes.

14629. For the poor?—Yes.

14630. And you establish schools on that principle?—Yes.

14631. Then when you pass higher up you take care to provide instruction denominationally?—No.

14632. Do you not establish a college for your body, where the students will be brought up in the tenets you think right and just to be taught, while there is no such arrangement for poorer people. Does not that show a little inconsistency?—With all deference I think not; besides the one receives State aid and the other does not.

14633. It is the principle of education I am speaking of. I am not talking of who pays for it. Do you not prefer the denominational system when you provide education for yourselves?—We concede the great principle that any party has a right, if it please to establish denominational schools and pay for them; but when we speak as citizens of a great nation, and when the children of the poor are to be taught, if State aid is to be given, it ought to be given to schools recognising secular instruction only.

14634. I don't think I disagree with you on that point; but you have two different measures, and you might say, "We really prefer denominational instruction, for, when we provide it at our own expense, we provide it denominationally?"—That is not probable, if we had the model schools more general through the country, and the middle-class schools contemplated by the Board.

14635. Would you approve of that?—I would?

14636. Would you approve of boarding schools?—Yes.

14637. Where children of different denominations would be together?—No, I don't say that.

14638. Are the pupil teachers not boarders in the model schools now?—Yes; but their religious instruction is quite separate.

14639. That is, if there is any at all?—It is necessarily provided in model schools.

14640. But suppose you find on inquiry that it comes to nothing?—The principle of the model school is this—that there should be a pupil teacher, or monitor, or some one of each denomination to which the children belong, to conduct religious instruction.

14641. We are talking on two different subjects now. You are talking of the instruction of the children, but I am speaking of the teachers who are boarded in the institution. Are you well acquainted with the system of model schools?—Pretty well.

14642. Are not the pupil teachers boarded under the principal teacher, and are there not cases where pupil teachers of your communion are under the Roman Catholic teacher, and depend on him for their oversight. Is that a state of things of which you approve?—I would approve of it, because we have the same thing in the model school in Marlborough-street. We have students sent up here for training, and we never inquire whether the head of the domestic establishment is a Roman Catholic or not. We know that he has nothing to do with the religious instruction of those under his care in the establishment, but that it is given by our own ministers or others appointed by them.

14643. Rev. Dr. *Wilson*—Do you acquiesce in the statement that your pupil teachers are exclusively under Roman Catholic teachers?—They are not.

14644. Is their religious education watched over by the minister of your own body and other parties?—It is.

14645. Mr. *Sullivan*—Is that in every case?—So far as I know.

14646. So that where there is no Wesleyan minister resident you will send one there?—I don't know the town where there is a model school in which there is not a Wesleyan minister.

14647. But a pupil teacher may be sent to a model school in a town where there is no Wesleyan minister?—Not at present, for we have a Wesleyan minister in every town where there is a model school.

14648. Suppose a model school were erected in a town where there was not a Wesleyan minister resident, would one be sent there?—Possibly, and if not a minister would visit the school occasionally; and some other person of the denomination would be charged with the regular religious instruction of the pupil teacher in the interim.

14649. Rev. Dr. *Wilson.*—Considering that your ministers occupy the principal towns in the country, and considering the principle on which the Commissioners have acted in the erection of model schools in the country, can such a case occur?—I think not.

14650. Master *Brooke.*—You told me you had some instances of Wesleyan children being at school under the care of Roman Catholic masters and patrons?—Only in model schools. I don't know an instance in which we have Wesleyan children under the care of Roman Catholic masters except in model schools.

14651. If such a case occurred would you approve of it?—Do you mean in other schools?

14652. I mean in an ordinary country or town National school, where the patron is a Roman Catholic clergyman, and the master of the Roman Catholic profession, would you approve of a Wesleyan child attending that school?—I would not desire it, but I would not forbid it, unless I could provide instruction under our own denominational care.

14653. Rev. Dr. *Wilson.*—Do you think that in the neighbourhood of Rathkeale, in Limerick, there may not be children of Wesleyan parents who attend schools where the patron is a Roman Catholic?—I don't know any place in which we have not Protestant schools within reach of the Protestant children.

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14654. Are you familiar with the district?—Not very familiar. I know Rathkeale and the country about it. We have a school at Courtmatrix, about a mile and a half from the town.

14655. The Lord Bishop of *Meath.*—Have you any Roman Catholic children attending schools the teacher of which is of your own denomination?—We have.

14656. Does that exist to any extent?—Not to any great extent. In the west of Ireland there are one or two schools where there are a good many Roman Catholics attending.

14657. Are there many of other Protestant denominations attending them?—Other Protestants attend them, so far as I know, without any distinction.

14658. Mr. *Dease.*—What are the districts in the west to which you refer?—Connemara chiefly. We have two schools in the district of Connemara.

14659. Do you speak of schools in connexion with the National Board?—One of them is in connexion with the Board.

14660. Of what nature is the other?—It is not in connexion with the Board.

14661. Out of what funds is it supported?—Chiefly out of the mission fund, and by the fees of the children, but the fees in that part of the country are very small.

14662. What is the name of the school?—Recess, county Galway. It is a very small school, but the other, which is under the Board, is a large school.

14663. Mr. *Sullivan.*—About what time did you come into connexion with the National Board?—In the year 1860 we formally connected ourselves with it, but previously there were several schools put in connexion with the Board by ministers of congregations.

14664. What led to the change of the opinion of your body at that period with regard to the National system?—There were leading men in our body who approved of the National system, and who disapproved of, or at least did not attach any weight to the objections made against it, and gradually they brought the body round, and our people saw ultimately that the godless idea that used to be attached generally by rumour to National schools had no foundation.

14665. Was that change of opinion connected with any change in the rules of the Board?—No; not any special rules that I can refer to.

14666. Previous to the year 1840 was your body in correspondence with the National Board with regard to the then existing rules?—They were not.

14667. Your body became aware that certain changes were made with regard to the non-vested schools, and changes in the system, did it not?—Oh, yes, it was acquainted with the whole history of the Board.

14668. Those changes were the inducement to your body to negotiate with the Board?—Possibly they were, but the course we adopted was, we embodied what we regarded fair in a paper, and handed it in. We were not quite sure as to what might be the specific conditions, and therefore we put a case before them, and that case was regarded as in perfect conformity with the principles of the Board by the Resident Commissioner.

14669. You stated that if the Board, as now constituted, were to alter the rules from what they were when you joined it in 1860, it would be a breach of faith?—Yes.

14670. Do you think the Roman Catholics would have reason to complain if it had been proved clearly that the rules made under Lord Stanley's letter were essentially departed from since 1840?—Of course, if they conceived that the rules were essentially changed they had a right to complain as well as others.

14671. What could you think if the very changes made to facilitate the admission of the Presbyterians and your body were breaches of the original rules, and were contrary to the principle of them?—What others might regard as a breach of the principle of the original rules I might not, nor regard as an objection.

14672. Precisely; but the National Board, as originally established, was intended to meet the requirements of the whole country?—Yes.

14673. And gradually the rules laid down were departed from in most essential principles, and by means of those changes, bodies who would not join in the first instance were admitted. Should you not consider that as a breach of faith with those who were connected with the system from the first?—I don't understand how any changes affecting those bodies, and enabling them to join the Board, could operate against the larger body.

14674. Rev. Dr. *Wilson.*—Are you aware as a matter of fact of that which is put to you as a question by Professor Sullivan?—I am aware the Presbyterians joined the Board under certain circumstances, but I was not aware there was any special departure from the original intention of the Board relative to what are called non-vested schools.

14675. Can you specify any change?—I cannot.

14676. Mr. *Sullivan.*—Then how do you explain the answer you gave to my question when you said you were aware certain changes were made?—So far as my memory serves me as regards the history of the matter, I have been under the impression that there were changes when the Presbyterians joined, but I am not sufficiently familiar at this moment with the particulars, as at that time we had no intention, as a body, of joining the Board, and I did not enter so fully into the matter.

14677. Rev. Dr. *Wilson.*—Should you say "the changes made" or "alleged to be made"?—"Alleged" to be made. Not having the particulars before me, I should rather use the word "alleged" to be made.

14678. Mr. *Sullivan.*—you stated that you were in favour of secular instruction. Am I to understand it as the general feeling of your body that you would prefer a secular system to a system that would include religion as an essential part of it as a national system?—Yes.

14679. Are we to understand that that really expresses the opinion of the majority of your body?—Yes. As against the denominational system, we prefer the secular without hesitancy.

14680. Then a considerable change must have taken place in the opinion of your body as a whole, when the system called "Godless" has ceased to be so?—No doubt. I believe that that was a misapprehension raised by persons opposed to the system, and you know the influence general rumour has on the public mind.

14681. To go back to the question I already asked, what would be your opinion if it was shown that the departure from the rule by which the Presbyterians and your body were admitted, was a departure from the secular system—that the schools were more secular before 1840 than since, and that the first breach was made in the system for the admission of these bodies, at the time you thought it was godless?—If you prove to my judgment that such a change has taken place—that is, a departure on principle from the comparatively secular to the more denominational, I would say that I would prefer the former.

14682. According to the original rules of the Board, all ministers of religion had the right to give religious instruction in any school building whatever, receiving aid under the Commissioners of Education?—My impression was, that originally there was no such thing as non-vested schools, as now established, contemplated at all, and that ministers of all denominations would have the privilege of giving religious instruction in all the school-rooms, on the same principle as they have now in the model schools.

14683. Are you aware that in the first letter of instruction the two schools were not only contemplated, but mentioned by name?—I don't recollect that.

14684. You stated that you would prefer to have three paid Commissioners. Now of what religion would you expect these three paid Commissioners to be?—I would not say. I would say whoever the Government thought the most competent men.

14685. If they were all Roman Catholics, would you be satisfied?—If I agreed to the adoption of a principle I should accept its legitimate consequences.

14686. Is it not an objection to the system on the part of your body that you have no representative on the Board?—That is one objection.

14687. You would be more satisfied with the present denominational system if out of the ten Commissioners you had one or more representing your body?—No.

14688. Then it is not to the non-representation of your body that your objection applies?—Not to that chiefly; but if the Government will have a denominational Board, we should be represented on it, and also in the administration of the system in model schools. We say if the appointment of teachers is to be denominational, we should have a voice and a share in those appointments, but we would not say even then that we would give a preference to the principle.

14689. On what ground is it that that great change of opinion has taken place in your body—that they will trust the Government with the patronage of schools, though you said a short time since that you would not have one of your teachers under a Catholic patron?—I conceive a Catholic patron, if he be a local patron, to be very different from a Catholic patron appointed by the Government, and in its pay.

14690. Am I to assume that your reason for intrusting the patronage to the Government is because it is a Protestant Government?—Not at all. My idea is that any Government has responsible control over persons whom they pay and appoint, as, for example, in the model schools. Of these the Commissioners themselves are the patrons, and the district Inspectors, acting for them, are practically both the patrons and managers. We don't object to a Roman Catholic Inspector being the patron of a model school.

14691. Is not your faith in the Government founded upon the fact that it is a Protestant Government?—No.

14692. If it were an entirely Roman Catholic Government would you be as anxious to place the whole education of the country in its hands as you are now, seeing that the Government is Protestant?—I would, in preference to a denominational system in which the secular and religious instruction are united, supported by the State.

14693. Am I to assume that your body would prefer the secular system for its own sake, rather than the denominational, in which they would have full free action?—Yes, in National schools. I say our body is opposed to all State aid being given to denominational schools, and they would prefer a secular system, aided by the State, rather than a denominational system, aided by the State, under any Government.

14694. Have they come to that conclusion simply because they prefer the system in the abstract, or have they come to it simply because of their relative position towards the Established Church in England, and towards the majority of the people in this country?—Looking upon the different religious denominations in the country, they have come to this conclusion that it is better for the whole nation to have a secular system aided by the State than a denominational aided by the State.

14695. Then it is a question of expediency and not abstract opinion?—It is a question of expediency viewed in that light. I don't mean to say they adopt the abstract idea of mere secular instruction, because they conceive that any secular system that would be established should afford to pupils of different denominations in the same school opportunities and facilities for receiving religious instruction from their own ministers respectively, or persons appointed by them.

14696. That does not meet my case. I want to ascertain whether your body are in favour of the abstract principle of secular education as such, or whether this opinion has been come to on the ground of expediency in consequence of their position with regard to the majority of the people in the country, and the Church party in England?—I believe they would prefer it in England as well as in Ireland.

14697. I am asking as to both—is it as a matter of expediency, and not as a matter of principle?—As far as I am able to judge, with many of our people it would be regarded as a matter of expediency, but with the leading minds in our body it is a matter of principle.

14698. Yes?—Supposing by a secular system is meant a system that would exclude children taught under it from receiving religious instruction altogether, we would not accept of it on principle; but we think a system of secular instruction exclusive of religious teaching in the schools, and leaving it to be provided for by the ministers and parents of the children, could be established throughout the kingdom with advantage to all denominations.

14699. That is to say, if you were actually in the majority in both countries, and had the power you would prefer the denominational system?—No, I would prefer the secular system for both countries, independent of all majorities or minorities of religious parties.

14700. If the whole of the people of the country were Wesleyan Methodists, would you apply the same rule?—There would not be the necessity, for the necessity exists only from the variety of religious opinions.

14701. Am I to gather that you are in favour of religious education, that is a combination of religious and secular, as a matter of principle, but as a matter of expediency you don't think it can be carried out?—I do not.

14702. Mr. *Stokes*.—What distinction do you draw between vested and non-vested schools, which causes you to approve of one class and disapprove of the other?—Because the religious instruction in non-vested schools is wholly under the care of the patron, and the property in the school belongs to the patron or the committee whom he represents.

14703. Are you familiar with the evidence given by Mr. Heald before the Lords' Committee in 1854?—I am not.

14704. He stated, speaking on behalf of your body, that they would not be satisfied with any system that excluded the Bible from any part of the school instruction?—I am aware the Wesleyans in England have adopted the denominational system, for that is the system of State aid in England, but we think differently, and we believe they are coming round to us.

14705. Do the Wesleyans still hold to the principle that they will not approve of a system that does not freely admit the Bible in the instruction of the school at any hour?—No. I believe the secular system is making great progress among the Wesleyans in England. I believe that year by year they are more and more convinced that the secular system, as a National system, aided by the State, is in principle on the whole the best.

14706. What inconvenience or loss would Wesleyan schools in this country suffer by the substitution of the denominational for the present system?—I could not say what loss our schools would suffer, but I believe the education of the country would suffer.

14707. Then if the change involved merely a breach of faith without inflicting damage, or causing a loss, would you have reason to complain?—I don't suppose the loss would be to us more then others. It is not the loss to ourselves we dwell upon. It is the great principle of State education, and State aid to education, we are anxious to maintain.

14708. As Wesleyans would you have cause to complain of the change?—We would have great cause to complain, inasmuch as we are opposed to the principle. We believe, for example, that if all schools were placed under different denominations the kind of education imparted would be very different. When children of different denominations are brought up together in public schools, it has a tendency to make them fraternise, and it promotes cordiality and good feeling, whereas if every denomination had its own schools and ministers of religion, generally speaking, conducting and managing them, it would divide us, and prevent that union, and that sociable connexion which we think is highly useful amongst fellow-citizens in a country like this.

14709. Mr. *Sullivan*.—That is to say, if Roman Catholics were under Protestant teachers, to carry out your own view expressed before, and to have none of

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your own children in schools under Roman Catholic teachers and patrons?—I would not like, for example, that the pupils of our schools were entirely Methodists. I would wish all our schools to be mixed as far as possible.

14710. That is, mixed as to Protestant teachers of any denomination of Protestants, but not Roman Catholic teachers. Is not the real meaning of all movements for mixed education among Protestants, that they should have a mixture of the persons taught, but a careful selection of teachers, who should be Protestants of any denomination, provided Roman Catholics were excluded from teaching?—I don't believe that.

14711. Does it not come in practice to that?—I don't think it.

14712. In every movement made in Ireland on the subject has it not always come to this, that so long as the system worked perfectly and fairly as a mixed system it was opposed by the religious bodies, but as soon as changes were made which admitted of a departure from that system, did not those bodies at once take up the system?—I think not. I cannot suppose any change possible in a mixed system of National Education that would be favourable to any one denomination of Protestants and not be equally favourable to Roman Catholics.

14713. Your body took an active part with regard to the Queen's College movement some time ago?—Yes.

14714. You recollect the Provost-House declaration?—Yes.

14715. Have you heard of the names attached to that document?—I have, but I don't recollect them all.

14716. If you found the name of the Vice-Provost of the University attached to it, with a considerable proportion of the fellows of that institution—an essentially Protestant institution, which has always acted on the denominational system—men who have petitioned Parliament, every one of them—in the same sense would you consider that was a movement in favour of the secular principle?—Of course it would be so far as they wished to maintain the Queen's Colleges in their present form.

14717. Which means that they should have the entire of the teaching staff—that whilst the students should be mixed, the teachers should be Protestant?—I don't know anything in the principles of the Queen's Colleges that requires the teachers to be of one denomination more than another.

14718. Is it not so in fact? Is it not so in practice?—I don't know that it is. Sir Robert Kane is at the head of one of them.

14719. Has he anything to do with the teaching?—I think the President of a College should have something to do with the teaching. He ought to have an acquaintance with the whole of it. I don't know how he could be the President without having to do with the teaching.

14720. Exactly as the paid Commissioner in Marlboro'-street would have to do with it—he is only a mere administrator of the system?—Yes, but then I should think that the administration of the system would have a very considerable influence on the education.

14721. Rev. Dr. *Wilson.*—Do you know the constitution of the Senate of the Queen's University?—Yes, I know something of it.

14722. Is there a Roman Catholic representation there?—There is, and I can't see, I must confess, how any change could take place under the administration of such a Board in any public system in favour of any one denomination, that would not be equally favourable to all. I cannot conceive how any changes made by a truly representative Board, enabling any particular Protestant denomination to have schools of its own—non-vested schools for example—that would not enable Roman Catholics to have schools of their own in the same way and to the same extent.

14723. Mr. *Stokes.*—Are many of the schools under chapels?—Very few.

14724. Do many of them bear inscriptions on them, including the word "Wesley"?—Very few, I think; there is no case of a National school, that I am aware of, with the word "Wesley" inscribed on it.

14725. Do you know the school at Ballymoney?—Yes, I do.

14726. Is that school not under a chapel?—Yes, it is.

14727. Has that school not the inscription on it—"Wesley-place National School"?—They call it by the name of Wesley-place National School, because it faces a street which is called Wesley-place. I am not aware of the name of the exact court where the school is placed, but, I believe, the street it faces is called Wesley-place.

14728. Rev. Dr. *Wilson.*—You were asked as to the changes that took place in the year 1840, when the Synod of Ulster joined the Board of Education?—Yes.

14729. Are you aware of the changes that took place, as a matter of fact?—No; but my understanding was that they wanted to ascertain exactly on what conditions they could join the Board.

14730. Do you think that all they wanted was to ascertain the conditions on which they could join the Board?—They wanted to ascertain exactly the system of the Board; they wanted to ascertain its principles, and whether they could conscientiously join the Board.

14731. In fact they acted similarly to your own body in the year 1860, in ascertaining the principles of the Board?—Yes.

14732. If you had read this from a document of February, 1840, that came from the Commissioners of Education in Marlboro'-street:—"At a conference between the Commissioners and the gentlemen of the Synod of Ulster, in presence of the Lord Lieutenant, it was neither proposed nor hinted at, that there should be any change in the rules of the Board"—what would you say if you read that?—I would say it was very fair.

14733. I now quote from the minutes of the Board, of a meeting held on the 13th February, 1840. At that meeting there were present the most Rev. Dr. Murray, Roman Catholic Archbishop of Dublin, the Right Hon. A. R. Blake, and John Richard Corballis, three Roman Catholic gentlemen. Should you regard them as parties who should be entitled to give testimony on this point?—Yes; I would regard them as competent persons to do so.

14734. Should you regard them as at least as well qualified to do so as any of the present day?—Yes, I would.

14735. If you read the following from the same minutes:—"It may be observed that the practice as to religious instruction in the schools is in substance, *mutatis mutandis*, similar to that in many schools under the direction of Roman Catholics," should you say that any change was made in 1840 to please the Presbyterians?—No.

14736. Is not the proof clear that a similar practice existed in the schools under the direction of Roman Catholics previous to 1840?—No doubt.

14737. Do you hold that there was any changes in the principles and rules of the Board to induce the Synod of Ulster to join it in 1840?—I do not; I mean any essential changes. My idea was that the Presbyterians had the same views exactly in 1840, with regard to the Board, as we had in 1860—they were not aware of their position. They wished, and we also wished, to know whether our views of the Board's principles and rules were such as was apprehended, and we found that they were in perfect unison.

Rev. WILLIAM ANDREWS sworn and examined.

14738. The *Chairman.*—What ecclesiastical appointment do you hold?—I am Vicar Choral of the Cathedral of St. Canice, Kilkenny, and Deputation Secretary of the Church Missionary Society.

14739. Rev. Mr. *Cowie.*—You were kind enough to send me a memorandum. You have formed some definite opinions, have you not, with respect to improvements in the present system of National education in Ireland?—Yes, very strong opinions.

14740. Will you state on what principle you think that that new system ought to proceed?—I would propose in the first place, that there should be a more thorough recognition of simply aiding schools. The present system is too absolute in providing education through the country. In the next place, I think that the assistance given should recognise that the parents are the persons responsible for education and not the State and not the Church. Then, I think that the State should require that the Bible, the letter of Scripture, should form a staple text-book of education in every school.

14741. Do you entertain any further opinion on the question?—I also think that there should be no interference on the part of the State or those who represent the State, with the particular doctrinal views or critical opinions regarding versions of Scripture, or anything of that kind, in the management of this education. I think that a very important feature of any assistance that is given by the State should recognise the necessity of persons themselves contributing towards this education; and in order to effect that, I would have, what I would call a uniform assessment or rate for the whole of Ireland, to be levied when necessary.

14742. Would you have the expenditure of that money locally managed or centrally?—I would not leave the education in the hands of the clergy of the country at all absolutely. I would have the education conducted under patrons or managers who should be elected by the parents themselves. Supposing that there would be in a district a school; that school should be in the hands of managers, two-thirds of whom at least should be laymen, elected by the parents. So, if there were three, one would naturally be the cleryman, and the other two would be the elected representatives of the parents.

14743. They would be responsible financially and otherwise for the management of the school?—Yes.

14744. Rev. Dr. *Wilson.*—Responsible to whom?—To the central Board in Dublin. At least the central Board in Dublin should have control over them as they would contribute to the support of the school. I am now talking of a school supported or rather aided by the State. Then, I think there is a great defect in all systems that have been established. That is, that one of aiding schools only in proportion to the number of pupils attending. For instance, if there is a widely scattered population of any community throughout a district where only four or five or six children can be got to attend the school of that district, it would be most likely, in that instance, that they would give no aid, because aid is only given where there is a certain number of children attending. Now, I think, those are the very places where we require the interference of the State to get up schools, and not merely to get them up, but also to maintain them in an efficient state. And, then, what I would propose with regard to the schools would be, that the State should give, in the first place, a capitation grant, of whatever amount would be desirable; and that there should be required a certain local contribution then towards each school. If these give funds sufficient to meet the expenses of the school, well. If not, then I would apply the rating system, and would levy the fixed universal rate from the members of that religious community to whom the school belonged—to give a certain sum for the support of that particular school. If that was not sufficient, the State should come down with an increased grant in order to keep the school in a state of efficiency.

14745. Rev. Mr. *Cowie.*—That is, first of all, the payments of the children, the voluntary contributions of the people?—I think that parents should be obliged to pay for the education of their children—suppose a penny a week—unless they are exonerated by the managers of the school.

14746. Then the capitation grant?—Then the capitation grant.

14747. Would you have that capitation grant calculated according to the average number in attendance, or would it be according to the proficiency of the children?—I would have it a uniform thing through the country. I would not have it dependent on any local circumstances whatsoever.

14748. You mean a fixed sum?—A fixed sum for every child through the country.

14749. But that would be a child in average attendance throughout the year. You are aware that the number on the rolls is about three times the number of children who receive instruction from day to day?—It would be the number on the roll, as regards the payments of the parents; that is, if a parent wants to get his children educated, he will go and have his four or five children enrolled, and he is to pay then weekly for those children so much. If he does not pay, I think that he should suffer the loss. The very fact that he has to pay would make him send his children.

14750. But if the State was to pay this capitation grant on the number on the roll, it would have to pay very often for children who were not attending the school at all. The roll contains the names of a great number of children who are not at the school?—I would not have the State to pay if they were absent to a certain extent. If a child was prevented by illness, or anything of that kind, from attending, then I think that the State should pay the capitation grant, because then the parent or the community would not be responsible for not sending the child.

14751. With respect to the mode of teaching, you think that all the schools should be bound to read the Bible?—All schools should be bound to read the Bible simply, without any comment, as regards the State's requirements.

14752. But are you not aware that that simple requisition would exclude almost at once all the Roman Catholic schools?—I do not think it ought, if the authority of the heads of religion, who are persons to be consulted in this matter, is considered; because I think all parties acknowledge that the Bible ought to be read by the people.

14753. Do you not know that it is a common received opinion in the Roman Catholic Church that the Bible is not to be intrusted to everybody to read indiscriminately?—I have a very high authority here for the reading of the Scriptures. If you will allow me I will read a very remarkable paper, which gives the authority of the head of their Church at Rome for its circulation. This is the speech of the late Archbishop Murray, the Roman Catholic Archbishop, in Dublin, upon the reading of the Holy Scriptures, addressed to the Roman Catholic teachers of the National schools, at the model school of the National Board in Dublin, on the 16th of December, 1840, when he was giving a copy of the Scriptures to each of the teachers that were then to go to the country to teach in those different schools connected with the Nationl Board.

The Most Rev. Doctor Murray (after some prefatory commendations of the teachers)—"My excellent friend and brother Commissioner, Mr. Blake, who, I regret to say, is absent from severe indisposition, has enabled me to bestow on each of you a copy of this sacred volume—the most important book that was ever published—the Testament of Our Lord and Saviour Jesus Christ. Instructed as you are, it must be unnecessary to mention with what reverence you should read it—with what thankfulness to God for the divine lights which it conveys to us from heaven—with what docility to the Church, as to the meaning of it in all matters of essential doctrine, and with what a sincere desire of copying into your lives the lessons of heavenly wisdom which

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it inculcates. Some may appear surprised that I should place in your hands this sacred volume, believing as they do, or affecting to believe, that this is for our laity a sealed book, which they are not allowed to open. This act of mine will, I trust, be a new proof that such an opinion, if it be really entertained, is erroneous. This is not a time to dwell upon the injustice of such an accusation; but I will merely mention an occurrence with which I was myself personally connected. About twenty years ago, the highest authority that communicates with this country at Rome, with that vigilance which reaches from end to end, to guard the Church against the introduction of error under any form, inquired of me on what authority our translation of the Testament rested, and what was the character of the notes appended to it. I mentioned, in reply, the numerous prelates and doctors who have approved of the translation, and sanctioned its use; and I added, that the acrimonious notes which, in time of bitterness, were appended to the first edition of it, had been expunged; but that the remaining notes were quite orthodox without being offensive. Those two points being ascertained (the fairness of the translation and the orthodoxy of the notes), I received an immediate answer, urging the expediency of giving to this authorised edition, extensive circulation. In conformity, then, with my own wishes, and the wishes of those numerous Prelates who had so long sanctioned its use—in conformity, too, with the wishes of the highest authority of our Church, I place this sacred volume in your hands, in the hope that the great truths of salvation which it contains shall sink deeply into your hearts, and that you will make it the study of your lives to regulate your future conduct according to the divine principles of morality which it teaches."

Now, having that in my possession, I feel perfectly justified in stating to this Commission that we might hope to have the authority of the heads of the Church of Rome for having the text of the Bible taught in all schools in this country. If that was done, the great bone of contention, the great difficulty in the way of all of us clergymen would be removed, and I would not interfere then with the peculiar views of the different religious communities.

14754. Would you be satisfied that the New Testament with those notes should be the one used in a Roman Catholic school in order to comply with your rule?—Yes.

14755. The New Testament only?—The New Testament only if the Old were not allowed; but I suppose if the New Testament was circulated with such authority there would not be an objection to the Old.

14756. Do you consider that a reasonable requirement by the State?—I would. I think the State should require that the Bible should be taught daily in every school, but I do not think the State ought to interfere in matters of doctrine and things of that kind.

14757. Do you think it absolutely necessary that the State should make any stipulation whatever about religious teaching?—As to its doctrinal nature?

14758. As to anything about it; as to whether there should or should not be religion taught in the school?—I think that the State should require that the Bible should be taught daily, not the doctrine connected with the Bible, but simply that the Bible should be taught in all schools. I am very strong in that opinion, and it is based after an experience of many years upon the effects of the present system.

14759. Agreeing with you very much as to the necessity of requiring payment on the part of the people for the support of their own schools, and of local management, I still fear that your requiring such a condition as that would hardly be understood, and would be a very great hindrance to the adoption of such a change of system. You will recollect that great offence was taken at the Kildare-place system and the scriptural schools on account of the compulsory reading of the Bible?—Regarding the Kildare-place system, there was an element introduced which would always be objectionable I think to members of the Roman Catholic Church. That they did not merely teach the text of scripture, but they required, I think, that the appointment of the teachers should be in their own hands. You see there was more than simply the introduction of the letter of Scripture into the schools of the Kildare-place system. They gave no guaranty, I think, that doctrines should not be taught by their teachers.

14760. But in Church Education schools what is the case now—is not the rule that they shall always read the Bible?—Yes.

14761. Does that rule apply to every child?—For every child. "The objects for which the Society was established were to assist schools at present existing in the country, and to establish new schools on an improved system, for the purpose of affording to the children of the Church instruction in the Holy Scriptures." It is not merely the teaching of the Scriptures, but it is instruction in them. They require that lessons should be taught based upon Scripture.

14762. Do you think there would be a possibility of getting such a committee of management as you have mentioned in most parts of the country—a lay committee of management, elected by the parents of the children?—I feel perfectly persuaded that there would be. Some of them would not be of a very high order, but with the advice and prudence of the clergyman, who would also be a member, the committee would get on very well; but still the laity would have a voice in the management of the schools, which is a very important thing I think. It should not be left simply in the hands of the clergy of any denomination.

14763. Would you hope by that means to get any united education?—I am not in favour of united education. I would not press it myself, and I do not think that there are any hopes of it.

14764. Yours would naturally glide into the denominational plan?—In principle it is not denominational, but in practice it would become so.

14765. Would you have the Inspectors, who would be sent round by the National Board to visit the schools, examine the children in anything like religion, or not?—Simply on the text of the Scripture.

14766. Would you have that done by the State?—Yes; I think that the State should see that the Bible, the letter of the Scriptures, is taught. The Inspector sent, for instance, to a Roman Catholic school might be a Protestant, but he should be bound to examine only in the text of the Scripture. For instance, if he asked this question, "What was the subject of John the Baptist's teaching or preaching, when he commenced his ministry before Christ?" A Protestant child would immediately answer, "Repent ye, for the kingdom of Heaven is at hand." That would be quite a proper answer. The Roman Catholic would answer, "Do penance, for the kingdom of Heaven is at hand." The Inspector would take that answer, too, without making the slightest remark about it, and so by such questions and receiving such answers the State would have a guarantee that the Scripture, as a text-book, is taught. I do not think that any religious community ought to object to that—I mean those communities recognised by the State.

14767. Do you think that your plan of rating would be one which would be accepted by the people at large?—I think it would. There are objections made to exactly the same principle of action now, that of the poor law. But it works well. It is exactly the same. It is making the rich pay for the relief of the poor. The rich would pay in the same way for the education of the poor.

14768. Would you collect it with the poor-rate?—I think that it might be collected by the poor-rate collector. But otherwise it would be independent.

14769. With respect to the model schools I believe you entertain objections to the plan on which they are conducted?—Yes; I trace the effects of them now as being injurious.

14770. Do you mean that they have produced indifferentism in religion?—To an immense extent.

14771. Do you say that from personal experience?—I do. I find the tone of the people with whom I come in contact has altered very much. I find that the youths of my flock, educated at the model school, and of other flocks with whom I come in contact, who have been educated by the National

Board, are of a very different temper and bearing from others. There is an independent liberalism which I do not like. I feel persuaded that Fenianism would never have had such a footing in this country if it was not for the influence of the present system of education on the minds of the people. It is a system opposed to all religion. The definition of Fenianism in a passage of the speech of our Queen exactly states what it is :—"A conspiracy adverse alike to authority, property, and religion."

14772. Rev. Dr. *Wilson.*—Is it Fenianism you refer to?—Fenianism—"Disapproved and condemned alike by all who are interested in their maintenance, without distinction of creed or class." Now, I believe that is the result of the non-religious education of the country, and the result which it has on the minds of the people, opposing them to all religious restraints. The very atmosphere of the model school, the very atmosphere of most of the National schools that are conducted at all upon the principle of the National Board, is a non-religious atmosphere—deistical, infidel. The very fact I think of those portions of Scripture being put up on the walls, suggests, to give an illustration, to the mind of the child attending that school that the whole Bible is not to be admitted to the school. Why? Because it is a dangerous book—because there is something wrong with it. This idea impresses the minds of all in that school. Some of them cannot realize or define the feelings that are awakened by it; but it impresses upon the character indifference to religion, and rather detracts from the authority and influence and sacredness of the Scripture; and then the fact that if a minister of religion walks into one of the schools he may ask questions, but is not to say a word about religion, naturally induces the children to ask "Why is this?" "Because religion is a dangerous thing; if it is introduced here it will cause divisions and dissensions amongst us." Some such impression as this is awakened in the minds of the children. It impresses itself on their character, and makes them indifferent to religion afterwards. Now, I have examined into the minds of many young men and young women who have been educated in these model schools, and I find that they have more or less imbibed a feeling of that kind. They do not recognise the sacredness or the authority of the Bible or of religious teaching. That very holy and sacred feeling in the mind of the human being is broken down by the present system.

14773. Do you refer now more particularly to Protestant children or Roman Catholic children?—All. I am not so much in contact with Roman Catholic children. But for the sake of obtaining information—not with a view to this Commission—I did make some inquiries some three or four months ago, and found that Roman Catholics seemed to be suffering as much as others.

14774. Do you refer particularly to Kilkenny district?—Not alone to Kilkenny. I have travelled through the whole of Ireland and found it so.

14775. What are the Protestant ministers doing in the way of Sunday-school teaching?—I think the exceptional teaching of our Sabbath schools is not sufficient to counteract the influence of the six days' teaching in model schools.

14776. I should like to know with regard to those model schools; you say that they create indifferentism in the minds of the pupils—in the minds of some of the Protestant pupils. Have you noticed that yourself?—I have.

14777. What steps have you or the clergy of your Church taken to counteract that state of things?—I may mention that in Kilkenny we have a Saturday class for young men for the teaching of Scripture—an evening class. Of course we use no constraint—we try to get them to come. We have a class of all our children of our parochial schools and model schools, upon Friday in which religious teaching is given; and then I frequently in my discourses from the pulpit very strongly direct attention to this breaking down of sacred feeling in the minds of many, and in my visiting from house to house I try to remedy it.

14778. And do you not find all this sufficiently strong to counteract the influences and tendencies to which you refer?—I do not. I find that just as the children advance in years and receive continued education in the model school, they get loose from us. I have not the same control over them now as I had.

14779. Does that state of things apply more to Kilkenny than to other parts of Ireland or England, or other countries?—I have had only a few weeks' opportunity of examining in England; but from brother ministers and several laymen to whom I have spoken in different parts of the south of Ireland, I find that the same tendency exists in many places; some feel it more than others.

14780. Are you aware that is said to be a very prevalent state of things in all countries, at least in many countries, at the present time, and in England as well as in Ireland?—I am perfectly aware of it. I am speaking now of my own personal knowledge. I saw it in France when I was there some years ago.

14781. And do you not think that that is an element to be taken into account before coming to the conclusion at which you have arrived?—Yes.

14782. You say that the atmosphere of the model school is decidedly deistical. Now may I ask is there any provision made in accordance with the rules of the Commissioners of National Education for giving religious instruction in model schools?—Oh, yes, there is.

14783. Are you aware of the fact that there is religious instruction given every day in the model scdools—I am aware of that. It is given at a particular hour.

14784. And that clergy of all denominations have access to those schools to give religious instruction to the children of their communion?—Yes.

14785. Are you aware of that?—I am.

14786. And do you still adhere to the opinion that the atmosphere is deistical?—I do, because the religious instruction which is given thus authoritatively at one particular time—an hour or half an hour it may be, every day, or some days in the week, is more than counteracted by the fact that the children are together for several hours, in which religion must be entirely ignored, and in which children of opposite religious feelings and tendencies and principles are rubbing against each other.

14787. In what occupation are they engaged in those hours?—Receiving secular instruction.

14788. Have you read the school books of the Board that are in daily use in these schools?—I have not read them all. I have read them casually.

14789. Are you aware that they are largely permeated with religious truth and moral truth?—I am. Not very largely; but there is moral truth in them.

14790. Have you ever yourself been in the habit of giving religious instruction in the model school of Kilkenny?—Never.

14791. Now, do you still think that the ministers of different religious denominations cannot go into those model schools—we shall direct our inquiries to these for the present—that they cannot go into those schools and say a word about religion?—If they adhere to the rules of the Board they cannot introduce religion during secular hours.

14792. I am referring to the fact of their being permitted to go into those schools to give religious instruction?—At a stated hour they can.

14793. And they may if they choose?—Yes.

14794. Do any ministers of your Church attend the model school to give religious instruction to the children?—Yes.

14795. Do you regard the instruction which they give as efficient?—It is only exceptional, and not every day in the week.

14796. But they may go more frequently if they choose?—But, I think, this element ought to be taken into consideration that the clergyman has a number of other important duties, and I think that the duty of education can be so exceptionally attended to that he will not be able to impart sufficient religious instruction.

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14797. Is it essential that religious instruction should be given by the clergy alone to the children?—No, not in the model schools.

14798. Are there trained teachers of the Established Church in connexion with those schools?—There are.

14799. And to a very considerable extent, in connexion with all those schools?—Yes.

14800. Are there any clergy of your Church in Kilkenny favourable to the existence of the model school in Kilkenny, and of the National system generally?—There are clergymen very favourable to the model school.

14801. Now, you have stated, I think, that you would provide for very small minorities in different districts by setting up a separate school?—Yes.

14802. Would you provide in all districts of the country for three or for half a dozen children of the Established Church, and give such parties separate teachers and school-houses for themselves, supported to any extent by State aid?—Most certainly.

14803. Would you think it a judicious expenditure of the money of the State to give something like £60 or £70 a year for the secular instruction combined with the religious instruction of half a dozen Church children?—Most certainly.

14804. In preference to the present plan of the non-vested system with schools under Roman Cotholic managers in the South and West of Ireland, but with a conscience clause?—Most certainly. May I here remark that if my system were carried out the schools established in richer localities would cost the State very little; and therefore what they would save by the adoption of my system in the wealthier localities would amply pay the expense referred to.

14805. Now, does your system involve, in connection with the rating to which you have referred, an extra rating of people in the North of Ireland, for the education of children of your Church in the South and West?—Oh, no.

14806. From what quarter should this extra rating come?—I would have a uniform rate for the whole of Ireland. I would not enforce that rate excepting where it would be necessary. I would divide the country into districts. The district for a Roman Catholic school might not be the same in the same locality with that for a Protestant school, for the extent of the district in which there would be a school would depend upon circumstances, both upon the distance of the children from the school, and upon the number of children attending it. Then where the voluntary subscriptions, the capitation grant, and the school fees would not be sufficient to maintain the school in efficiency, I would put on this rating, and make the locality, according to its wealth, contribute to the support of the school. Then if from those four sources the sum was not sufficient to keep up the school in efficiency, I think the State should come in and give additional aid.

14807. Do you regard this system sketched out so far in any sense a National and uniform system?—Yes, I do.

14808. You regard it as uniform?—Yes.

14809. Now, what was the distinction, in accordance with the statement you have made, between the Kildare-place system and the Church Education Society at the present day; was there any difference in your opinion?—A very marked difference. This made a very wide difference between the two. The Church Education Society only recognise the authorized version of the Scripture. It does not approve of the introduction of the Douay Scripture, but the Kildare-place Society did.

14810. Is that the only difference according to your view between the two systems?—That is the only very material one I think.

14811. Have you not already stated that in the Kildare-place system the Bible was read, and comment made on it?—That would be the natural result, because the teachers of the system were appointed by them.

14812. But that is your statement, that is your view of the Kildare-place system?—Yes.

14813. Well now, what more does the Church Education Society at the present day require?—They require the teaching of the Scripture and nothing more, except that they require only one version of Scripture.

14814. Now, according to your view of the Kildare-place system, how do you account for the fact of so many Roman Catholic children benefitting by it, and receiving their education in connexion with it, and receiving also in connexion with it the religious instruction communicated in those schools?—From the fact that the Roman Catholic system allows the teaching of Scripture, and that there were not at that time a sufficient number of other schools immediately connected with the Roman Catholic community to draw away the children towards them, so that it was in a great measure a matter of necessity for them to go to the Kildare-place schools. They went then without a violation of principle, as the Scripture would be allowed to be taught by the Church of Rome; but when the ministers of the Church of Rome observed that doctrinal teaching based on the text of Scripture was also given in the schools, they, as far as possible, tried to counteract it.

14815. Are you aware that with all those disabilities under which Roman Catholics laboured so long, the wonder is that they had so many schools for the education of their children, and that when the National Board was formed there was a large number of Roman Catholic parochial schools under the management of the priesthood?—I am aware that there were, but not to what extent.

14816. Now, in connexion with the Kildare-place system, as viewed by you, might not Protestant managers of schools give any interpretation to the children of different passages of Scripture which turned up, just to suit their own views?—They could. There was nothing to restrain them from doing so.

14817. With regard to a question put, in reference to inspection, you say that Inspectors of the different denominations could indiscriminately inspect those schools, and that you would expect them to receive mere Scriptural answers. Do you not think that in the case of Protestant Inspectors, visiting Roman Catholic schools, or Roman Catholic Inspectors visiting schools under Protestant management, there would be danger of the Inspectors manifesting their own theological views?—I think there would be great danger, but if they were faithful to the trust committed to them by the Central Board no evil result would follow.

14818. Do you not conceive it very likely that both Roman Catholic and Protestant Inspectors, conscientious men, would have difficulty in conducting such an examination as you suggest?—Not if questions or a model of questions were supplied by the Central Board for the inspection. Under the National Board, as it was some years ago—I do not know whether the practice is in existence now or not—when the Scripture extracts were introduced there was a number of questions drawn up, printed and used by the teachers of schools in connexion with the system; I would not now limit the teacher of any school as to asking any question he wished upon any of the text-books introduced into the school, but I would put the Inspector into the position that the teacher was placed in before regarding those questions supplied to him by the Central Board.

14819. In fact you would make the Inspector a mere machine regarding that?—Yes; completely a machine.

14820. The *Chairman*.—What amount do you contemplate as the maximum of your uniform rate?—I could not at all say unless there were sufficient statistics placed before us.

14821. I mean, how many pennies in the pound?—I should think a penny in the pound would be quite sufficient from any information I have gathered, but I would not state it positively.

14822. Have you considered, with reference to any of the school districts with which you are acquainted

in the neighbourhood of Kilkenny, how much in that neighbourhood a penny rating would produce to each school?—No, I have not.

14823. Do I understand you to propose that this rate should only be levied if the capitation grant from the Government, and the pence from the children, and voluntary subscriptions of richer persons were deficient?—Yes.

14824. You do not contemplate that a rate raised in one county should apply in another?—Certainly not. Each district should support its own school. My principle is this, that the members of the community in a certain district should educate the poor children of that district. If they do not do so voluntarily, they should be obliged to fulfil their duty towards their poorer brethren, to an equitable extent, out of a portion of their wealth. If it is found then that that equitable contribution, which may be considered in a certain sense a voluntary one, is not sufficient, the State should supplement it.

14825. What would be the area for raising this local rate—would it be the electoral division or the union?—I would appoint a district for every school, and that district should be assessed for its own school. I think in most cases our parochial arrangements would suit. The parish would be the district for the school, and that parish should be assessed for its own school at a fixed uniform rate.

14826. Would you advocate any part of the money given by the State depending on results?—No; I would have every school efficient. I would say every master and mistress should have a certain income necessary to keep them comfortable, and to enable them to perform their duties, whatever they might be, efficiently, and that in every case they should have that income; it should be made up in the way I have mentioned.

14827. Do you propose that no inducement to activity such as payment by results should be given?—Yes; there should be prizes beyond what is necessary to keep him comfortable, and to keep the school in a state of efficiency; but I think that the efficiency of the school should not be dependent upon the activity or capability of the masters, or the wealth of the district, or any of those circumstances.

14828. How would you manage the daily reading of the Bible in schools frequented by persons of different religious bodies?—The only objection that would arise would be this, that the Protestants might object to the Douay Scripture, and the Roman Catholics might object to our Authorized Version. In that case I think the system would settle down into a denominational one; but as regards the different sects of Protestants there would be no difficulty at all. They would all read our Authorized Version.

14829. In those parts of the country where there is a very small Roman Catholic minority or a small Protestant minority unable to maintain a school by themselves, how would the children of the minority find themselves in the schools under your scheme?—I see no difficulty, because if this minority would not go to the school of the majority, they should have one of their own, for the support of which there would be any voluntary subscription that the locality would give, and there would be the capitation grant for the eight, or nine, or ten children, and the pupil-fees; and if these were not sufficient, then the rate should be introduced, and the wealthy of their religious community of their district would have to pay so much in the pound, just as they have to pay the poor rate. If that is not sufficient to keep the school in a state of efficiency, the State should come in and give a lump sum to do so.

14830. I am not speaking of that; but supposing a school district in which there are only ten Roman Catholic children—a number insufficient to maintain a school by themselves—how could they attend a school where the Protestant version of the Scriptures was read?—They would not be required to go if they did not like. If any Roman Catholic children—say only ten, whose parents wanted to have a school for themselves—if that religious denomination had not a school before in that district, I would give them one by the system I propose, so that you would have a Protestant school and a Roman Catholic school very close to each other in the same district, and perhaps only ten Roman Catholic children attending their school, and forty or fifty Protestant children attending the Protestant school.

14831. Do you consider that ten children would make an efficient school?—There would not be the same competition, or the same stimulant for work that there would be in a large school. That difficulty I cannot overcome; but that would be better than having children of different religious denominations in one school.

14832. Rev. Dr. *Wilson.*—Are there hundreds of cases in the south and west where such schools must have only eight or ten children?—Not so small a number. It may be as low as eighteen or twenty.

14833. We have had evidence of such schools in connexion with the Church Education Society, and having only three, or six, or eight children?—But there is another element in my proposal to which we have not yet referred. That is, putting some kind of constraint upon the parents to make them send their children. If that is done, we would have very few schools with less than fifteen.

14834. The *Chairman.*—Have you any Church Education schools under you?—Yes.

14835. Do any Roman Catholics attend them?—No, not now.

14836. What are the average numbers attending the schools you have to do with?—Our female school has about nineteen, our boys' school about twenty-one, and our infant school about forty.

14837. You spoke of the authority of the minister being diminished amongst the children by his not being himself allowed to teach in the National schools—is the minister under any special disability?—The minister of the parish? yes, his action is limited regarding the school. He cannot teach as a teacher of religion during the hours of secular instruction—he must have an hour appointed for him to teach, and that hour is not properly in the school hours, but before or after—so that he is very much limited in his power as a minister.

14838. Is not the rule of the National Board absolute—that no person, whether lay or clerical, except the master, can conduct the teaching of the school?—It is so, I think.

14839. Then should you say that the National Board taught the children to think less of the landlord under whom they live, because the landlord has no power to go in and examine during school time?—I should think not.

14840. Then in what point of view is it more necessary for a clergyman's authority that he should have power to interfere in or take part in the school during the time of secular instruction?—I don't say I would require he should take part in secular instruction.

14841. You said his authority was diminished by his not being allowed to take part?—Because he, as the minister of the parish, the appointed teacher of religion, cannot go in as he would into one of his own schools and teach at any particular hour; he must apply to the manager of the school, and the manager must assign an hour for him to teach.

14842. Mr. *Sullivan.*—Do you think the passage you read from Dr. Murray applies to the use of the Scriptures in schools, or to the use of the Scriptures by grown-up persons?—Of course in this address it applies to grown up persons, but then, inasmuch as it was given to the teachers of schools throughout the country, it implied that those teachers might teach the Scriptures in different schools to which they went; observe, I do not say that the Bible is to be placed in the hands of every child in a school, but I say the Bible should be taught or read every day by the children under the direction of each teacher.

14843. Are you aware that a distinction is drawn by the Roman Catholic bishops and clergy between the reading of the Scriptures by adult persons and the use

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of it as a school book?—I have heard there is a general feeling of that kind amongst clergymen of the Church of Rome, but I was not aware it was laid down authoritatively.

14844. But from the experience we have had up to the present with regard to public education, do you think it probable the Roman Catholic body, whether lay or clerical, would now admit any rule whatever, authorizing the State to dictate to them upon a matter of this kind—I don't ask as to the advisability, but as to the expediency or practicability of applying such a rule?—The way in which I would answer that is simply this: I say that if the State, as a matter of principle, see it to be right to require the letter of some version to be taught in the schools, they ought to require it to be taught. Then as to its practice. When they would allow the Roman Catholic community to have their own teacher authorized by themselves, empowered by themselves, as I trust they would empower their teachers to teach the Scriptures in the schools, and when there would be no interference regarding the particular interpretation of passages of Scriptures, or as to doctrines deduced from Scripture, or so forth, they would, I hope, have no objection to a rule requiring that their own version of the Scriptures should be taught on some part of each day of the week, as a matter of State requirement.

14845. Does not that come back to the inteference of the State in matters of religion. Is not that precisely the great point of distinction between Roman Catholics and Protestants?—Excuse me, but I do not think the State is simply a secular institution. The constitution of the State of England, is not simply secular—it has the elements of religion in it. It is based upon religion; that is based on God's revelation—the Bible. Therefore, the State in all its public actions for the welfare of its people, should require that that principle should be recognised. But there should be no interference with the particular feelings of the different religious communities which are recognised by the State.

14846. Suppose the Roman Catholics thought the reading of the Bible in the schools, in the manner you speak of, was an interference with their religious freedom, how would you meet the case?—As the State met it—regarding the conscientious scruples of the Church of England. At present they have given no assistance.

14847. The Church of England and the Church of Rome are not exactly on the same footing?—They have already recognised the conscientious scruples of the Church of Rome, but not the conscientious scruples of the Church of England.

14848. The head of the State in these countries is also the head of the Church of England, and in the other case the Church has not any connexion with the State in that form?—I don't see how that alters the case.

14849. It alters it in this way. It revives the old quarrel?—How? I do not think the State should make itself in anywise responsible in the education of the country unless in those schools which it aids; in these it should require that at least the letter of those Scriptures, upon which the constitution itself is based, should be taught. That may be objectionable to many; but still, is it the principle that should be adopted? and if so, the *onus* of rejecting the system would not lie with the State, but with those who won't recognise the principle.

14850. With regard to your principle of taxation, I will put a case that will help to illustrate it. Suppose in a small parish, one which indeed I have seen, a very poor one, where there are only, I think, five Protestant children, belonging to two denominations, who ought to be at school. The remainder of the parish are Roman Catholics. How would you manage a case of that kind? Would you, after the parishioners had provided schools for the majority of the population, also tax the parish to support a school for the five?—No. I would only tax each community for its own school. I would not tax Roman Catholics for the support of a Protestant school, nor Protestants for the support of a Roman Catholic school. It should be distinctly understood that each denomination should support its own school.

14851. The *Chairman.*—Do you wish to put in this memorandum as part of your evidence?—Certainly.

As the Commissioners have been pleased to ask me to state my views, and to make any other remarks on the operations of the National Board I think desirable, I beg to submit to their consideration the conclusions to which I have arrived after many years of very careful observation and thought. I would not have presumed to intrude my views upon them had I not been invited; but now I feel I should not hold them back, and beg respectfully that they will be pleased to give them their attention.

As a visiting secretary for the last ten years of one of the largest religious societies in Ireland—"The Church Missionary Society"—I have availed myself of the ample opportunities which I thus had during that period of ascertaining how the present National system has worked, how far it is acceptable, and what are the objections, and what the commendations generally entertained regarding it. And now I do not hesitate to state the conclusions to which I have deliberately arrived,—that the present system is not, and never will be, generally acceptable to the country, unless the people and their leaders become indifferent to all religions, which might be, for the system has done much already to make them so.

This has led me to consider what system would be best for the peculiar circumstances of the country, and would be most likely to be generally acceptable.

The conclusions to which I have arrived, and have now held for some time, were not hastily formed; at first they underwent many modifications.

I am fully aware that some of my brother clergymen do not go with me in my views on this question. But still I feel convinced, from what I know of my countrymen, that if the system which I propose were carried into operation, it would be generally acceptable.

I. As regards *fundamental principles*, which may be reduced to three, viz.:—

1. The State should only AID judiciously in the education of the peasantry. To do more than this would be relieving unduly the subject of a responsible and bounden duty, and would, therefore, be degrading instead of elevating. To give but *help* is God's principle of acting. The same should be man's.

2. The State should aid no education but such as *includes the teaching of the Bible, i.e.*, God's written revelation to man. But, however, as the State should take no notice of the doctrinal and critical differences of the various religious communities which she recognises, she should take no cognizance of what version of the Bible is introduced into any school. She should only require that a Bible be taught in aided schools; so that Roman Catholics would have in their schools their Bible, and Protestants theirs in their schools.

Note 1.—Roman Catholics ought not to object to this, as they believe their religion to be of the Bible; nor ought they if they were allowed to confine the teaching of it, as regards themselves, to authorized members of their own community.

Note 2.—I say "*recognised*," which is more than "*tolerated.*" A State should tolerate every religion within her territories—Mahometanism, Hindooism, &c., but should only recognise what she believes to be true. Now, Roman Catholicism is certainly recognised by our State (be that act right or wrong), for her chaplains, colleges, &c., are now paid by the State.

3. That every community which will not do *voluntarily* what it ought towards educating their peasantry *should be compelled to do so* by the interposition of the power of the State. It is upon this principle that the Poor Law is founded. The richer subjects would not voluntarily support their poorer neighbours, and so, accordingly, the power of the State compelled them by taxation to fulfil their duty.

II. And therefore, in order to carry out these fundamental principles the State should abandon the present National system of education in Ireland, which can never thoroughly succeed in any country where there is much wide diversity of religious opinion, as in Ireland; for in matters of practice—our legislators have acted upon theory in devising the present system—but in practice every person who has strong religious convictions, and acts upon principle, must be disinclined to let the children, for whose spiritual welfare he feels himself responsible, associate closely and intimately for hours every day, as in a school, with the children of another religious community to which he is conscientiously from conviction and principle opposed. It is upon this common ground that vast numbers of both Protestants

and Roman Catholics are opposed to the Irish National system; and I do most firmly believe that this system has only succeeded so far as it has done from either of these two causes—(1), either from the Board becoming lax in enforcing their rules, and so allowing a very large number of their schools to become virtually denominational—either distinctly Protestant or distinctly Roman Catholic to all intents and purposes; (2), or from parents being forced by circumstances, or tempted from the secular advantages held out to them to abandon principle, and act upon worldly expediency.

And instead of the present system the State should allow the denominational for all recognised religious communities, and—

1. *Aid* by a capitation grant, and inspection, and otherwise in minor matters EVERY school shown to need it. This aid should vary according to the known wealth of the respective religious communities to which the schools belong in their respective districts.

Every school to have a district assigned to it. The size of such district to be regulated by the number of children to be educated resident therein, and the distances they would be from the school. In most instances, excepting in large cities and towns, the present parochial divisions might suit.

Every school should be under a local Board of management of not less than three members appointed or approved of by the central Board in Dublin; *two-thirds to be laymen.*

Aid should not be given to two schools, or two sets of schools (male, female, and infant), of the same religious community in the same district.

2. The Bible, either Protestant or Roman Catholic, should be taught in some way in every school every day; no cognizance being taken however by the State of the doctrines and Church principles professed to be deduced from the Bible, or of the religious commentaries, catechisms, &c., taught in any school. For, I repeat, the State having *already* recognised certain religious communities, and given them an official position in the nation, she should not now interfere with the teaching of their fundamental principles, but she should give her protection to all of them alike. If the State is wrong respecting the Church of Rome, it is in giving that Church a recognised and official position in the nation. But so long as it is so recognised, the State is bound to protect its members in the exercise of their religion, and the teaching of their doctrines.

3. The Boards of management should appoint their own masters and mistresses respectively; and no one should have power to teach in their respective schools unless either approved of or appointed by them.

4. Unless exonerated by the local Board, and such approved of or sanctioned by the central Board, the parent or guardian of every pupil should pay something for his or her eduction—say a penny a week.

That a uniform assessment, say one penny in the pound on the Poor Law valuation, be fixed for the whole of Ireland; and that where any religious community of any district do not contribute voluntary the sum necessary, with the Government capitation grant, and the school fees to maintain their school in efficient condition, the Central Board, by sealed order, may require the local Board to levy that assessment from the members of *that* community (the Poor Law collectors might collect it for them) for their school. If this assessment, with the regular Government capitation grant and school fees be not sufficient, the State to supply the deficiency.

5. The local Boards, with certain limitations, should have power to compel the parents or guardians to send their children to school.

They might even have power to aid, from the funds procured as above, with clothes and food in cases of destitution; and so have all children at school who could possibly go.

III. SUPPLEMENTAL SUGGESTIONS—

1. That the Marlborough-street and Kildare-place schools be both made training schools in the hands of the Central Board, and supported by the State, for masters and mistresses, and so ordered that all denominations may be trained therein without any interference with their religion.

2. That the present school buildings of non-vested schools throughout the country be left under certain conditions of redemption in the hands of the present patrons *absolutely*, upon condition of their associating with themselves at least two other patrons for each school.

3. The State to aid towards building, providing and improving other school-houses throughout the country.

4. The model schools should be made middle-class schools, and enlarged, so as to be boarding as well as day schools.

I might exemplify and discuss, at considerable length, the views put forward above, but feel unwilling to intrude further upon the time of the Commissioners.

As it seems to be the determination of the Government to remove all *just* Irish grievances, I trust they will act boldly in the matter of Irish National education, and remove the present system, which is certainly a serious grievance to a very large number of both conscientious Protestants and conscientious Roman Catholics, but especially the former; and introduce some system which may be more generally acceptable.

WILLIAM ANDREWS,
Minister of St. Canice, Kilkenny.

Kilkenny,
October 17, 1868.

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14852. Rev. Dr. *Wilson.*—Do you propose a separate taxation machinery, Protestant and Catholic, for this purpose?—I stated before I think that those who collect the poor-rates could very well collect this tax, and that it might be collected on the same Poor Law valuation.

14853. And that in connexion with each gathering in of the tax there should be a telling off of the various denominations of the contributors?—Yes.

14854. Are you aware of the circumstances under which the State began this system of education in this country—had the churches as such overtaken the educational wants of the community?—I cannot say at this moment whether it were so or not.

14855. Was it not owing to the fact, that the churches either in their separate or collective capacities, had failed to educate the community?—I am quite aware of that. I think we have not done our duty as a community in educating the people, no more than we did our duty in supporting the poor—the State had to establish the Poor Law as well as an educational system.

14856. Master *Brooke.*—Would your principle be satisfied by the reading of Scripture extracts?—No; that is making another Bible.

14857. Would you insist upon the whole Bible or only the New Testament?—I would be satisfied with the New Testament as matter of compromise with the other parties.

14858. You are aware that in Prussia the Roman Catholic Church assented to the reading in Roman Catholic schools of Scripture extracts prepared by their own clergy?—Yes. It is a thing I should be very much opposed to; that is, the extracts or even to a portion of the Bible. I would like to see the whole book in all schools. But the only compromise I would come to would be to allow the New Testament.

14859. Rev. Dr. *Wilson.*—Would you not, in that case, be satisfied with part of the truth instead of the whole truth?—The New Testament so completely embodies the great vital truths of the Old Testament there might be exception made. But I am very much opposed to it. I don't see my way clearly to teaching only the New Testament.

14860. Should you be able to comprehend the New Testament in all its bearings without a familiar acquaintance with the Old?—No.

14861. Is not the New Testament merely a complement of the old one?—Yes.

14862. Is it not a Protestant principle—the truth, the whole truth—the Bible and nothing but the Bible?—Yes; but remember the teachers in the different schools would have power to teach their own views of Scripture, and, of course, the teachers of the different schools would introduce teaching of the Old Testament.

14863. Are you not aware that the Roman Catholic bishops are opposed to these school-teachers giving such instruction?—I know that a Roman Catholic bishop in another place has made exceptions. The Ragged Industrial School in Edinburgh, got up in opposition to Dr. Guthrie's Ragged School, has the Douay Bible read by every Roman Catholic child, and the authorized version by Protestant children in that school every day. That is done by the authority of the Roman Catholic bishop in Edinburgh; therefore if one bishop allows it, I don't see why all the bishops of the Church of Rome in Ireland as well as in Scotland would not allow it. I have an extract here from a speech made by Lord M'Ken-

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zie, regarding that school in Edinburgh. "He was glad to state that all the children in the school, both Protestant and Catholic read the Scriptures every day; therefore it could never be said with any approach to truth, that the religious element was neglected in the school." There is an idea which has pressed itself upon me very much, and which I did not put into the memorandum I have handed in—the establishing of a system of boarding-schools in the country. We have for the rich boarding-schools voluntarily supported, but the whole of the rest of the community have not the advantage of the boarding-school system. Therefore, I think it very desirable, as we have lunatic asylums and such other institutions that we should have pauper boarding-schools. I would take all the children from the workhouses where they are incurring evil of many kinds, and place them in a well-regulated and ordered system of boarding-schools, having its different classes and grades, just like the great schools in England, each class and grade under its own master, and the system suited to the position of the children. By these schools we would be enabled to relieve ourselves from a very great difficulty in our different localities. We have some poor parents of careless, loose habits, and they do not take an interest in having their children educated. We have to clothe and feed those children to keep them at school. Why, then, should not these children be taken from their parents, and put into boarding-schools.

14864. Mr. *Sullivan.*—Are you aware of an Act passed a few years since enabling unions to associate for establishing and maintaining a school for children, where parents refused to part with them from the workhouses?—No. If the school were well ordered and made respectable it would succeed. But many abuses might arise under the system which should be carefully guarded against.

[Adjourned.]

THIRTY-NINTH DAY.—DUBLIN, FRIDAY, OCTOBER 23, 1868.

PRESENT:

The Right Hon. The Earl of POWIS, *Chairman.*

The Right Hon. The Earl of DUNRAVEN, K.P.
The Right Hon. Mr. Justice MORRIS.
WILLIAM BROOKE, Esq., M.C.
Rev. DAVID WILSON, D.D.
Rev. BENJAMIN MORGAN COWIE, B.D.
JAMES ARTHUR DEASE, Esq.
SCOTT NASMYTH STOKES, Esq.
WILLIAM K. SULLIVAN, Esq., PH.D.
LAURENCE WALDRON, Esq.

GEORGE A. C. MAY, Esq., Q.C., } *Secretaries.*
D. B. DUNNE, Esq. }

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MYLES O'REILLY, Esq., M.P., sworn.

Myles O'Reilly, esq., M.P.

14865. The *Chairman.*—Have you had much experience in the management and working of individual National schools, or has your attention rather been directed as a member of Parliament to the general questions connected with Irish education which have been mooted in Parliament?—My personal experience is very small. It is confined to about five rural National schools, of two of which I am patron, two of which are in the parish in which I reside, of which I am not patron, and one or two others near me, with which I am acquainted. In other respects any knowledge I have is acquired from reports, public documents, and what has been written on the subject.

14866. In these schools in which you are interested is there any admixture of religious belief amongst the children?—Technically, yes; practically, I should say no. One school, for instance, in the county of Galway, is included in the returns laid before Parliament at different periods, as a mixed school, but the facts are that in twenty years there have been two Protestant children at different intervals attending the school for a short time in each case. The other schools are pretty nearly similarly circumstanced.

14867. And I presume the teachers in all these schools have been entirely Roman Catholics?—They have.

14868. Are you satisfied with the efficiency of the education given in those schools?—Perhaps I should say I am satisfied with the efficiency of the education in the main. Interested in the country, I should wish that my countrymen were much better educated, but I am not prepared to find any fault with the teachers or the system as a mode of education, at least no serious fault. There are details which in some respects perhaps might be amended.

14869. In those schools of which you spoke has religious instruction been given by the Roman Catholic clergyman in the schools?—Not to any great extent. It is sometimes. The religious instruction of the Roman Catholics is generally given by the teachers.

14870. Confining ourselves for a moment simply to the details of management of the ordinary National schools, are there any suggestions as to the improvement of that management that you would desire to offer to the Commission?—I have hardly prepared myself with any answer in detail to that question. I was rather prepared to answer inquiries, but I may mention some points which I think might be an improvement. Of course the great difficulty with regard to the class of ordinary rural schools in country districts in Ireland is to secure an adequate attendance of the children. As in England in poor country districts the attendance is very imperfect. Throughout the country, I believe, the average attendance proportioned to the number on the rolls is not much above one-third; and I should say not more than one-half of the children obtain anything like an adequate amount of instruction. Then of course the difficulty arises. On the one hand, there is the fact that I think the teachers are very poorly paid. I don't use the word inadequately paid, because I must consider it in two points of view. The payment of the teachers—I am now speaking of the class of small rural schools through the country districts—the average payment of the teacher is, I believe, something about £26 a year. It will vary according to his classification, and I may not be perfectly accurate as to the details, but it is something from £25 to £35 a year. That is wretched payment for a teacher. On the other hand, there is a large class of those schools the average attendance in which does not exceed thirty children—generally, I might almost say entirely, children of twelve or thirteen years of age. If we look at it then that a pound a head per annum is paid for the teaching of those children, the sum is not inadequate, though the payment to the teacher is very inadequate. I find myself in considering the matter met by these two difficulties. I am strongly inclined to think the best way of increasing the attendance and making it more regular is by enlisting both the sympathy and the in-

terest of those connected with the school, besides the teacher, in the obtaining of that result, and I am strongly in favour myself of a modified system of payment by results for that object. I don't believe that payment by results alone in the country districts of Ireland would produce anything like an adequate payment to teachers, but I believe that supplemental payment by results would of course stimulate a teacher to obtain a better attendance; he has some influence, and, I believe also, would stimulate the managers, who, in an enormous proportion of the rural schools of Ireland, are the Roman Catholic parish priests of parishes. But that of course leads to another point. The only persons, I may say, interested in the prosperity of the large number of those schools in remote country districts, where there is little or no gentry, very few of the *richer* classes at all, is the clergyman, and in three-fourths of Ireland it is the Catholic clergyman; but, as in England, an immense number of rural schools depend for their efficiency on the clergy of the Church of England, so must the schools in Ireland depend for their efficiency in a great measure on the clergy of the Catholic Church in Ireland. Therefore I conceive it is desirable not only to enlist their interest in obtaining a good pecuniary result for their people, but it leads me to another point, it is most desirable to enlist their sympathies in favour of it. That would lead me to another consideration, which I do not wish to enter on now, how far the system can be made consonant with their opinions or feelings.

14871. Do you think that number of the irregular attendants arises from the parents being careless whether the children attend school regularly or not, and from a disposition to keep the children away unnecessarily for any trifling little occupations at home?—I think I may say, speaking roundly, that the irregularity and deficiency of attendance for both exist—not merely that some children attend irregularly, but that many children do not attend at all, is entirely due to the indifference of the parents with regard to education; and as far as I have inquired in many districts, and I tried to estimate it; I should say that not more than one-third of the irregularity of the attendance is due to the desire of the parents in rural districts to make any profit by the earnings of the children, and that two-thirds of it is due to simple indifference and negligence, allowing the child to stop at home because it is raining a little, or because the child doesn't like to go to school.

14872. In England it has been found the interest parents take in securing the regular attendance of their children has increased very much since the system of making the children pay something for their schooling was applied. Do you think that an insisting on a large proportion of children making some payment in Ireland would produce the same result?—I have thought so myself, and I am sure that if you could make them pay anything they would feel more interest in it; but as far as I have made inquiries, or been able to ascertain, in the rural districts, it would be, to say the least, extremely difficult, perhaps practically impossible; but again, I may say, that in that, as in every other respect, so far as I know, the attendance in the class of schools I am speaking of—and I am speaking entirely of the schools in some purely rural districts in the south, east, and west of Ireland, leaving out the north, with which I am not specially acquainted—the attendance depends more than anything else on the personal exertions and influence of the Catholic clergy. I will give you an instance of it in a parish in the county of Dublin. A very zealous clergyman was appointed parish priest of this parish not many years ago. There were already excellent National schools in the parish, and, in the opinion of the Inspector of the Board, there were as many schools as there could be found children for. Now, notwithstanding that, this parish priest has been able not only largely to increase the attendance at the schools which formerly existed, but to build two schools, in each of which there is now a large attendance; and on one occasion the Inspector said to him: "Well, Mr. So and So, when you commenced to build that school in that open apparently uninhabited portion of your parish, I didn't think there were five additional children to attend it; and I don't know where you found the forty children I find in it every day.

14873. Were those schools you speak of schools under the Board?—Schools under the Board.

14874. Have you had any personal experience as regards model or agricultural schools?—My personal experience is entirely confined to one small second-class agricultural school on my own property in the county Galway.

14875. What is that named?—Clonkeenkerril.

14876. Is that school popular in the neighbourhood with the small occupiers of land?—Not peculiarly so, I should say.

14877. Has it produced any beneficial results in improving the cultivation of the neighbourhood?—I think it has a little, but I must fairly say after twenty years' experience, I am somewhat disappointed in it.

14878. Do you consider it really acts as an agricultural school, or that it is merely a National school with a fine name?—Well, I think it is in some sense merely a National school, with a fine name, because the class of children that attend are, as in the other schools I have described, children rarely exceeding the age of fourteen years, and generally thirteen and twelve; but I do think it does serve a good purpose this way, it costs the country very little, indeed, some small additional salary, and the children see the small farm, of the size of the ordinary farms around it, well and profitably cultivated, because they see the profit which is made of it, and which goes to the master.

14879. Do the ordinary scholars work on the farm?—They do.

14880. Is it found that the occasional working in the fields assists their learning in the schools by giving them variety of occupation?—I could not say whether it is so or not.

14881. Mr. *Dease*.—Do you consider that the position of the teacher, in a pecuniary point of view, is materially improved by the fact of his having that piece of land, even although he pays the full value of the land to you in rent?—Immensely improved. The proof of it is that in twenty years that the teacher had been there, having commenced on nothing, he has sufficient capital to start his son in a large farm.

14882. The *Chairman*.—Have any of the schools on your property residences either attached to them or given to the master?—The two on my own property have both—have residences attached to them which the master gets, and I believe that that is worth far more than a moderate increase of salary to a master. In fact, I believe we should probably succeed in putting the position of the masters in the rural districts of Ireland on a satisfactory footing if we were able to offer them a residence and a very small quantity of land with it.

14883. Speaking generally, of the National system and the points connected with it, which have been brought under your notice, as a member of Parliament, what are the points on which you would specially desire a change?—

To answer the question of what changes should be made in the present system, it is necessary to consider on what principles the system ought to be founded. They appear to me to be two. I may be wrong, but in my opinion the State, represented by the Legislature, has no right to impose on the people a system of education which it may consider the best, unless those for whom it is intended share that opinion. Emphatically, the Imperial Legislature, which is mainly English and Protestant, has not such a right in regard to the people of this country, who are Irish, and mainly Catholic; because in this case the theory on which such a right might be supposed to be founded, namely, that the Legislature represents the will of the majority of the people would be clearly a fiction. I hold then, that—1. It is the duty of the Legislature to give the people of Ireland the education they desire. 2. It is the duty of the Legislature to protect the rights of minorities as carefully as those of majorities. It must not therefore establish a system from the benefits of which minorities would be excluded. This is the principle of a conscience clause.

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Myles O'Reilly, esq., M.P.

The next point to be considered is, what did the system of National education as originally founded, propose to do? Deeming, rightly or wrongly, that such a system was desired by the nation, it proposed to establish a system of "united" or "mixed" education, that is one in which the pupils of different religions should be united or mixed; and as the education was to be religious, it undertook to "afford united secular and separate religious education." How completely the latter part of the programme has been abandoned, is best shown by the absurd attempt which has been made by members of the system, to prove that it is retained; when sane and educated men have, with at least the outward appearance of gravity, maintained, that "to afford secular and religious instruction," means, to supply the former, and to allow the latter to be sought elsewhere; which is exactly as if a manufacturer were to say, "I afford my workmen lodging and food; I give them bedrooms and beds, and I allow them two hours each day in which they can go out and buy what food they like."

The first part of the programme has also been in great part, although not so completely, given up. In order that the schools might be "mixed" as to attendance, the original rule was that there should be only one National school in each locality. That was given up, in order that there might be a school of each religion, and consequently in most school districts in which there is any substantial mixture of religions in the population there are separate National schools for each religion. Thus in the Catholic diocese of Armagh, containing 54 parishes, with a very mixed population, the Catholics have at least one Catholic school in each parish, although in almost all there is also a Protestant National school. To what absurd arguments the members and advocates of the present system are obliged to have recourse in order to prove that is mixed, is best shown by the statement given that a "school was mixed" which consisted of 63 Protestants, because next time the Inspector visited it, there might be two or three Catholics in it.

I need not now, although I am quite ready to do so, go into the details of the question how far the schools are really mixed. I may, I think, take it as proved by the statistics, that the great bulk of the population, both Catholic and Protestant, desire to have schools in which the teaching is religious; and that they prefer schools taught by persons of their own religion, and attended substantially by children of one religion.

To a great extent they have made the National schools into such schools. Such are the numerous Convent schools, attended by 73,000 Catholics, and by 73 Protestants: such are the immense number of schools throughout the country, the patrons of which are the parish priests, the teachers Catholics, and the pupils, with a rare exception, Catholics; such, also, are the National schools, the patrons of which are the Protestant rector or the Presbyterian minister, the teachers Protestants, and the pupils Protestants, except the Catholic children of some Protestant gentleman's gatekeeper or protege.

There are, however, some cases in which the schools are really (and generally necessarily) mixed, and in almost all there are, or may be, minorities whose rights of conscience it is the duty of the State to protect.

Taking, then, these facts into consideration, I would propose:—

Firstly, that in the case of the great majority of schools, viz., those which are at present substantially denominational in—1, their management—2, their teaching staff—3, their pupils, they should be permitted to be denominational, the consciences of minorities being protected, as in England, by a conscience clause. Their teaching, then, would be as regards pupils of their own religion as free as it is in England, whilst the minority would, as in England, be able to attend the purely secular teaching of the school without partaking in the religious teaching, or attending any part of the instruction which their parents or guardians objected to. This is, I believe, a sufficient concession to small minorities, and leaves the right of overwhelming majorities to a full and free education untouched. On the contrary, under the present system, immense majorities are deprived of a great deal of what they wish for, because it might be displeasing to some: the rule being to exclude from the teaching of *all* whatever may be objected to by *any*.

Indeed, were this rule logically carried out, a great deal even of the present teaching of the National Board ought to be struck out, because it would be distasteful to the few Jews who might attend, exactly as so much is compelled to be omitted from what is taught the 70,000 Catholic children taught in Convent schools, because it would not be satisfactory to the 73 Protestants who attend these schools.

To explain in practice what I mean:—

At present history is not, and cannot be, taught as part of the National system. But in some National schools, and the Board approves of the system, it is taught at a separate time, like religion, but this is, in fact, the English plan, and an extension of it is what I wish to see. It is absurd that nuns, in teaching a school of several hundred Catholic children, should be obliged not even to refer to the sanctions of their religion, or have medals of honour with a religious device on them, because there might some day be one Protestant child there; rational men legislate for actualities, not for contingent possibilities.

The exact terms and conditions of a conscience clause in different cases is a matter to be discussed, and is not difficult to settle.

N.B.—In ninety-nine cases out of every hundred the different religions will have separate schools.

Secondly. There are classes of schools which must be mixed; such, for instance, as schools in workhouses, where the pauper children are of different religions, except perhaps in the rare case in which the children in a workhouse, of different religions, are numerous enough to allow of separate schools. In this class of schools I consider the present system to be the least open to objection.

Thirdly, there is the question of the Model schools.

That it is one of extreme difficulty is universally allowed. That their erection was an utter mistake; that, with one or two exceptions, they have been failures; and that even their partial success has been a partial evil, inasmuch as they have taught, not the children of the poor, but the children of the middle classes, and so destroyed the self sustained schools of that class which before existed cannot be denied. There they are, however, and the question is—what can be done with them?

It seems to me that they must be considered in two lights:

1. As training schools for teachers.
2. As ordinary day schools of a superior class.

I. As training schools for teachers, they have two distinguishing characteristics.

1. The pupils reside in them.
2. The pupils receive there a complete education, not merely are taught certain branches of knowledge.

I believe training schools must be denominational. This necessity is founded on the difference between education and teaching, which I need not enlarge on. Catholics, and the Catholic bishops, will never, I believe, consent to have their teachers trained in any other; and the resolution not to employ teachers educated in mixed training schools now in force will not be departed from; and before it, any determination of the Commissioners must break down for the future, as it has done for the past.

Is there, then, any practical difficulty in making the provincial training schools (for the moment I have out of consideration those of Dublin) denominational? I believe there is none.

The training schools for Episcopalian Protestants might be established in Leinster, where the greater part of their number are to be found; or one in Leinster and one in Ulster; or one in each province (if they require one-eighth of thirty-two). Those for Presbyterians should probably be in Ulster. The others to be for Catholics.

The only objection would be, that an Episcopalian pupil in Enniscorthy, for instance, who had qualified himself to receive his education in a training school, instead of being able to do so in the Enniscorthy school, would have to go to, say Parsonstown. This objection of detail would be easily met by a travelling allowance.

If the training schools are to be denominational, there remains the question, how they are to be made so?

They are not as in England, *assisted* schools, they are *State* schools, therefore the government of them must be different. The State owns them, the State supports them, therefore the State is their master. With this has to be reconciled the right which Catholics recognise their bishops to possess of controling, as far as regards religion and morality, all educational establishments. To do this may be somewhat difficult, but is very far from impossible. I will only remark that the exercise of these rights, and consequently the concurrence of Catholics and of the Catholic bishops may be secured either theoretically and practically, or only practically.

The former way is the best, viz., that the exact extent of these rights should be ascertained and defined, and their exercise provided for by express stipulations; but the latter, the mere practical attainment of the same result by other means, is often much easier, and nearly, though not quite, as satisfactory.

For instance, the parish priest, as such, ought to have a negative on the appointment of a schoolmaster on the ground of immorality. He has not, but practically as patron of the school, he has it in most parishes in Ireland.

To put an extreme case, and one I do not all wish to see in practice, because it would in the end be sure to give rise to conflicts. Were the bishops to find a certain number of the present model schools taught entirely by Catholic teachers, and Catholic books and practices used, they might not forbid Catholic pupils to attend them, although they

might in theory remain exactly what they are: schools entirely under the management and control of the Board without any recognition of the bishops.

Adopting, however, the principle that the local model schools, as far as they are boarding and training schools, were to be denominational, and also the principle of local management, there would, I believe, be no practical difficulty in putting them on a satisfactory footing.

3. The principle of *assisted* training schools, as in England, should be adopted, and probably with exactly the same rules.

4. The Board, if it liked, might retain, for a time, one or two of its training schools on their present footing of mixed schools, and experience would soon show if they were popular, and to what extent.

The central training school in Dublin is a separate difficulty. I do not think it necessary to consider it in detail now. Probably, if desired, some practical compromise founded on the ideas I have mentioned might be found.

14884. How should you propose to make provision for a Protestant minority with regard to such points as the reading the Douay version and the children standing up from time to time during the course of the school hours as they do in the Christian Brothers' schools for crossing themselves or for short prayers?—As I have said, by a conscience clause, with, of course, the best wording. The best wording I have seen is the clause in Mr. Bruce's bill, with which your lordship is probably acquainted, and which is substantially that no child is permitted to partake of any religious instruction, or any other instruction, to which his parents object. It would, of course, be the duty of the teacher of the school, and I would wish to see that duty strongly enforced on the teachers of the school, not only not to make the child, but not to permit the child to partake of any religious teaching or religious practices of which the parents do not approve; and I am prepared to say that the Catholics—I may say universally, because I speak from my experience and knowledge of and from conversation with them—are prepared to assent to any proposal of that sort, and that as a matter of fact, in Convent schools, not assisted by the Board, they always take care that if a Protestant child, as is a rare exception, attend a Convent school either in this or any other country—that child shall not in any way partake of the religious instruction of the Catholic children against the will of the parent.

14885. Under your system in schools where there are those minorities, do you consider that it would be necessary to maintain a distinction between the hours of secular and religious instruction analogous to the present?—It would probably be desirable, and perhaps necessary. Of course, it is a question of detail for those more experienced in management. I say most probably desirable, but, of course, I do not wish to conceal the fact that in a school like the schools in England, with a conscience clause only, the child of another religion, of the religion of a minority, may hear some reference to the religion of the majority. I do not wish to conceal the difficulty.

14886. Do you consider that a rule requiring some separation between the times of secular and religious instruction would in such cases be a grievance?—Not in the slightest, with this distinction. Such a rule would not be the slightest grievance, but I think it would be a grievance if there were a rule enforced preventing the lesser practices of religion, such as your lordship has alluded to, being pursued by the great majority of the school in consequence of the presence of a small minority. As at the present moment I think it is a decided grievance in a large Catholic school, attended mainly by Catholics, and perhaps by one Protestant, or by no Protestant, that the Catholic children should not be allowed to commence their studies as the children of the upper classes do, as I did myself in my school, by prayer, because it would be supposed to offend the theoretical Protestant who might be present.

14887. Considering the model schools simply as training schools, do you consider that the central schools in Dublin would be sufficient to train a fair proportion of the teachers, or should you advocate the retention besides of a certain number of the provincial schools?—That will of course depend simply on the number of pupils trained in the Dublin schools; but your lordship may have observed that in the proposal I have made I have rather suggested that if the training schools should be denominational they should rather be in the provinces, because I think it would be easier and better to have separate donominational training schools in separate towns than to have a Catholic training school, an Episcopalian training school, a Presbyterian training school, and, perhaps, a Wesleyan training school, all in Dublin, all separate, and all in the same town. I don't think there is any gain in having several and separate training schools in the metropolis.

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14888. You have spoken of the difficulty in which a parish priest would find himself as to the turning out a schoolmaster from his school for immorality in a case where he was not himself the patron of the school. Would not the Commissioners dismiss a schoolmaster for immorality if any case were brought before them substantially?—Your lordship slightly misunderstood me. I did not speak of a practical difficulty in the way of it. I was merely illustrating the difference between recognising theoretically a right, and recognising it practically. I meant that theoretically a parish priest, in the opinion of Catholics, has a right of his own authority to deprive a man of the power of teaching in his parish for immorality. I have no doubt he would have no, at least very little, practical difficulty, by applying to the Commissioners; though a case might arise in which the Commissioners, considering the case not proved, might not hold themselves bound to dismiss a master, though the parish priest, in the exercise of his discretion, might consider the person's character so seriously compromised as to render him an undesirable teacher in the locality. But I merely meant it as an illustration of the difference between practical and theoretical recognition of the right.

14889. To what extent, or on what points, do you consider a power of interference or control should be given to Roman Catholic bishops in model schools?—I presume you mean in training schools chiefly?

14890. Yes?—I, of course, am not sufficient theologian and canonist to give with perfect accuracy a definition of the rights of bishops according to the doctrines of the Catholic Church, but I think I may not be substantially in error when I say that the right of the bishop is to control both teachers and teaching with regard to all points relating to faith or morals. The bishop has a right, in the eyes of Catholics, to prohibit a teacher teaching in his diocese, if he teaches erroneous doctrine, or if he teaches or practices immorality; and in the same way he has the right, in the opinion of Catholics, to prohibit the use of books which teach either error in faith or error in morality. Of course the practical question is a different one, and probably in a country constituted as this is, the object of recognising that theoretic right which a bishop may be supposed to possess would be attained in another way, by giving him a considerable share in the control or in management of the training schools. Your lordship is perfectly well aware that training schools in England for Roman Catholics are, to a certain extent, under the control of the bishops, though there is no minute of the Privy Council recognising the rights of bishops according to the canon law.

14891. Then should you contemplate in the provincial training schools a management under a local committee or council, of which the bishop would be a member or chairman?—Certainly. I think that local government is the only solution of the difficulty of these training schools; and I also am very strongly of opinion that it would be very desirable to make a portion of the cost, I cannot say how much, for that would depend on what would be reasonable to exact—depend on contributions other than those supplied directly by the tax-payer. I believe that the interest given by contributing something to the cost of a school is of an immense advantage.

14892. Should you be favourable to a system such as that in England, where the training schools are

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under local management, and when, under certain conditions, contributions are given by the State in proportion to the number of qualified pupils that they have produced?—Quite so. I have mentioned, I think, what I should look up to as the model to be followed is the English training school. Of course the proportion of the State is a matter to be debated afterwards. I do not mean to say that the State might not contribute somewhat more liberally considering the circumstance of the country, neither am I prepared to say the State should contribute more liberally.

14893. If the State thought fit to maintain, under the management of the Board itself, training schools in Dublin, should you consider that to be a grievance?—To a considerable extent I should. I have said that it might be right for the Commissioners, for a time at least, to maintain some mixed training schools as at present, to prove whether they are popular and desired or not, but I do think that it would be unfair for the State permanently to patronise one class of schools more than another, and at the expense of the rate-payers to maintain a competition with schools which were supported even partially by voluntary effort.

14894. But supposing that the central training schools contained only such a number of teachers that there would be room for other local colleges, in regard to the number of persons who desired to be trained as teachers, should you think that objectionable?—I would put it into figures. If the State contributed out of the taxes of the nation £20 a year for educating teachers in one of these denominational provincial training schools, and that £10 in addition to the £20 was supplied by the voluntary subscriptions of individuals of the denomination, I think it would be unjust and unfair that the State, out of the taxes paid by the same rate-payers, should pay £30 a year for the education of teachers in a training institution in Dublin; because it is actually giving a premium of £10 a year to one education over the other. Of course I need hardly add, every such question is a question of degree, but as your lordship has asked me the exact question, I give you my answer.

14895. But supposing the Government establishment for teachers to contain, avowedly, only a moderate proportion of those who come for training, and to be maintained partly with a view of keeping up a fixed standard of education, in the same manner as they do the operation in the small-arms manufacturing trades under government, do you think that would injure either the tax-payer or any religious body?—I cannot waive the objection, that it is unjust on the part of the State to favour one sort of school more than another; and I would observe, that as it is very commonly stated that a large part of the Irish people are in favour of mixed training schools such as we are speaking of, it is perfectly fair that those who are in favour of this sort of training school, should contribute, say the other £10 a year, for the support of the teachers in them, precisely as those in favour of denominational training schools are called on to pay their £10; and if your lordship would allow me I would add a few words on the financial question from a much higher financial authority than myself.—(Reads).

"It is impossible that a voluntary school can compete with a rate-supported school, for the supporters of the voluntary system are paying the expenses of both schools, and when the supporters of a voluntary school improve their arrangements and increase their cost, to maintain a competition with a rated school, the rated school improves its arrangements at the expense, in a great measure, of the supporters of the voluntary school."

That is the remark of Mr. Gladstone. It is from a speech on English education, on the 11th of April, 1856.

14896. Do you desire to effect any change in the constitution of the Board?—I do not know that I do. I should say not.

14897. You feel satisfied as to the impartiality of its administration?—That is a very large question, and I should hesitate at giving an answer, saying I am satisfied, universally and at all times, since its constitution, with the impartiality of the administration of the Board, because that would preclude me from finding fault with any cases, either past or to come. I have found fault, and will find fault again; but if your lordship's question be confined to the fact, have I full confidence in the impartiality of the present Education Board, and their wish to act fairly, I say, unhesitatingly, I have the fullest confidence.

14898. Master *Brooke*.—I am anxious to know what is to be the wording of the conscience clause which is to be the protection of the minority. We have had some testimony here as to the wishes of the Roman Catholic clergy; and the expression that is used is, they wish the whole system to be "impenetrated" by Catholicity—that all the reading-books should contain something of that principle; and the director of the Christian Brethren has stated they take occasion in their schools, which are allowed to be very superior schools of a denominational character—to encourage the master to make observations of a religious character during the reading lesson—to interrupt the reading lesson by any remark that might make a religious impression. Religion is imparted also in the geography lesson. Then the books of the Christian Brothers contain a very large portion of reading lessons, with passages suitable only to members of that Church; such, for instance, as anecdotes of the saints, containing miracles and arguments in support of Roman Catholic doctrines. Now, how do you propose to frame a conscience clause so as to secure a Protestant child from the effects of such teaching?—I have never suggested that a conscience clause could make a school of one religion as good for a child of another religion as one of its own religion. I stated, and state again, that a conscience clause must be, to some extent, an imperfect protection. The true protection for children is, to have schools of their own religion; but when I find that in a vast majority of cases in Ireland the children of the different religions have, or can have, schools of their own, the question is, whether the right of large majorities to complete education, such as they desire, shall be sacrificed to the perfect protection of very small and frequently hypothetical, minorities, or whether infinitesimal minorities shall be given a less perfect protection, but one which I believe to be substantially sufficient.

14899. But if the small minority had the right, by this conscience clause, to interrupt the lesson at any time—to protest against the inculcation of a doctrine, or point of history, hostile to their faith, if a sturdy Protestant boy, twelve or fourteen years of age, might continually protest, "you are now violating the conscience clause," how could the school be carried on—how could you reconcile such a state of things with that thorough religious liberty which you propose to give?—I think your question arises from a misapprehension of the conscience clause. Of course the wording of different conscience clauses is different. Many members of the Board are familiar with the wording of the existing conscience clause in England. I stated the conscience clause I would advocate was substantially the one contained in Messrs. Bruce and Foster's bill for England, and which has been very largely approved. It is, that no child shall be permitted to attend at any such portion of the teaching as his parents object to. It does not involve the right of any child to object then and there to any portion of the teaching; but the parent having looked over the time-table, and inquired what the teaching is, directs what part of it his child shall attend, and what he shall absent himself from. Practically, of course, he would direct his child to absent himself from all direct religious teaching, from the history lesson, perhaps from the geography lesson, though I doubt whether he would find it necessary so to do; and, as I said to his lordship, no doubt the child would be subjected to hearing reference occasionally in the other parts of the teaching, which would not be agreeable to him.

14900. But may I ask you did you ever look at the

Fourth Book of the Christian Brothers—the reading book?—I have.

14901. That is from beginning to end so thoroughly impregnated with their religious spirit that I think you would at once say no Protestant child could with safety to his own creed, notwithstanding the instruction he received from his parents, be in the habit of reading day by day that book, for in every third or fourth page something turns up tending to impress upon the child the doctrines of another church. If a boy is to be absent from the reading lesson, from the geography lesson, and from the history lesson, what remains? Would it not be better to have no conscience clause, and to let all persons know that if they send their children to that school, they are to be taught according to the tenets of the patron?—Probably the child of a Presbyterian parent attending the school of the Christian Brothers would be directed by his parent to absent himself when he comes to the Fourth Reading Book. I have yet to know the necessity which would be put on any Presbyterian child to be deprived of education if he did not attend the school in which the reading book was the Fourth Book of the Christian Brothers. Of course it comes back to the same thing. I said before it is a question of practical use. I say now you legislate against immense majorities for theoretic minorities. I say you had better legislate in the main for the majority, and do the best you can for the minority, but if you show me really where the difficulty practically arises in Ireland I might meet it.

14902. I am speaking in the interest of your plan. I am speaking in the interest of the majorities, who, I quite agree with you, are unreasonably fettered by the existing rules, why should they be fettered by a conscience clause which is so very insufficient a protection to the minority. How is a poor parent to be expected to have read all the books taught in that school, so as to know beforehand what particular instruction he ought to object to?—I don't think a parent is expected to know beforehand, but in the rare case, for it is a rare case in which the parent will find it necessary to send his child to a school of another religion than his own, and if a conscientious parent, he will take the trouble of going to that school and speaking to the master, to the manager, or to his own clergymen, and ascertain what steps he ought to take in order to protect his child as best he can. Allow me to add, I am strengthened in my opinion by the fact that the conscience clause has been considered quite sufficient in England—considered too much so, no doubt, by some, but considered quite sufficient I believe by all, and has been most favorably received as a sufficient compromise both in Parliament in regard to Mr. Bruce and Mr. Foster's bill, and, I would say, also, at the discussion on the subject in Manchester.

14903. Have you thought of the fact of mingling boys and girls together in the same school. Have you seen any instance of that?—I conceive your question to mean whether I think it undesirable there should be what is called a mixed school of boys and girls. I don't think that any particular evil arises in the rural districts with which I am best acquainted, assuming that the age of the children is not advanced, which it is not. Some of the best schools that I have seen, small rural schools, have been mixed schools under female teachers.

14904. You have known cases then of female teachers in such schools?—I have.

14905. I suppose your experience is that boys are seldom retained at school after twelve or thirteen years of age?—Very seldom.

14906. And for persons of that age perhaps you think that a female teacher would be a very efficient one?—In my experience in the rural districts I have found it such.

14907. That would be a great relief in the way of finance. Such schools would be a great deal cheaper than schools taught by men?—I don't know that they can always be much cheaper, because it would depend on whether you could get a female teacher whose family resided in the immediate neighbourhood. In some cases it is an additional difficulty, because a female teacher from a distance cannot go to reside alone, or almost alone in the district, but when a female teacher can be found in the neighbourhood it is no doubt a very good plan.

14908. Rev. Dr. *Wilson*.—You have stated that your personal experience in the management of schools is rather limited?—Very much so.

14909. You informed us you had some experience even within that limited range, of mixture of denominations in your schools?—Yes.

14910. That is, you had two Protestants, or so, occasionally in those schools?—Yes; one at a time.

14911. Now, in connexion with a purely denominational system such as you suggest, what would you propose to do for these children with regard to their instruction?—In the particular case in which it arose in the county Galway, I feel perfectly certain those two Protestant children would have been as safe from any tampering with their religion, if the school had been Catholic, as it was, being what I would call for distinction National, because if any application were made to me as patron, or to the manager, even had it been merely a verbal request and not a written one, from the parent of any child to allow that child to absent itself from any specific part or parts of the instruction given in the school, the master would have taken, from the directions we gave to him, care that that application was complied with, and that he did not tamper in any way with that child's belief; but I have also to observe that in that case, and in the only other case which I have known of a Protestant child attending our schools, there was a Protestant school in the neighbourhood.

14912. I am aware of the rules of the Board under the present system, but I asked the question keeping in view the change which you have advocated?—My answer referred to the protection which would exist supposing the school a purely Roman Catholic one.

14913. To such a school you would extend the conscience clause?—Quite so.

14914. You have suggested some thoughts in connexion with the improvement of schools in order to secure an adequate attendance, and so forth. Now, would not such a system as that proposed by you—that of denominational schools—act in the very opposite direction, and diminish the attendance of children at the schools?—I do not think that it would; but I should be better able to answer your question if you would explain your view as to how it would so act.

14915. You have referred to what you contemplate as fair, the existence of schools under Protestant management, as well as schools under Roman Catholic management in certain localities?—Yes.

14916. Would not additional schools either of one denomination or the other, bring about as a necessary result a diminished attendance?—It would not. The result suggested in your question would only be necessarily arrived at on the supposition, which is not consonant with fact in a variety of instances, that all the children of both denominations at present attend the school. If I suppose a hypothetical case, that at present there is one National school in a school district, the population of which consists of Protestants and Catholics, and that all the children in that school district at present attend the school, the substitution of two schools for one would, of course, diminish the attendance by exactly one-half; but that is a theoretical case which does not exist, and the insufficient attendance at schools in ninety-nine cases out of 100 in Ireland arises not from the number of children being inadequate, if they attended, but from their not attending.

14917. Are you not aware one of the complaints of teachers is that the schools are even already too much multiplied in their districts, and that even in country districts in the south of Ireland?—I can answer that question only generally. I know such a complaint has been made, but how far it is well founded, in the particular districts, I am not aware. It has not occurred in any district with which I am personally acquainted. If

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it exists to any large extent in the south of Ireland, it can hardly have arisen from the multiplication of schools with the object of having schools for the different denominations, because in that district the children would be in an enormous proportion of one religion.

14918. In one district which I have just now before my mind, where the District Inspector thinks that to remedy that complaint, one of the schools should be altogether abolished, and where your principle applies, because the existing schools are attended nearly altogether by Roman Catholic children, the fact is, one of the schools is about to be recommended to be abolished, owing to the undue multiplication of schools—now, that being acknowledged to be the fact, does not this principle of yours necessarily tend to the diminution of the number of children attending each school?—I do not see that in the case, as you have stated it, it would, because you said that in the particular district, schools are entirely attended by Roman Catholic children.

14919. Not entirely, but the great majority are Roman Catholics?—You say that schools attended in a great majority by Roman Catholic children were unduly multiplied; if so, the addition of one school if it were added (which I have no means of knowing whether it would be or not), for Protestant children would, in a very infinitesimal degree, diminish the attendance at these too-multiplied schools at present attended by Roman Catholics. Before I answer the question in the case you have given I should require to know the number of Protestant children in the district, and whether there is any Protestant school at present in the district.

14920. Your plan is based upon the desire to secure the sympathy of the clergy; is not the sympathy of the clergy already enlisted on behalf of the education of the people?—On behalf of the education of the people it is; on behalf of the present so-called National system of education for the people, I believe it is not.

14921. Is that in accordance with the fact which has come before this Commission, that so many of the National schools of the country are under Roman Catholic management, and the management of the Roman Catholic priests?—I believe it is. I am aware that a very large proportion—I believe about two-thirds—of the National schools of the country, are at present under the patronage and management of the Roman Catholic priests, which, I think, is a very strong testimony to the interest they take in the education of the people; but I believe that they do not prefer the system as at present administered, and that their sympathies would be much more largely enlisted in favour of another system. The fact of their using the present system only proves that they prefer it to going without education altogether.

14922. Are not their sympathies sufficiently enlisted in connexion with the education of the poor, and the advantages necessarily resulting from the education which the poor receive?—Excuse me, I do not want to be captious, but I wish to know your meaning; sufficiently for what?

14923. For all practical purposes for the education of the people?—I think they are not; because a man always enters much more warmly and earnestly into administering and promoting a system of education in which he thoroughly concurs, and which he thoroughly likes, than he does in promoting and administering a system of education of which he to some very considerable extent disapproves. I think that has been found to be the fact very largely in England, and that it is admitted by those most acquainted with the subject. It has been repeatedly stated in Parliament and elsewhere, by those who are not peculiarly sympathetic with the clergy of the Established Church in England, that if they want to extend education largely throughout England, they must enlist the good will and sympathies, and satisfy the wishes of the clergy of the Established Church in England.

14924. Is it your experience that the clergy of any denomination in this country are in the habit of visiting schools under their own management for the purpose of giving religious instruction to the children?—I am only acquainted with the conduct of the Roman Catholic clergy. They do visit the schools under their own management to some extent, not to any very great extent, as far as my experience goes—partly due to the fact, I think, that they give that instruction in the churches on Sundays after service, which is the general practice; but also I think it arises to a considerable extent, from the fact that they do not entirely like the present system of National education. They think religion too much cut out of it, and they feel very strongly, I know in some instances, that they could not give any religious instruction whatever to the children in the schools, unless they could manage to attend precisely at the hour defined beforehand for religious instruction.

14925. Are you aware Dean Meyler stated before a Committee of the House of Lords, in 1854, that the Roman Catholic clergy, owing to their limited number, could not personally give religious instruction in the schools under their management under any circumstances?—I can only answer that, of course, as you are not supplying me with the words actually used by Dean Meyler, that whether Dean Meyler used, or did not use, those particular words I am not aware. I should have the greatest respect for any opinion Dean Meyler expressed, but, of course, the exact scope and meaning of it, and the extent to which it would apply now would depend upon the precise words he used, and the circumstances under which they were used.

14926. In connexion with the change which you consider desirable, you referred to two principles—one, that the State represented by the people, and not by the Legislature, should have their views carried out with regard to the altered system. Is not the State represented just now by the people? Do not the present representatives in this country appear as the representatives of the people in the British House of Commons?—I think you have not quite accurately quoted my words. I did not speak of the State as represented by the people. I spoke of the people as being in some respects synonymous with the State; and I said that the State, represented by the Legislature, had not a right to impose on the people of this country a system of education which the Legislature might conceive to be the best; and I gave the reason—because, whilst for the general purposes of government we must recognise the majority of the United Legislature as representing in all necessary cases the will of the whole nation, it is clear that the Legislature as at present formed, consisting of a majority of representatives returned by the English nation, which is mainly Protestant, could not be taken to represent accurately the wishes of the people of Ireland, who are mainly Catholic.

14927. Was not this system of education which we have at present, introduced specially to meet the wishes of the Roman Catholic people of this country?—I believe, historically, it is true to say—of course, I may be mistaken—that it was proposed by the present Lord Derby, with a view to meet, to a considerable extent, the wishes of the Roman Catholic people of this country. At the same time it is historically the fact, that they, or their leaders, were not previously consulted—I mean not in any formal or regular manner, as to the system on which it should be carried out. I believe it was proposed, with the best intentions, by the present Lord Derby, in the belief that it would, to a very great extent, meet their wishes.

14928. And was it not as such accepted by them?—Your question is, was it not, as proposed by Lord Derby, accepted by the Roman Catholic people of Ireland. It was not formally accepted by any representatives of them, whether secular or religious. There is no record of any formal acceptance of it by the Catholic bishops, by the Catholic members of Parliament, or by any other body which could be taken to represent the whole Catholic people of Ireland. The Catholics of Ireland and the bishops of Ireland accepted it to this extent, that they availed themselves of it, that many of them expressed themselves in very grateful terms for its in-

troduction, and (with certain reservations made by the most distinguished of them) with a considerable degree of approval.

14929. Was not the fact of Archbishop Murray and other representatives of the Roman Catholic denomination, identifying themselves with the management of this system, an acknowledgment that it was so far satisfactory, and a great improvement upon anything that had previously existed?—The acceptance of a seat on the Board by Archbishop Murray and by other Roman Catholic bishops, was a recognition by them, as your question states, that it was a very great improvement on any previously existing system of education, and that they thought it was most probable it would turn out such a one as they could safely accept.

14930. Now, you have said you are perfectly willing a conscience clause should be introduced into certain schools where there are minorities; is that a matter of principle or of expediency with you?—It is a matter of principle. I think it is right that where the members of a minority can have no school of their own, they shall have a reasonable opportunity of obtaining secular education without their faith being tampered with.

14931. And in reference to all such cases where there are Protestant minorities, do you say the books should be strictly of a general character and not in any sense denominational?—I do not, because in the first place I have not spoken of the cases mentioned in your question—"all" cases where there are Protestant minorities—I have spoken only of the cases where there is a minority of any religion without a school of their own, and in the second place I have expressed that what I think a reasonable concession to them is, that they shall not partake of any instruction inconsistent with their religious belief. It might of course be necessary if such cases were numerous, and if they required it, to provide that certain branches of education should be taught without reference to religion; but I think these cases would be very limited, both as to the occurrence of such minorities, and as to the branches of education which might be so limited.

14932. Master Brooke has referred to the books of the Christian Brothers. It appears those books give great satisfaction to the Roman Catholic bishops and some of the clergy. Are not those books of a denominational character?—Certainly.

14933. Some of the bishops declare that religious instruction should in every case go *pari passu* with secular instruction; could your conscience clause in any sense apply under such circumstances?—I believe it could, because I believe the bishops in using such expressions spoke—as all rational men do—in a practical point of view; not that pure mathematics (for example) might not be taught without reference to religion, or that spelling, to the class of children under twelve years of age who constitute the majority of the children in our poor schools—could not be taught without reference to religion, and other branches of instruction in the same way; but that a very considerable portion of the secular teaching should be intermingled with religious teaching. Allow me to add one point with regard to what I have said more than once—that I believe the case of minorities without a school of their own in the district, would be a rare thing in Ireland. My authority for that statement as regards the Church of England—not the most numerous body by any means—is the present Protestant Archbishop of Dublin, Dr. Trench, who in his primary charge to his clergy, states very clearly that he thinks there are hardly any, if any, districts in Ireland in which the members of the Episcopalian Church in Ireland either have not or might not have a school of their own.

14934. In all such schools aided by the State, would you not say that in those circumstances the State was paying for religious as well as secular instruction?—If by the question you mean simply that if the State pays the salary of a schoolmaster, whose main duty is to convey secular instruction, and who, as far as he is paid, as I have suggested, by results, is paid purely for secular instruction, but who incidentally conveys some religious instruction; if, under those circumstances, you say the State is paying for religious instruction, of course it is true; but it is true equally with regard to the present system, because, as a matter of fact, the schoolmaster in Catholic schools certainly, and I believe in the Presbyterian and Episcopalian schools too, whose almost sole payment is derived from the Board of National Education, does teach the children religion, including the catechism of the different denominations; but that the State pays for religious instruction, or would, in the system I proposed, pay for religious instruction in any other sense than that, I am not prepared to admit.

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14935. In your scheme of purely denominational schools, where the religious element more prominently entered into the education than it does at present, would not the State pay for religious as well as secular instruction?—Not more directly than at present, where the State pays schoolmasters who teach the Church of England, the Presbyterian, or Roman Catholic cathechism every day in the week.

14936. Will you acknowledge that to any extent, under these circumstances, the State would pay for religious instruction?—At present they do.

14937. And also under the circumstances you contemplate?—In the one case just as much as in the other.

14938. You have referred to a statement made by Mr. Gladstone in reference to this question, may I ask in what year was that statement made?—In 1856, I think.

14939. Has your attention been called to this statement, which was made by Mr. Gladstone a few days ago:—

"It has become increasingly desirable for the three kingdoms that the State should stand clearly apart from all responsibility for the teaching of particular and conflicting creeds in schools aided by grants from any National funds."

—I remember distinctly having read that statement.

14940. In reference to the model schools of the National Board, did I understand you to say that they had proved a failure?—Substantially a failure, except in a few cases.

14941. Are you aware what was the object of those schools in their first establishment?—As several objects were stated it is difficult for me to answer that question clearly. I have read the statements which were made both with reference to their first establishment and since.

14942. Was not the main design of those model schools for the training of teachers?—I was under that impression very strongly, and in the debate in Parliament on the subject, originated by me, I attacked them on the ground that they did not train teachers; but the representative of the National Board, then in Parliament, the present Judge O'Hagan, pointed out that that was not their main object; but that one great object was to afford an example of superior teaching in each district.

14943. Are you not aware that it is stated in their rules that the main object is to train teachers?—It is impossible for me to answer that question without you furnish me with a reference to the particular rule to which you refer. I am not prepared to say to what extent such is their object.

14944. If the model schools have been a failure, is not the fault the Board's and not that of the schools themselves?—The fault certainly is not in the material fabric of the schools, nor is it, I believe, in the capability of teaching of the masters. Then you ask me is not the failure the fault of the Board. Of course I think the failure arises from the Board's having instituted a system which is not successful, but only in that sense can I say the failure is the fault of the Board.

14945. Has the Board faithfully endeavoured to carry out their own system, and to utilize the schools for the purpose of training teachers?—As far as I know they have done their best to get teachers to come up and be trained there.

14946. Are you not aware the Board, some years ago, made an order for a reduction in the teaching staff of their model schools, thereby marring their efficiency?—It is very difficult for me to answer that

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question accurately. I do not remember any such order distinctly, at the same time I do remember something being said of the Board having reduced the number of teachers with a view to economy.

14947. You have said that the Catholic bishops are determinedly opposed to those model schools, and that there was no likelihood of any alteration in their views with regard to them. Is that your opinion?—Yes.

14948. Do you think there is no prospect of a return to a line of action similar to that pursued by the late Archbishop Murray, Dean Meyler, and others, who were identified with the National system?—I do not think there is any difference in principle between the present Catholic Archbishop of Dublin and the other Catholic bishops of Ireland, and Archbishop Murray, and the other bishops who with him originally accepted places on the Education Board; but I do not think there is the slightest chance of the bishops of Ireland changing their present line of conduct with regard to those schools.

14949. Do not great changes take place in the opinions and actions of public men in our day in all countries?—I think they do, and very singular changes of opinion sometimes, but it has frequently been made a reproach to the Roman Catholic Church, and in one sense the charge is well founded, that it does not change.

14950. You have said that the Roman Catholic laity recognise the right of the bishops to control education and educational establishments generally; are you aware many of them object to this right of control on the part of the bishops?—I never said that Catholics recognised in the bishops, or that the Catholic bishops claimed a right to control educational establishments generally. I believe they recognise certain specific rights which without undertaking to define them with strict accuracy as a canonist, I believe may be shortly stated as a right to control educational establishments, teachers and education, as regards faith and morals.

14951. Have you not said that the bishops should have such power of control, that each should be a member of the local Board, for instance?—I have said I thought it desirable that the local Board, which would administer the local training school—that the Roman Catholic bishops should certainly be as they are in England, members of such boards.

14952. Now, speaking generally, what would you say is the opinion of the Roman Catholic clergy as to the National system of education as at present adminstered?—It would require a very long answer to say what is the general opinion of the Roman Catholic clergy with regard to the whole of the present system of education. In some respects they think it, no doubt, good; in some respects bad. It would take me probably an hour to give it in detail. I have no hesitation in saying that they consider it generally a great improvement on all former systems of education established in Ireland, every one of which was directed to proselytise Roman Catholic children—they consider it practically in most instances very useful, and that they consider it by no means perfect or such as they would desire to see.

14953. Have you had it on good Roman Catholic authority now or at any time, that a large number of the clergy in different dioceses, are opposed to any changes, and especially to such changes as are now advocated by the bishops?—I have not had it upon any authority, good or bad; and from my experience and knowledge, which are very considerable, though of course limited, as must be those of any private individual, I totally disbelieve any such statement.

14954. What is the opinion of the Roman Catholic laity—have they had any opportunity of expressing their minds on the subject?—The Roman Catholic laity have had opportunities of expressing their mind at large meetings, one of which was held in this city, and was one of the largest meetings ever attended on this or any other subject; they have expressed their opinion at similar meetings held in most, if not all, of the large towns in Ireland; and they have expressed their opinion in an immense number of petitions to both Houses of Parliament, praying for changes in the direction I have advocated.

14955. With regard to the model schools, were not Archbishop Murray and Dean Meyler members of the Board of Education when those schools were first put into active operation?—I believe they were.

14956. What is the specific objection of the bishops to those model schools?—The bishops have so clearly themselves expressed their own specific objections that I prefer referring you to their words to attempting to put them in better words myself, but as far as training schools for pupils go, I may say, with deference to their better expression, that they object altogether to training schools where teachers are to be entirely educated, which are not religious, or in other words, denominational; and I may observe that it is mentioned by the Commissioners on the Irish Education Inquiry, in the year 1825, that that would be a condition which would be probably required by the Catholic bishops even at that time.

14957. Is not every facility given by the Commissioners of National Education to the Roman Catholic bishops and clergy to visit the model schools and impart religious instruction to the pupils of their own communion?—I believe every facility is given as far as I know, so far as allowing clergymen to attend and give religious instruction if they wish to the children and pupil teachers of their own religious persuasion. I do not know accurately how far that instruction would be made compulsory upon such pupils; but I do not think the mere fact of teachers of religion having access to such schools would in any way remove the objection of the bishops. It certainly would not remove the objections entertained by myself or others on the subject.

14958. Are those schools supported by the State or the Church?—They are supported by the State out of the money of the taxpayers.

14959. On what ground can the Roman Catholic prelates claim control over institutions not of their own creation nor under their own support?—They can only claim control to any extent over institutions founded by the State in my view, in so far as those institutions are founded for the benefit of members of their creed, who desire that they should exercise such control. In other words, if schools are intended for the Catholics of Ireland, and if the Catholics of Ireland think their bishops should have a certain control over their schools, that gives the bishops a right to claim such control.

14960. But are not the schools and the system of instruction intended for all classes in Ireland—all religious denominations?—Taken *in globo* all the schools in Ireland are intended for all classes and all religious denominations; but taken in particular, a school in an individual district wholly inhabited by Roman Catholics is not intended for Presbyterians or Episcopalians.

14061. Is there in point of fact any such district where model schools are situated; Dunmanway may be regarded, to a certain extent, as an exception, but with that exception is there any example of a model school in a district wholly inhabited by one denomination?—I am not prepared to say that there are—possibly there are not, save the exception you have named. But if a school in a certain district is intended for all the inhabitants of that district, it is not made available for all by rendering it objectionable to some. A school in India, intended for all the inhabitants of a district in India, would not be made available for Hindoos of a high caste, by making it such as would be attended by persons of other creeds and other castes, so that the Hindoos of that caste would be prevented from attending it.

14962. Who have made the model schools not available for any caste or class in this country?—Those who administer them.

14963. Are not the doors open for all to enter?—They are, and so is the door of every Episcopalian church and Presbyterian chapel in the country, but they are not open in any practical sense for any Catholic who wants to go into them.

14964. Do you recognise no distinction? Do you mean to say a Presbyterian church is open to Catholics or others for any other than strictly religious purposes?—You asked me were not the model schools available for all denominations, simply because their doors were open for all who chose to enter? I answer, they are available in the same sense in which the doors of a Presbyterian church would be open and available for all who chose to avail of it. I suppose the minister would be very glad to see Roman Catholics in his church.

14965. Does not the same principle apply to all model schools?—The same principle certainly. But I think a model school might be as effectually closed to persons of other religions as to those of the Roman Catholic religion, although the doors as you say were still open.

14966. Do you regard the State as entitled to exercise any control over schools built by the Church, that is, by any of the religious denominations of the country—Episcopalians, Presbyterians, or Roman Catholics?—No, I do not.

14967. Then is not your view that the Roman Catholic Church has a right to control the State?—No, it is not, because there is no such abstract entity as "the State"—the State consists of the people who form it.

14968. May I ask of what does the Church consist, does it not consist of the people who form it?—It consists of the people who form it.

14969. What is the distinction then?—You have asked me whether the State has a right to use influence over a Church. The whole people who form the State have a right to control the schools of the State, but the majority of the Government have no right, merely because they are a majority of the representative Government to fashion at their will all the schools of the nation.

14970. Now, as an intelligent Roman Catholic lay gentleman, may I ask you the extent to which you regard the bishops as entitled to go in making their hostility to model schools effective?—To such an extent as they are warranted by the laws of my Church.

14971. Have you any objection to mention in a few words the extent?—I am not prepared to make a full statement of the Canon Law on the subject, but I am prepared to answer any concrete question as to any step which they have taken or may be supposed likely to take on the subject.

14972. Mr. *Dease.*—Suppose that the question which Dr. Wilson put to you be put to Archbishop Cullen, when he comes to give evidence here, and that he states the point to which he thinks he is justified in going in his opposition to the model schools, are you willing as a Catholic to accept his statement?—I am quite certain his Eminence, being a distinguished cannist, will state the case accurately, and I am willing to accept it.

14973. Rev. Dr. *Wilson.*—For instance, denouncing in pastoral letters those who attend or send their children to such schools?—It is the right of the Catholic bishops to express, in pastoral letters, their opinion of such schools, and their condemnation of them if they believe them to be deserving of condemnation.

14974. Have they a right to encourage their clergy to visit such schools, to examine the rolls, and use their influence to deter children from attending such schools?—Certainly. Not only is it the right of the bishop, but it is, I think, the right of any clergyman if he thinks the children of any of his parishioners are attending any place dangerous to faith or morals, whether it be a school, a dancing saloon, or a penny theatre, he is justified in inquiring into the names of the children who attend such places, and remonstrating with the parents for allowing it.

14975. And in refusing to give them the rites of the Church, would you say he had a right to do that?—Yes; he is justified in refusing the rites of the Church to a parent who will wilfully continue to expose his child to the imminent danger of sin, whether by attending a bad school or any of the other places or similar places I have enumerated.

14976. Rev. Mr. *Cowie.*—I am right in assuming that you sympathize with the demand made by the Roman Catholic Church and the Established Church for denominational education?—I do.

14977. And the remarks you have been kind enough to make in answer to the Chairman's questions have had for their object to show how we might pass from the present system to a system which would be more generally acceptable?—Yes.

14978. Passing from these remarks, or enlarging on them, do you think any portion of the expense of the ordinary schools could be provided for by a school rate?—I think it might, though there might be considerable difficulty in carrying it out. I would be prepared to advocate a voluntary rate to a limited extent for the erection and support of schools; but I am quite aware there are considerable practical difficulties.

14979. For the maintenance of schools do you think a school rate could be maintained in Ireland without any great difficulty?—I said I would be prepared to advocate a voluntary rate for the erection and support of schools—that is, for the maintenance.

14980. I find that a two-penny rate would produce on the Poor Law Valuation about £100,000 a year. Would a two-penny rate added to the poor rate be considered in your judgment an excessive burden to put on the country?—I think it would be very much opposed, as every increase of taxation probably is. As far as my knowledge of the country districts of Ireland goes (of course it is only speaking for one section of the country) the poor rate may be looked upon as averaging about a shilling in the pound on the valuation; in the town districts it is a good deal higher. The rate for medical relief amounts to a penny in the pound in round numbers throughout Ireland or a little more, and no doubt the addition of a two-penny rate for education would be felt and would meet with some opposition; but I think it might, and probably would be carried. I am assuming it would be optional with the ratepayers in each district to carry it or not. I think it would be carried in many or in most of the districts of Ireland, if the ratepayers who paid it were allowed to choose the nature of school which they preferred. I believe it would meet with most universal opposition if it was proposed to levy a two-penny rate in order to maintain one universal stereotyped form of schools like the National schools.

14981. Suppose a secular system—where the State concerned itself with secular instruction only, and paid well for it—do you think such a system as that is one which is likely to adapt itself to the requirements of the country?—I do not. I may state I have been studying, now for some twenty years, the question of education in several, at least, of the countries of Europe, both in books and on the spot, and I do not believe in the possibility of establishing a purely secular system of education, abstracted from all religious teaching, without establishing what will be practically an atheistical system.

14982. I did not refer to schools purely secular, but secular merely as regards the State, with full liberty as regards patrons and managers to give such religious teaching as they please?—I don't think that would be practicable, for the reason which has been often expressed—it seems to me you cannot satisfactorily draw a sharp line between secular and religious teaching—you cannot, for instance, say everything shall be secular up to twelve o'clock, and everything religious after twelve.

14983. Would not such a secular system become to a great extent denominational—patrons and people both being anxious for religious instruction, and having free liberty to do as they pleased in that respect, do you not think the result would be, that the schools would become denominational, and that the State would not be responsible for that?—Of course. The object may be attained, as far as I understand, in either of two ways: by the State paying, as it does in England, for secular instruction only—that is, it pays for secular

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results, but without interfering in the mode in which those results are attained; in that case the teaching would clearly throughout Ireland become purely denominational; but the State would only pay for secular results, not for the denominational teaching. On the other hand, if the State is to supervise, as, in a great measure, is the theory of the National system in Ireland, and if it is to take care that the teaching itself shall, for a great part of each day, be purely secular, of course that would prevent the schools becoming denominational, save and only so far as they are so now.

14984. But if the State paid by results for secular instruction, without in the least giving itself any concern with the mode in which that instruction was imparted, do you think that would be a system which might adapt itself to the wants of the people of Ireland?—Perfectly, as far as that goes; but of course there would remain the difficulty to which I have already alluded, whether payment by results alone would be able to maintain the system of education. There would be the financial difficulty.

14985. Now, with respect to model schools, do you think they have at all been useful as training institutions?—They have, of course, to some extent been useful as training institutions, because the reports of the Commissioners show that some number (though I think very small proportionately and diminishing) of teachers have been trained in them, but I do not think they have been at all adequately or largely useful in training teachers, and I believe I am justified by the latest evidence in stating that the number of teachers training in them is yearly diminishing, and that the number of non-teachers or pupils who nominally go to be trained as teachers, but really to follow other pursuits, is yearly increasing; of course the Commissioners have better opportunities of information on these points than I could have.

14986. You are aware there are no female pupil teachers in the training institutions throughout the country?—Throughout the country they do not profess to teach them; of course there is no use concealing the fact that their efficiency, as training schools, has been enormously diminished, and will in time be almost annihilated by the opposition of the Roman Catholic bishops and clergy. The great majority of the teachers wanted in Ireland are Roman Catholics, and if Roman Catholic managers object to taking teachers who come from the model schools, of course Roman Catholic pupils will not attend there for training.

14987. As model schools—is the establishment of expensive buildings, with every kind of appliance, in a central town likely to serve as a model for country schools?—I do not think so by any means. I think, quite apart from any religious objections to the model schools, their establishment in that way was a great mistake—they are not, in fact, as far as my knowledge of them goes, model schools in the sense of being good examples of what common schools should be—they much more nearly approach the middle class or intermediate schools where successful—they teach largely the children of middle class parents, and one of my practical objections to them is that they educate largely a class who ought to pay for their own education. If it be not considered unreasonable I should like to read a return which I obtained some time ago of the classes who are educated in some of those model schools. Of course it does not apply to this year; no private person can get information up to the last moment, but I made inquiry a few years ago into what was the station in life of the parents of the pupils attending some of these model schools, wishing to investigate the question, how far they were models of ordinary schools for the education of the poorer classes. The following is an analysis of the station in life of fifty persons whose children attended the model school at Galway: two architects, one builder, two solicitors, two mill-owners, two apothecaries, one ship-owner, one Independent minister, one commander of Her Majesty's Revenue cutter, one Custom-house officer, one excise officer, two tax collectors, one hotel-keeper, three clerks in public offices with salaries of not less than £150 a year, two merchants' clerks with good salaries, twenty-seven manufacturers and tradesmen of good means, whose children were attending this model school. There is no official return of the payments made at that school, but the highest payment I find made in any school is £1 per annum. I submit that such a school as that could not be considered a model school. I have returns of other schools, and the position in life of the parents of the pupils is about the same as in the case I have read.

14988. Is that in your judgment at all a reasonable expenditure of the money granted by Parliament?—I think it most unreasonable, as I have maintained in Parliament.

14989. Is not the money voted by Parliament for the education of the poor?—It certainly is always understood so.

14990. Are you aware there has been a change in the denomination of the Board, they used to call themselves "Commissioners for the Education of the Poor," but they now drop the word "poor"?—I did not know it.

14991. To pass to another question: You have already stated your opinion as to the complaints of teachers about their salaries. Complaints have also been made before our Commission of the interference of managers and teachers—they complain that they may be dismissed at will, and they think this is a very great hardship—do you think any sympathy ought to be shown for that complaint?—I should be very sorry not to show sympathy for any complaint which was founded on even individual cases of injustice or hardship, but I have considered the matter, and I do not know any way in which the complaint, if well founded (and I am not prepared to admit at all that it is generally well founded), could be met without depriving patrons of schools of the power which they may reasonably expect to possess, having been accountable for the erection of the school and the management of it, and in fact without lapsing into what I most earnestly deprecate, namely, a complete system of State education, in which the State shall have the entire control, the entire power, and the entire responsibility of educating the whole people.

14992. I understand you would object to the schoolmasters being direct officers of the State under the National Board?—Certainly I should.

14993. Another complaint they have made is the want of residences for teachers—that seems at first sight to be a very serious grievance, but if residences were provided for the teachers, would not that rather hinder the exercise of the power of the patron?—Of course, if the residence were provided by the Board.

14994. No, but by the patron or manager of the school for the teacher?—If the residence is provided by the patron it would not in the least diminish his power, for, of course, the teacher could be deprived of his residence and his school at one and the same time.

14995. But suppose he had a garden, which he had planted, or anything of that sort, would not that involve a payment to him by way of compensation, if he were obliged to leave it?—Certainly; but there would practically be no difficulty about that. Both the teachers under me have houses and some extent of land also, but they hold them subject to dismissal, of course giving them reasonable notice. I should not be able to deprive them of the residence or the land without reasonable notice, though I might deprive them of the school, under the rules of the Board, at once.

14996. Would it not be a remedy that they should in all cases have an ordinary form of agreement that three months' notice should be given, so as to prevent instant dismissal?—I think that would be a fair and reasonable thing. I don't think the patrons of schools throughout the country would object to such an agreement. I am of course speaking generally. I cannot answer for every patron, but I think they would not object to it.

14997. Have you considered the question whether compulsory education in towns would be at all applicable to the state of things in Ireland?—I have con-

sidered the question a good deal with regard to several parts of the empire, and of course peculiarly with regard to Ireland, and I do not think compulsory education could be at all introduced in town or country. In town there is a difficulty, of course, in ascertaining where the children are; we all know how difficult it is to trace the town population. In the country there would not be that difficulty, but there would be great difficulty in enforcing it. I think any compulsory system of education would greatly disincline the people to avail themselves of any sort of education at all. There is such a long deep-seated prejudice against what is ordered by the law in Ireland, that I think you could do nothing to make education so unpopular in Ireland as to enforce it by law.

14998. In reference to what we call our "street Arabs" who are growing up annoyances and a positive loss to society, could there be no plan adopted to secure that they should be saved from their position?—We have carried in Parliament, I am glad to say, an "Industrial Schools Bill," against great opposition, for Ireland, which is a step in that direction, giving magistrates power with respect to certain large classes of street Arabs, and I should, for my own part, be glad to support an extension of the principle of that Bill, in fact rendering education compulsory upon all children whom you could find either vagrant or mischievous.

14999. Is there not something of the kind already done with respect to workhouses. The education of the children in workhouses is compulsory is it not?—It is, but I myself think it a great mistake in the legislation with regard to workhouses that parents of the vagrant class are allowed to go into and come out of the workhouses as frequently as they like with their children. I think we might take some steps in the direction of compelling such parents to leave their children in workhouses for education.

15000. Are you aware that the workhouse schools are spoken of very highly by those who are acquainted with them?—They are. I am myself acquainted with one, and it is a very good school.

15001. Mr. *Dease*.—You have been asked by the Rev. Dr. Wilson whether or not the National system was originally accepted by the Catholic body and was popular with them, and you stated that that was not now the case—may I ask you to what you would attribute the change?—I would trace the change to two circumstances. In the first place, the Catholics of that day, our fathers, naturally set a very high value on any improvement on the detestable state of things that existed previously. For years successive attempts were made to force a purely Protestant education on the Catholics of Ireland; and this system was a great step in advance. The men who were slowly emerging out of the house of bondage, set a very high value on every step they gained; and their sons, who came after them, as we have done, feel more their own rights and equality in the nation than the concessions that have been made, and claim greater equality and more fairness than their fathers were contented with. I would say, of course, that the Catholics of to-day are not bound by the opinions of the Catholics of thirty-five years ago; but while that change has contributed to some extent to produce the change of feeling on the part of Catholics toward the National Board, there are other causes which contributed more to it. The great distinction in the National system proposed, when introduced by Lord Derby, from all the systems that preceded it, was that it was to be free, even from the suspicion of proselytism; and the means taken to carry it out were supposed to be adequate to the end. In that belief Dr. Murray, the late Archbishop of Dublin, and others, assisted in carrying it out. Slowly certain changes were made, which began to alarm the Catholics. Some of them, like the late eminent Bishop of Kildare and Leighlin, Dr. Doyle, had foreseen the possibility of Catholics having to quarrel with that system in after times. But changes—some of them slight in themselves, but all tending in a certain direction—were made, which alarmed Catholics, and rendered them disposed to look more closely into and see whether the system was as good as in their first enthusiasm they were inclined to believe. These changes were several and perhaps slight; and there are witnesses, I am sure, who are more competent to track them year by year and day by day than I am; but I will mention a few of them. In the first place, the school-houses, originally, in 1832, were proposed to be vested in trustees, who, therefore, retained power over the material fabric, and considerable power in preventing a change of the system in them. In 1845 they commenced to be vested in the Board—at least the Board sought to have them vested in them. Soon after that a large number of the bishops took alarm at the idea of giving control over all the schools in Ireland to any Board, because they said:—"Suppose, after the Board have got all the schools vested in them, the rules of the Board were changed; we will then, practically, have to go out of our own schools. From that time they refused to vest any of the schools in the Board. A greater change was made, I think it was in 1847—I am not sure of the exact date, but I think it was in '47;—it was that, however, which is commonly known as the Stopford rule, the real purport of which was that, while the first rule was that the children should not be *permitted* to attend religious instruction which their parents objected to, the new rule was that they should not be *forced* to attend it. There was a lengthened correspondence on the subject, with which, probably, every one of the Commissioners is well acquainted. Of course that made the change that it took the *onus* of preventing proselytism from the manager or master of a school, and put it on each individual parent. The struggle with regard to that rule—whose history is probably well known to each of you—lasted for some time, and resulted after a series of fights in Parliament, in a change in 1866, which is professed a perfect return to the original rule. While all these circumstances tended to awaken the suspicion and doubts of the Catholics of Ireland with regard to the system, with which, as I said, they were in the beginning well pleased—nothing tended so much to confirm that suspicion and these doubts, and to ground it so deeply in their minds, that I doubt if they will ever again entirely confide in any system instituted by the Legislature: as the publication of the correspondence of the late Archbishop Whately. He was an original member of the Board; he was the intimate friend on the Board of Dr. Murray; and of all the members he was supposed to be most thoroughly pledged and most thoroughly determined to carry out the system of perfect non-interference with the religion of the children. It was found that he had looked on it as a system "which"—I think I use his own words—"if we give up we give up the only hope we have of weaning the Irish from the abuses of popery." He added:—"I cannot openly profess this opinion and speak of the Education Board as an instrument of conversion; I have to fight its battles with one hand, and that one tied behind my back." So that the Catholics of Ireland find that for 30 years the leading member of the Board had looked on it, not publicly but privately, "as an instrument of conversion;" and that he believed that to be the only means "of weaning the Irish people from" what he called "popery," but which we consider Catholicism. Gradually that feeling of distrust has grown up, and it is now thoroughly rooted; and to that I may attribute the great change in the popular feeling with regard to the National system. But at the same time I am bound to say for myself and for many others whose opinions on the subject I know, that my objections to the system are not merely founded on that; because I am opposed on principle, with regard to education in all countries, to a system of complete State education, and I am opposed to anything approaching to a system of purely secular education.

15002. What are the particular points in which ordinary National schools where both the pupils and teachers are Catholics, differ from what such schools would be under a purely denominational system?—

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They consist of an immense number of very small, and each in itself perhaps insignificant, details. It consists in this—that all the rules of the Board being framed, and well framed for their object, to exclude from every school anything that may be objected to by any body in them—every little practice peculiar to Catholics is of course objected to—that is found not only to a considerable extent in the teaching, but it is considered much more as a loss, an annoyance and a grievance; for the Commissioner who asked me the question, and every Catholic that was educated at a Catholic school knows that it is the practice of all Catholics to commence every educational exercise with prayer. That they cannot do in a National school; they cannot do in a National school what I and every Catholic member of the House of Commons, when the House is at prayers, do—make the sign of the cross. There has been a lengthened and very clever correspondence between the manager of a National school where there were Protestants, and the Board—as to whether the making the sign of the cross was a religious exercise on the part of the school or the individual act of the pupil. I don't believe the question is decided yet, but the Board object to it. In the same way any reference to religion is objected to; in the same way in the nuns' schools which are in connexion with the Board, the common rewards given to the children are medals with religious devices, which are given according to proficiency in class, but which are not allowed to be worn during school hours. I think it is worth considering whether it is worth the while of the Legislature, for the sake, as I said, of providing for the prejudice or the feelings of a theoretical minority, to make the Legislature and the Government in its concrete form appear to the teachers in convent schools a hostile power, whose vocation it is to thwart and annoy them; whether it is advisable that the nuns who teach 73,000 children in their schools, where there are, practically, no Protestants, should say to these children—"You must not wear that medal during school hours, you must put it inside your dress; when three o'clock strikes you may take it out and wear it, but the Board will not allow you wear it in school. It is good to wear it; I recommend you to wear it, but you must not wear it in school for Government are opposed to it. I recommend you to commence your class with prayer, but no one must say it aloud, because the Board will not allow it—so you must all say your prayers in an under tone." In the next school to the poor school you have children of the better class in the same building; they make a short prayer when commencing school business, and also the sign of the cross when the clock strikes; but you in the poor school must not do it, the Board will not allow it. It is inconceivable the amount of ill-will caused by this; and it is a question whether it is worth while making such a rule. I am sure that the nuns will never teach disaffection, or inculcate anything like disrespect to the constituted authorities; but it is to be considered whether those children will grow up with feelings of respect for the constituted authorities, who have these authorities presented to them during their attendance at school, in the shape of an antagonistic power—that is, I think, worthy of consideration.

15003. Though these points seem to be more or less trivial, are they points to which, in truth, much importance is attached by the Catholic clergy and people?—They are points to which much importance is attached by the Catholic clergy and laity, as every one educated in a Catholic school knows. This is also to be considered, whether the perpetual annoyance and check at almost every moment does not produce a worse effect than a serious grievance once a day or once a month.

15004. Do you think that a more generous recognition of their religion, and the showing a greater respect for their conscientious scruples, on the part of the State towards the people of this country would have a good effect in strengthening the loyalty of the great mass of the Irish people?—I think it would to the extent I stated. I think it is most desirable that the "Government"—to use the common phrase of the people, the executive, should not appear to the masses of the people in an antagonistic position to them, or in a position which quarrels with or meets them antagonistically in their schools, or otherwise. I think where the Government is sympathetic towards the mass of the feelings of the people—the mass of the Irish people are Catholics—it is more likely to strengthen their good will and stimulate their affections towards the Government.

15005. You have stated some of the causes of objection, on religious grounds, to the model schools—apart from religious considerations, have you any objection to the model schools' system?—To the model schools' system, in their concrete form as it exists in Ireland I have an objection which I am prepared to state; but I have no objection in the abstract to model schools, for I conceive that a system of model schools could be planned to which there would be no objection.

15006. I speak of model schools as they exist in Ireland?—I will mention one objection to them. I stated in reply to another Commissioner that practically they educate a class they were not intended to educate. Another objection to them is that they have destroyed the free schools in almost all the towns in which they have been established. I made out a list—it would be too long to worry the Commissioners by reading it, but if it is their wish I will put it in—of the number of free schools either existing or which have been destroyed, of a class analogous to the model school, in the different places where model schools have been set up.

15007. The *Chairman.*—Will you put that document in?—I will. I also think there is a very serious objection to them on the ground of the very large amount they cost. I made a calculation some years ago, on a return that was made to Parliament as to what was the cost in each of these schools, and it is very high indeed. In one school, exclusive of infants—that is, the Athy district model school—the annual cost, apart altogether from the cost of its erection, was about £8 per head; including infants, it was £6 12*s.* per head. In another school it was £4 15*s.*; in another it was £4, and in another I think it amounted to £8 13*s.*; but in all the schools the cost to the country, compared with the results—that is, the number of children educated—is very large. For instance, compared with the cost per head in these district model schools, you will find the cost in the Christian Brothers' schools—which represent the best class that should be educated in such schools, and whose scholars are as well educated as those in the model schools—to be six shillings a year, and that for results that are at least equal. I also myself—and this is an opinion shared in by many, though not universal—dislike the model schools' system as a step to establish a complete system of State education throughout the country, monopolizing the entire education of the country in the hands of the State.

15008. Mr. *Dease.*—These schools being now in existence, what would you propose should be done with them—I think you stated, in answer to a question from another Commissioner, that you thought some of them should be retained as denominational training schools; what would you propose to do with the smaller class of model schools—those which are in reality large National schools in the smaller class of towns, and not training schools to any large extent?—Of course that is a practical question; and it will have to be decided naturally—if decided at all—by practical considerations at the moment; but I would be inclined to recommend that they should be handed over, or sold—if they could be sold at anything like the original cost—to such public bodies in the localities as would take charge of them, and make them really valuable and useful, as large schools, to the people, with an ordinary amount of assistance from the State.

15009. Supposing they were to become, in the same sense, as the other small schools in the country, denominational schools, would they receive the same proportion of support from the State as the other denominational schools?—Yes, exactly. It would be so much saved in the expenditure on education.

15010. Rev. Dr. *Wilson.*—What class of children in that case would you expect to go to them?—Do you mean as regards their religious denomination, or their condition in life?

15011. As regards their condition in life, their position in society?—That would have to be determined by the facts of each case. The people in the locality who are willing, either from interested motives or for charity, to pay for and keep up the school, would of course determine the class they intended it for.

15012. Mr. *Dease.*—They would act as patrons act in other places?—Yes; for instance, the town of Enniscorthy would decide what class they wanted the school for; at present it is clear they don't want it at all.

15013. If the system you have described were to be carried out, what would you propose to do with regard to books; would you propose that they should be prepared by the Board as now, or sanctioned by them, and issued at reduced rates; or would you do as is done in England with regard to the books?—I would of course in denominational schools, as in England, allow any adequate and fitting book to be used, the authorities of course retaining the right to object to any book insufficient for its purpose.

15014. At present it is a great boon to a poor neighbourhood, in fact to the entire country, to get books at reduced rates—what would you propose to do with regard to that point?—Why of course the money will go in meal or malt. If the Board do not spend anything on the supply of books they will have the money to give the people to spend on books themselves. I think it would be the better way, if there were, as was originally the case, a great deficiency of good school books, for the Board to pay for the compilation of good text books, such as spelling-books and books on arithmetic, and then give the copyright of these to the public and let competition amongst publishers determine the price.

15015. With regard to the question put by the Rev. Dr. Wilson as to the feelings of lay Catholics on the subject of education, would you consider it a significant fact that in all the candidates' addresses to Catholic constituencies, with which the papers are of late filled, the persons seeking popular support from the Catholic party in Ireland, pledge themselves to do their best to procure some material change in the system of National education?—Of course I would give due weight to it. It shows that the candidates think that is a profession popular with the large masses whose votes they seek.

15016. Rev. Dr. *Wilson.*—Is that owing to any dictation on the part of the people, or is it owing to any special dictation from the bishops?—I don't know what would be understood by dictation on the part of the people, for I know of no process by which the people can dictate the words of their addresses to the candidates. It arises, in fact, not from dictation at all; but the candidates think that such a profession is popular, and that it will gain them votes at the approaching election.

15017. Is it the result of any resolution on the part of the laity, or is it the result of a resolution come to by the bishops and clergy?—It is not the result of any resolution come to by the laity, or of any resolution come to by the bishops and clergy; I believe it is the result of a conviction in the minds of the candidate that he will get votes by making that profession.

15018. Mr. *Dease.*—Those votes being the votes of the laity?—In an enormous majority; some of the clergy have votes also.

15019. With regard to the teachers you stated that you think their salary is inadequate, using the word "inadequate" in the sense that the salary was very small—would you be in favour of increasing their salary by other means than those by which they are now paid, for instance, by payment by results?—I would certainly be strongly in favour of any increase in their salary that would depend on results. I should like myself to see the principle of payment by results, which, I believe, has worked well in England in all the instances that I am acquainted with, introduced into Ireland; but I do believe it could not be introduced to the same extent as in England; I think, however, that it could be introduced to some extent in Ireland, and that its effect would be to stimulate the interests of managers in the schools.

15020. Supposing it were thought desirable to retain the classification of teachers as at present, and to increase their salaries, might not that increase be advantageously made by introducing payment by results?—I would say, so, and I would restrict myself by saying, that while a considerable portion of their salary should depend on classification, another portion might be made to depend on results—these results of course to be tested in different ways, as in England.

15021. You are aware, probably, that the teachers consider it a great grievance that after a number of years' service there is no retiring allowance for them—do you think it would tend to improve their position, and so make them more contented, and more likely to continue their services to education in this country, were they to receive a retiring pension?—I have no doubt it would tend to make them more contented, but I can't say how it could possibly be done; for they are not the servants of the State, but the servants of an individual—a patron or a manager. A difficulty would constantly arise as to when they should get a retiring allowance—whether or not it should be, say, at the end of thirty years' service. That would depend much on whether, during the entire of that period, the teacher could find some patron who would be content to employ him as a master.

15022. Rev. Dr. *Wilson.*—Is it the patron or the State who pays the teacher?—The State to a great extent. Of course you are aware he is paid from other sources also.

15023. In twenty-nine cases out of thirty does the patron pay anything towards the support of a teacher?—He does not, as far as my knowledge extends.

15024. Mr. *Dease.*—Would it be possible, if it were thought desirable and just to increase the salary of the teachers, to retain a portion of any increased salary so as to form a fund for granting retiring pensions—that is, for providing a sum for teachers after long service?—For the reasons I have already given, I don't think it would be possible, for retiring pensions would be calculated probably on the number of years' service, and a man who had contributed very considerably might lose the advantage of his contributions because he had not found another patron to employ him; but also I think the experience of a great many instances where that system of holding back part of the salary for the purpose of forming a retiring allowance has been tried has shown it to be very unpopular. I think the general rule is, that people whose salary is held back grumble as much as if they were not to get a retiring allowance, and think it is very hard.

15025. The *Chairman.*—Has not that system been entirely abandoned with respect to the civil service superannuation, from the constant discontent that it excited?—Without being able to say positively, I know that your lordship is quite right that it has been abandoned, and that instance it was which led me to give the answer.

15026. Mr. *Dease.*—Would it not improve the status of the teacher to provide him with a free house in all cases if it were possible?—I think a free house and garden provided, would do more to improve the position of the teachers in the agricultural districts of Ireland than anything else; and I think every encouragement that could be given to meet it would be most desirable to give. For that purpose I think it would be most desirable that loans, be procurable from the Board of Works for the purpose of building such houses on trust, of course, to hold them for the teachers of the school as the school is held; and if any educational rate is allowed to be levied that it might be devoted to that; and I do believe that in many parishes in Ireland, even where it would not be possible to get the ratepayers to consent to a permanent rate for the maintenance of their school from year to year, they would consent to

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pay a rate for the erection of a house and the purchase of a piece of land to give to the schoolmaster.

15027. The *Chairman.*—Does the backwardness of landowners in Ireland to provide residences for teachers arise from any particular cause?—I do not think it does, my lord; of course it is very difficult for anyone like me to speak of the whole country; but, speaking of large districts that I am acquainted with, landowners in Ireland, of whom I am one, I am sorry to say have not been perhaps very attentive to their property, and out of all the school-houses that I know I should say six out of every eight, at least, have been built by the occupiers in Ireland. It is considered very generous, I think, for a landlord in Ireland if he gives the piece of land on which the school-house and the schoolmaster's house stand without anything else—merely the land, and sometimes a subscription of £10 or £20.

15028. Mr. *Dease.*—Would it in your opinion be desirable to give to a teacher, where it is practicable, a small piece of land, rather more perhaps than you would exactly call a garden, the management of that land to be subject to the inspection of the Agricultural Inspector, and to be made a sort of model, as is the case in upwards of 100 schools now in Ireland?—I think it is very desirable.

15029. And obliging the teacher to give agricultural lessons in the school?—I think it is very desirable; but, of course, the doing of it would depend upon the persons who are to supply it; that is, upon the patron or the other persons who are to supply it.

15030. I ask you as to the desirability of it?—It is most desirable, I think; it is the best addition which could be made to a teacher's salary, for which reason it is the only addition I have myself made to a teacher's salary; in one instance I give twenty acres of land at a reasonable rent, and in another instance ten acres of land without rent.

15031. I visited that school the other day. Is it not in your opinion the case, that that man's condition and status are very much more improved by the fact of your giving him that land though he pays rent for it, than if you gave him a subscription of £20 a year?—Oh, far more; I am quite sure that he is twice as rich now as if I had been paying him £20 a year for the last twenty years.

15032. The Earl of *Dunraven.*—Does not the fact of the man's having so large a farm as twenty acres interfere with his attention to the school business?—I do not think it does, my lord. I speak of twenty statute acres, not Irish. It is immediately adjoining his school. It is laid out as a model farm in certain small divisions, and of course he is obliged to employ a labourer occasionally on it, and as school ends at three o'clock, he has plenty of time to go and see that the work is done.

15033. Mr. *Sullivan.*—Where would you draw the line of demarcation between those for whose education the State may be expected to pay, and those who would have to pay for it themselves?—I think it must be a varying quantity, so to speak, compared to their means. I think all who can pay at all ought to contribute something to their own education, and of course they ought to contribute the entire cost of their education at the point at which they are reasonably able to do so.

15034. Then it is a question of degree, and not of kind? You can draw no line of demarcation?—No. Quite so. It is a question of degree.

15035. And consequently you can establish no schools, properly so called, that would be poor schools?—No, I think not. I do not think it is possible to establish pauper schools.

15036. In that case the principle is admitted that the State may contribute to some extent to the education of people who really have some means of living; and then does not the State admit the principle further in the sums which it pays for professorships in the Scotch colleges, and in the Queen's Colleges in Ireland?—It does. With regard to Scotland, of course, I can hardly say the precise grounds on which it is done; but I should say that one very sufficient ground for the State contributing more to general education in Ireland than it does in England, or than would be done in what I might call a more perfectly organized state, is the fact that compared to any other country, with regard to education, we are very poor in Ireland. England, for instance, has immense educational endowments, accumulated through centuries. Ireland has nothing or almost nothing. Consequently it is very natural that as we should have to build up everything out of our own pockets, we should go to the State, that is, to the common fund contributed by the nation for some assistance.

15037. But as a matter of fact, does education in any country, in any degree, pay for itself?—I should require to know what education you mean. I think, for instance, taking the education of all the Catholics in England above the poor schools, it distinctly does pay for itself. It does not get a farthing from any other source.

15038. Is there not a certain amount of charity in the very act of a certain number of persons joining together who give their services for a sum which is not equivalent to the value of them if they were laymen in the world?—Of course there is, but I was speaking strictly financially as regards the State. They act exactly as the man who gives a thousand pounds to found a scholarship does.

15039. In each case you are obliged to have extraneous aids to enable the education to be carried on?—I do not know whether you are obliged, but you have, certainly.

15040. Putting aside the religious objection, is there really any objection to the State granting money not only for primary schools for the education of the poor, but for all classes of schools?—There is no absolute objection which should prevent the State from ever granting any money for any particular class of school; but I do think there is a tendency to objection, in every case increasing, to the State contributing largely to the education of those who may be prepared to educate themselves, and my greatest objection to it is that by so doing the State destroys, to a great extent, voluntary effort—voluntary charitable effort, I mean, in the way of foundations—and that it monopolises into its own hands the control of education.

15041. Rev. Mr. *Cowie.*—Should not, in such a case, the money which is granted for the education of the middle and upper classes be voted specially by Parliament for that purpose?—Yes; certainly.

15042. And the money for the education of the middle and upper classes should not be taken by a Board out of money which is intended for the education of the poor?—Certainly.

15043. Rev. Dr. *Wilson.*—Have you not just spoken of the great difficulty of drawing the line, in reply to Professor Sullivan?—Yes. And allow me to add, as I presume the question, in some degree, referred to my objection to the model school as instanced in Galway, that my objection in that case is not simply that one or two or more children of the class that are able to pay for their education were being educated in the model school in Galway; but that in that particular year there were hardly any poor children at all educated in that school, and I believe that if we were to ask for a return at this moment we should find that there are not as many children probably in the school altogether as those upper class children that I objected to; and my objection is that whilst it did not at all educate the other classes in Galway, there was a very large sum of money voted for the education of the poor expended in educating the class whom I have described.

15044. Mr. *Sullivan.*—If your education rate were optional, do you not think it would have the same fate as the permissive taxation for public libraries and museums?—I do not think it would—at least in many cases; and, if you allow me, I will give my reason. I have said that I thought it very likely it would be inoperative for the maintenance of schools; but I think it would often be voted for the erection of schools. I speak of course of the districts which I

know, those districts of Ireland containing mainly a Catholic population. In those districts there is a great difficulty in getting money to erect a school at all. The parish priest whose business it is to look after it and try to do it, perhaps has not, in many instances, a single resident Catholic of wealth in his parish, and perhaps he has not a single Protestant resident of any large wealth or position in his parish, and it is very difficult to get a subscription from distant landowners. The practice at this moment is to raise a collection amongst the people, and the people do tax themselves as you are aware in Ireland very frequently, in the shape of a rate; that is they agree to pay a subscription for the building of a church or the building of a school calculated at so much on the valuation. Now I think that if those schools were to be satisfactory to the Catholic inhabitants of that district, and satisfactory to the Catholic parish priest of that district, they very likely would tax themselves by rate for the erection of that school, and they would have this interest in doing it which, I think, would induce them to do it, that whilst now nine out of every ten pay this voluntary rate or subscription, calculated like a rate, a certain number escape, and I am quite sure that the others who pay it would be very glad to have the power of enforcing the rate from the few recusants.

15045. How would you guarantee that the teaching in the training schools in the country and the mode of conducting them should be effectual?—Substantially, I think, as in England—of course I don't go into details—by inspection and tested by results; and I think distinctly that the payment should be for results and only for results in training schools.

15046. I think you stated that you had studied the continental systems, and, therefore, I assume that you are acquainted with the Prussian system of instruction?—Tolerably; to some extent I am.

15047. How do you think the arrangement there with respect to the nomination of the teacher and the management of the school would be likely to work in Ireland?—That is substantially that the management of the school and the nomination of the teacher vests in what would be here a school committee with certain *ex-officio* members and certain elective members. I think that would be the way in which we should have to manage schools supported by rate in Ireland, and I should think it would work well. But, of course, it would not apply to anything except to rated schools. At least I do not see how it would.

15048. In Prussia the school committee, in the case of Catholic schools, of whom the parish priest is the chairman, present names to the Government for selection, and the Government select out of the names presented. Therefore the teacher is, to a certain extent, an officer of the State, and may get a pension. At the same time they would have a security that he is a proper person, as he is entirely educated by them. Would such a system as that meet the objection that you have raised with regard to the State schools—you had an objection to pensions—you object to the schoolmaster becoming an officer of the State?—It was not so much an objection to his becoming an officer of the State; but, as I stated, his not being at present an officer of the State rendered it impossible to apply the system of pensioning to him. Of course in that case it would be possible, but that could not apply to all the schools erected and in part supported by individuals or other bodies within the parish. The school committee represents the whole district, and if the whole district be represented the whole district has a right to manage the school. But if for instance I erect a school and pay part of the salary of the schoolmaster and only ask the State to pay me by results for the children I teach, the Legislature has no right to make the nomination of any schoolmaster by means of a school committee who do not support him.

15049. But is it not the fact that the difficulties inherent to the question in Ireland occur in nine cases out of ten?—Of course I have never considered how far it is the most desirable plan for Ireland, but I do not see any difficulty in the adoption of the plan you mention if it was considered the most desirable.

15050. At present, in a great number of cases, the schoolmaster pays the rent of the school, and keeps it in repair—that is one of the grievances they put forward, and very properly; but do you think that a school committee would be likely to remedy that state of affairs and give us a better style of building than we have in most cases?—I do not think it would, except in the case in which I say that the school committee would levy a rate.

15051. I am supposing that the rate was levied, that a new organization was adopted for the purpose?—Of course if a school committee had got the money to build a good school-house and keep it in repair, they would do so.

15052. Do I understand rightly, that in answer to another Commissioner, you object to the system of having one set of books for all the schools of the country?—I consider it decidedly undesirable.

15053. Has your attention ever been directed to the influence of the class of books prepared under the National Board, from which every allusion to the country has been carefully excluded—do you think that that has had any effect in engendering and extending that feeling which the exclusion of religious objects from the school has also produced—of opposition to the Government?—I think it has. Assuming that the Board were to prepare books referring to history and to other analogous subjects, which were to be equally acceptable to every class in the country, of course they must be perfectly colourless and perfectly flavourless, and no doubt it sets people to dislike the Boards' books, and to go to, perhaps, a very objectionable class to get their impressions of history.

15054. I speak as a matter of fact with regard to the books—the books that have been in use for the last thirty years—is it your opinion that it has had any influence of that kind?—Of making the Government unpopular?

15055. Of keeping up and maintaining the feeling that exists in the country?—To some extent, no doubt, it has. I have often heard it stated, (I do not at all say with what degree of truth; but as bad motives are always attributed to the Government, which is called the English Government, although the English Government had really nothing on earth to say to the Board of National Education,) I have often heard it stated that it was designed, on the part of the English Government to blot out all records of Ireland, to eliminate every patriotic sentiment from the breasts of Irishmen, and that it was for this purpose they got these books compiled in this way.

15056. As a matter of fact, do not the majority of the people of the country identify the acts of any administrative system or board under the name of Government with the State?—They do, and that is the reason why I said that I thought it so undesirable that the State—the Government, as they call it—should appear so constantly in the management of these schools as an antagonistic and thwarting body, to the wishes and feelings of the people.

15057. Judge *Morris*.—Did I understand you to say that you approve of the present mode of constitution of the National Board?—What I said exactly was that I did not propose any change in it, and that I was quite satisfied of the impartiality of the members.

15058. But independent of their impartiality, do you think that a Board which is composed of the persons of whom the great majority of the Board is composed—seven or eight judges, and other persons engaged in other pursuits, which ought to occupy their time, and with an absence of responsibility for the acts of the Board as individuals, in consequence of their filling other public positions—do you think that that is a well-constituted Board in that respect, independent altogether of its impartiality or of any religious consideration?—Of course there is a difficulty. I do not mean to say that it is in all respects the best constitution possible. There is always this difficulty. There

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are two propositions, either that the Board should consist of a small number of men entirely devoted to the administration of the education, and paid for that administration—permanently appointed and paid—or it must consist of a Board as at present composed of persons eminent in position and attainments, and I may assume well-chosen for the post, but who are not paid, and therefore are not bound to give their time, but in many instances will have other avocations which will prevent them from giving their entire attention to it. The objections to the latter course are, in the first instance, that the members cannot devote their entire time to the duties of the position, and in the second instance that no doubt practically, as regards detail, the administration must rest in the hands of persons immediately below that head administrative Board. The advantage of having—to put it in the concrete at once—three paid Commissioners is, that they will devote their entire attention to the business, but, on the other hand, there is the difficulty that they will be more removed from contact with public opinion outside; they will fall into an administrative rut, as most administrative bodies do, and they will not have the same position and the same antecedents to qualify them to claim the confidence of the different public bodies, and the different religious bodies in the country. It cannot be expected that they will be men of the same standing. You cannot get men of the same standing as the present Commissioners to accept such an office. There is a difficulty in that, and of course there is another difficulty which would suggest itself to any man. The only proposal which has been made publicly was to substitute three paid Commissioners, of whom one was to be a Roman Catholic, one a Presbyterian, and one an Episcopalian. That would simply put the Roman Catholic element in a minority of one to two, whereas the Roman Catholic element in the schools to be administered is in a majority of, I suppose, about eighty per cent. Then, on the other hand, the difficulty I have mentioned in the other is, that the Board can only assemble as it were to decide great questions, and practically the administration must rest in hands below. On the whole, I prefer the latter system.

15059. Do you not think there could be a modification, without going to either the extreme of the present system of twenty members on the Board, several of whom either very seldom attend, or can but very seldom attend, or the other extreme of having three paid Commissioners—could there not be a modification of a more limited number on the Board—say six—in whom that proportion might be still kept up, which exists at the present Board, of an equal number of Catholics and Protestants, and to have them paid?—As I have said, I don't think you could get men of the same standing as at present to take the position. In the first instance, to have those paid Commissioners paid large salaries would be an enormous tax on the country compared with what is to be done; and in the next place, I do not think you would get men of the standing in the confidence of the country of the present Commissioners to accept the office of paid Commissioners, with such a salary as could reasonably be expected to be paid to them.

15060. You are aware that one of the Commissioners is a paid Commissioner already?—I am; and I believe he fully deserves the confidence reposed in him. But at the same time permit me to say, without wishing to make any comparison, that his position and knowledge of the country are not the same as those of the other unpaid members of the Board.

15061. With regard to the financial question, you are aware that the sum of money that the National Board distribute is something very large. It now, I believe, reaches something like £400,000 a year?—Quite so.

15062. Well, the payment of, say £800 a year each, to five or six Commissioners, would not be a very large proportion of that?—As I have said, I think that the payment of six Commissioners of £800 a year would be an inadequately large payment *relatively* to the funds administered; and I do not think the six Commissioners would probably obtain as largely the confidence of the country as a well selected unpaid Board would do.

15063. The Earl of *Dunraven.*—With reference to what you stated just now, as to your objection to education being kept under the control of the State, do you not think that a paid Board of three or four, or whatever number might be appointed by Government, would tend to place education more under the control of the State than the present Board?—I think it would, much more; and to my mind that would be a very strong objection, and I am glad your lordship mentioned it. They would get a feeling which all Government officers do get, which all administrative departments necessarily get.

15064. Judge *Morris.*—You of course support the denominational system of education, as I understand?—Yes, as I have explained.

15065. Did I understand you to say that there was a canon law that the parish priest has an inherent authority as parish priest, or a right to deprive a teacher of the right to teach, for any reason?—No, I think not. I am rather indisposed to undertake to state the canon law upon any subject, and I did not say in my answer that the canon law gives a right to deprive a teacher of the right to teach for any cause whatever. I did say that "the parish priest ought to have a negative on the appointment of a schoolmaster, on the ground of immorality;" and I also said, "The bishop has a right, in the eyes of Catholics, to prohibit a teacher teaching in his diocese if he teaches erroneous doctrine, or if he teaches or practises immorality."

15066. I took it down, and I thought the answer was so, to deprive him of the right to teach; and then if it was so, would you limit it now to objecting to his right to teach?—No; I do not wish to limit it to that. I mean to say that as regards Catholics, the parish priest has a right to say such a man having been guilty of immorality, is an unfit person to teach in this parish. I think that all Catholics would be bound to respect that opinion and act upon it; and I think that probably in a Catholic country there would be a means of enforcing that sentence, and of course in that case the priest in a Catholic country would apply to the proper tribunal to say whether the man had been guilty of improper conduct or not.

15067. But in this country would you go the length of saying that the parish priest having himself decided that the teacher was guilty of immorality—that was the example you took in your former answer, as to his right to deprive him of the right of teaching—would you now go the length of saying that in this country, where there was not this tribunal to appeal to, the mere decision of the parish priest that the teacher was guilty of immorality, and that, in his opinion, he had no right to teach, should be obeyed implicitly, without any right of appeal?—Of course it is clear that in this country he has no power, and no legal right to interfere with his teaching at all. The only power that he can have in this country is of expressing an opinion which may or may not be respected. As I stated, it would be respected by the Catholics of his parish. No doubt, then, there is no legally constituted tribunal to which the schoolmaster might appeal, because there is no legal right in the priest. But there is no doubt whatever that the schoolmaster has a perfect right to appeal to the bishop, and the course which the bishop in such a case has to pursue is clearly laid down, I have no doubt, in the canon law, and the case would be properly tried, and if the priest had acted wrongly, no doubt he would be punished by the bishop; but all that proceeding is of course entirely outside any legal recognition in this country.

15068. Mr. *Stokes.*—Will you say upon what ground your opinion that payment by results, pure and simple, is wholly inapplicable to this country is founded?—It is very hard to state the exact grounds, because of course they are made up of my inquiries and of what little knowledge I have of a number of instances. The way

in which I have tried to consider the question was to take any school, and as far as I could to consider the circumstances, as best I knew them, and then to try and see whether if the system of payment by results were adopted there would be any reasonable prospect of a fair salary for the schoolmaster in that case. I could give instances to show how I have tried to apply that in the case of a country parish.

15069. Does the objection go further than this, that the rate of payment by results would require to be higher than you think the State would be willing to contribute?—Substantially it is that of course; that the rate of payment for results would have to be higher than the State would be willing to contribute, and higher than I myself would think it desirable to make it permanently and admittedly for results.

15070. But would not the total effect to the State be the same if part of the payment were made by way of salary to the master on a fixed scale, and then part again on the system of payment by results?—Quite so in the individual case; for instance, to take it practically, there is a small country school in which the attendance is thirty, and you want to introduce the system of payment for results. You find that you cannot get a master for less than about £30 a year, and if you pay him for results at a pound per head for every child who can spell, it will come to the same amount. But I should be sorry to adopt a plan of payment for results which would be such as I am afraid it would be, at least for a considerable time, in order to provide reasonable remuneration for the master.

15071. In such a case what objection would there be to a payment of 6*s.* 8*d.* for each subject, reading, writing, and arithmetic, for every child, so that he would get a pound for every successful child?—I am not sufficiently acquainted with the details to be able to answer with accuracy, but it seemed to me in thinking over it that a payment by results with such a standard would give more than I should like in a school with a large attendance, if it gave an adequate payment to those with a very small attendance.

15072. Might not these difficulties be arranged upon consideration?—I am very incompetent to express an opinion on a point of so much detail as that. I guarded myself in anything that I said by stating that I was not perfectly competent generally; but as far as I know I think that that could not be satisfactorily arranged so as to make all the payments entirely depend on payment by results; and another difficulty which was suggesting itself to my mind—I do not know how far it could be met—is that a very good class of schoolmaster might be stationed in a small country parish where he could not get a good salary by results alone, and that it would, therefore, make it very difficult for us in small country parishes to have anything but a low class of schoolmaster unless some part of his payment depended on his own classification, and on something else, than the number of children he teaches efficiently.

15073. In providing schoolmasters for the country do you think it is safe to rely mainly on mercenary motives?—I am afraid generally you must rely very largely on mercenary motives. That is the only answear I can make.

15074. But do you not regard teaching as a kind of vocation which carries with it its own reward independent of the salary attached to the office?—I do not think the ordinary class of schoolmasters that I am acquainted with in the country do so look upon it.

15075. Mr. *Dease.*—Do you think that there was any reason in the following statement which was made to me by a school teacher to whom I was speaking the other day. I said to him "How would you like to be paid by results." "I would not have the least objection in the world," he said, "if you have compulsory education, but every objection without it"?—I understand the feelings which prompted that answer of the schoolmaster. He meant "I am sure that I can teach the children if I can get children to come to be taught;" but at the same time I should be obliged to answer him, that I should think compulsory education impossible.

15076. The *Chairman.*—Do you consider that many of the children in the National schools remain unduly long in the lower classes?—I am not competent to form an opinion, but if you would excuse me for saying something analogous, though not entirely in answer to that, and I say it with great diffidence, because my knowledge of educational institutions, of course, is very limited; but it has struck me in visiting the common small rural schools attended by young children, that a great deal of time is given to teaching them details of grammar and physical geography, and some other subjects; when I think they are able to learn very little of them, and that, perhaps, it would be better if more time was devoted directly to teaching the three great things, reading, writing, and arithmetic. It seems to me that a child who leaves school about the age of twelve can only learn to read tolerably so as not to forget it—to read a book through life afterwards, and to learn to cipher and to write, so as to be able to write a letter afterwards. When I have had classes of very small children before me who have been devoting a great part of their time to learning the distinctions between nouns and prepositions, and the parts of speech, and a good deal of abstract grammar, it seemed to me that they would be better employed, and get more forward by simply reading and writing.

15077. Do you consider that the rules of the National Board are sufficient to prevent proselytism, or what I should call illicit religious teaching?—I presume your lordship means the present rule.

15078. Yes?—Well, in theory pretty nearly, but not perhaps quite. The rule is, that the child shall not be permitted to be present at any religious teaching given by a person of another religion than its own, except at the written request of the parent. It is clear that under that it would be possible to give, for instance, a Roman Catholic child Presbyterian teaching, if the patron could get a Roman Catholic teacher to give it. But I do not think that there is any substantial weight to be given to that; but it may be perfect in theory and yet fail in practice. I do not think that the present rule—I speak only of that—does fail at all largely in practice, but I am sure that like every rule in the world it will fail sometimes, and if you will allow me I can give one instance where it has failed. I have here a letter from a gentleman in the county Tyrone, and I find that in a certain school—I suppose I had better give the name—Castlemellon National school, in the parish of Donagheady, in the county of Tyrone, which is situated on the property of the Duke of Abercorn, and of which Mr. Humphreys, the Duke's agent, is patron and manager, but which, I may add, Mr. Humphreys does not visit—I add it merely because he has no responsibility for the circumstance;—the teacher is Samuel M'Clelland, a Protestant, and there were a few days ago five Roman Catholic children attending that school. In the return that was ordered some years ago of what religious instruction was given, there was no return given from that school, so that I am not able to state exactly the nature of the instruction given, but it was Protestant. There were five children of Catholic parents who partook of that instruction. Four of them are of the name of Ball, and a written request had been signed by the parent of two of them, that they should partake in the Protestant instruction. He had also signed for two others who were his nephews, but whom, however, he had no power, according to the Commissioners' rule to sign for; and there was one other child, a Roman Catholic child, of the name of Owen Browne, a young child about five years of age, I believe. He was also partaking of this religious instruction, which was admitted by the master to be distinctly Protestant religious instruction.

15079. Mr. *Sullivan.*—May I ask you whether you can tell the date at which he signed for the nephews?—I cannot.

15080. Rev. Dr. *Wilson.*—Was the father of those nephews dead?—I cannot say. The rule does not say anything about uncles.

15081. But as one ingredient in the statement of

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the case?—I cannot say. I do not know it. And allow me to add, because probably your lordship will be able to get more accurate information—the teacher stated that two of the Royal Commissioners had visited the school and examined the entries, but had made no remark. I merely mention it as one instance that came under my notice, and I think such instances are rare.

15082. The *Chairman.*—Were these the only Roman Catholics in the school?—These were the only Roman Catholics in the school. I rather think there is not a single Roman Catholic in the school now. I have reason to believe so.

15083. Rev. Dr. *Wilson.*—Have you heard to what circumstance it is owing, that there is no Roman Catholic in the school now?—I believe that the attention of the parents of those children having been drawn to the fact of their receiving religious instruction in the school, the children were taken off, but I am not certain whether they have or not.

15084. The *Chairman.*—Do you consider that there are many places or cases in which there is a desire to press religious instruction on children of an adverse creed?—It would depend on what is meant by "many." I have no doubt that there are a considerable number of instances, and I take it that one thing is sufficient proof of it. Roman Catholics dislike, and object to a considerable extent, to reading the Scripture in the Authorized Version generally. Of course I am quite aware that many parents of the poorer classes do not feel perhaps strongly about it, or do not know that it is undesirable, or do not know *clearly* the difference between the different versions; but there is, no doubt, that Catholics, as a general rule, are not disposed to allow their children to read the Scriptures in the Authorized Version. I know that in 1864 there were children numbered by thousands; I could not go through the whole return to make it up myself—who were reading the Authorized Version of the Scriptures. I may add, of course, that not only do Roman Catholics, as a general rule, object to the reading of the Authorized Version as not being their own version, but as a general rule, Catholics do not consider the whole Scriptures a fitting book to be put in the hands of children, or to be left for indiscriminate perusal; and whilst we circulate and read the New Testament, we do not at all so much read the Old Testament, and we do not approve of the Old Testament being put in the hands of children at school. The New Testament is so common, and is so largely used by the Catholics in Ireland, that one Catholic publisher here finds it worth his while to publish a really good edition of the New Testament for fourpence. Of course he could not do that if it was not very largely sold.

15085. Do you consider in those cases where Roman Catholic children are desired to join in reading the Bible in the Authorized Version, that that arises from a desire of proselytism, or more from a general feeling that every child ought to read the Bible?—I think very much from the latter feeling which your lordship speaks of, but in some instances, no doubt, it is from the former also. Protestants have very commonly an opinion we know that if Roman Catholics would only read the Bible sufficiently, that they would be converted. We try it extensively, but we do not find it has that result which they believe it would have.

15086. Rev. Dr. *Wilson.*—Are you not aware that the reading of the Bible is supposed to be an institution in the North of Ireland, even amongst Roman Catholics, and that they have not the same objection there as in the South and West of Ireland?—So far as I am acquainted, and I am acquainted a good deal with portions of a good many districts of the poorer classes in the North of Ireland, I think they read a good deal of the Scriptures, and especially, as I said, the New Testament; but I think they have quite as much objection to joining in reading the Authorized Version as Roman Catholics in any other part of Ireland, and I think, so far as my knowledge goes, a good deal more, because the distinction between reading the Authorized and the Catholic Version, is much more known in the North than in the South of Ireland.

15087. The *Chairman.*—When this reading of the Bible takes place, is it during the hours of separate religious instruction?—I believe it is.

15088. And in those cases is it confined to reading the text of Scripture?—In some cases, of course it is. In some there may be exposition.

15089. Do you consider that a general or practical grievance exists of any extensive pressure being put on Roman Catholic children with the view of making them change their convictions in the schools?—A general or extensive attempt to influence them would be simply impossible, and does not exist, nor does anything like it exist. I have known a good many instances of pressure being brought to bear on Catholic parents to send their children to distinctly Protestant schools, either to the Church of England or the Erasmus Smith's schools; but to say that there is anything like a general attempt at enforcing Catholic children to attend Protestant instruction in National schools, it would be impossible it could exist.

15090. Mr. *Dease.*—Let me read the following answers of Mr. Kelly, one of the secretaries of the Board. The question asked was:—"Since you were appointed as Secretary, have any complaints of proselytizing in schools come before the Board?"—*A.* "Yes, in a few instances, a very few instances. My recollection is that the charges were not established." *Q.* "You think that in no case the charge was established?"—*A.* "I think it was not." And again he was asked:—"Then any suspicion that such a thing existed would be unfounded and unjust, in your opinion"—(referring to proselytism)?—*A.* "I know of nothing that would warrant such an opinion." *Q.* "You stated that there have been allegations as to cases of proselytism having taken place in schools, but that no such charges were proved to have any foundation?"—*A.* "Not to my recollection." *Q.* "Is Judge O'Hagan one of the Commissioners?"—*A.* "He is." *Q.* "Did you hear that a statement was made by him as a Commissioner, when he was Her Majesty's Attorney-General for Ireland, in his place in the House of Commons, that no such thing ever took place?"—*A.* "Yes, I did." Have you any remarks to make upon what I have read?—(*Witness*)—Yes; I would wish to make one or two remarks on it, as the statement that cases of proselytism had occurred was made by myself. Of course, I am responsible for its accuracy. I may say that Mr. Justice O'Hagan explained subsequently that he meant by "proselytism" the change of a child from one religion to another; and I need hardly add that I could not possibly have meant that that occurred in a National school, because people don't read their recantation in a school; nor have I meant to assert that an absolute change of religion was directly and solely attributable to attending a National school, because that also could not be proved; and, therefore, I am quite prepared to admit that neither I nor anyone else could demonstrate that any child changed his religion solely from the instruction received in a National school. What most people understand by proselytism is the conveying of religious instruction of a kind different from that of the parent to the child, with the view of influencing his religious convictions. That, of course, is clearly the meaning in the original letter of Lord Stanley—that the system should be free from the suspicion of proselytism. He meant that it should be free from the suspicion of children being taught another religion in the schools different from that of their parents. In order to investigate that matter I was accountable for a very voluminous, and I am sorry to say, very expensive return, which was laid before Parliament. It is in four volumes, and although it was impossible for me, as an individual, to go through every one of the returns, I examined them sufficiently for my purpose, and I wish to call attention to some of them. I omit the numerous cases in which all that is stated is, that the Catholic children read the Scriptures in the Authorised Version. In the first instance I would refer to Galgorm National school in the county Antrim, where I find the

nature of the religious instruction stated to be given is the "Authorised Version and prayer at the opening and closing of the school for all pupils." This school was attended by eleven Roman Catholics, and the prayer was by a Presbyterian, and, therefore, knowing the practise of Presbyterians, it was *extempore*, and consequently allusions to doctrines may have been made. Loughconnelly National school, county Antrim, was attended by four Roman Catholic children, and I find the school was opened with prayer, by a Presbyterian teacher for all pupils. In Newtowncunningham schools, county Donegal, where there were forty Roman Catholics attending, there was prayer for all pupils, the teachers being Presbyterians. In Gortfad National school, county Antrim, I find the following subtle distinction. The "nature of religious instruction" is stated to be "Authorised Version for all pupils, and Established Church and Presbyterian Catechisms for Established Church and Presbyterian pupils, respectively." "Two Roman Catholic pupils were present during religious instruction, but did not take part in it," which I can interpret only *as meaning* that they were hearers but not answerers, and therefore received the same religious teaching that hearers at a sermon or controversial discourse do. In Victoria-place school (Belfast), all the religious instruction given is Protestant, all the teachers are Protestants, and it is added, "the other teachers gave religious instruction to whatever pupils were assigned to them for ordinary instruction;" the pupils being Catholic, the teachers Protestant, and no Roman Catholic instruction being given. I now come to cases of actual teaching. In Dunadery National school, county Antrim, the "nature of religious instruction" is "Authorised Version of Scriptures for all pupils, and Presbyterian catechism for Presbyterian pupils." The teachers are all Presbyterians, and it is added, "Three Roman Catholic pupils received scriptural instruction." In Dromore school, county Antrim, the case is exactly the same. "The eleven Roman Catholic pupils partook of scriptural instruction." In the next school, Rasharkin, the course is the same. "Three Roman Catholic pupils only received religious instruction." In Dundrod male school, county Antrim, the "religious instruction" is "Authorised Version for all—Presbyterian catechism for Presbyterians." The teachers are Presbyterians. "Two Roman Catholic pupils received religious instruction." In Portadown infant school, "seven Roman Catholic pupils, with the sanction of their parents, joined in reading the Authorised Version, and also received religious instruction in Established Church Catechism." This is the only case in which the sanction of the parents is stated to have been given. These cases all occur in the first 100 pages of the first volume of the return. I do not go further than these. I think they are sufficient to justify the statement I made that there was proselytism in schools.

15091. The *Chairman.*—Do you think that at that time there was any improper slackness on the part of the Inspectors in inquiring whether the rules of the Board with respect to religious education had been complied with?—I am not prepared to say there was. The rule of the Board, at that time, was to my mind extremely imperfect. It was, that children should not attend such religious instruction unless the parents received a written notice of it; but it was held sufficient to give this written notice to the child to give to his parents, and in many cases it never reached the parents. It was in consequence of that form of obtaining the consent of the parents (or rather of giving them an opportunity of dissenting, which it truly was), being so very imperfect that led me, as the facts were disputed, to move for this return, and it was in consequence of these facts, I believe, coming to the knowledge of the Commissioners that the rule was changed.

15092. Has that state of things been remedied by the change of the rule?—I should think that it has, to a great extent; but as I have mentioned, in one instance, the new rule has been violated, and so far has failed. Of course there may be others.

15093. Do you consider, at the present moment, that there is any proselytism going on in National schools, such as causes serious alarm to any religious community?—I don't think, to any extent, there is; but then I must explain, by attributing it in a great measure to the fact that very largely, I might almost say universally, Roman Catholics have their own National schools, and teachers of their own, and we do substantially think that that is the only complete and satisfactory security.

15094. Rev. Dr. *Wilson.*—Are you aware that Archdeacon Martin, in 1844, showed from the Education Reports, and other documents, that in 1824 there were 210,000 Roman Catholic children, at the lowest calculation, daily receiving Scriptural instruction, and daily and voluntarily reading the Scriptures?—I am not aware of it, but I am quite prepared to accept your statement of it that it was the case. When no education could be got in Ireland, except on the condition of reading the Scriptures, large numbers of Roman Catholics did avail themselves of that education. I do not say, as you say willingly—for, I am quite sure they would much sooner have had the education without being compelled to do that—but I am quite sure that in thousands of instances they did; and as I know they did, the parents told their children to go to the school, and, if possible, not to read the Scriptures there; and, if the others read Protestant instruction, not to listen to it; and they catechised them the moment they came home from school, in order to counteract the effect of any such religious teaching they might have received at school. It was exactly analogous to a case that, to my knowledge, occurred in the West of Ireland, when a man, in the famine-time, was offered food and sustenance if he abandoned the Catholic religion. He thought that after a short time he would be able to get food otherwise. He went and prayed very devoutly in the Catholic church; and as he went out of the door he said, "Good bye, God Almighty, for three weeks."

15095. Have you heard this statement, that in 1831, just before the introduction of the National system, 300,000 Roman Catholics were receiving religious instruction; and two of the Education Commissioners of 1827 declared, as a signal proof, that there was no repugnance to Scriptural instruction among the people; that in no less than 6,000 schools they were engaged in reading the Bible?—It is exactly the same proof that they had no repugnance to Protestant teaching as the case of the man accepting the food in 1847 upon the condition I have mentioned.

15096. In reference to Roman Catholic children attending schools opened with prayer for all the pupils, does it follow that there was a violation of any rule of the Board in the attendance of those children?—I believe there was, because I believe, under the original rule of the Board, prayer would be considered religious instruction.

15097. Have you not said that the school opened with prayer, and prayer for all pupils?—Yes; there would not be a violation of the then rule of the Board if notice had been given in writing to the parents of the children.

15098. Is it not likely that these children attended with the perfect will of their parents, at the wish of their parents, with the cognizance of their parents?—I should think it most unlikely. I should almost add, incredible.

15099. Incredible?—Yes.

15100. Now, in reference to the reading of the Bible in the North of Ireland by Roman Catholics and Protestants indiscriminately, I have asked you is not Bible reading more or less supposed to be an institution there, and characteristic of the North?—If you ask, is it more or less supposed by some people to be an institution of the North, I say, yes.

15101. Have you ever heard of the Rev. Daniel Curoe, P.P. of Randalstown, who was examined before a Committee of the House of Lords in 1837?—No.

15102. Are you not aware that he was a leading priest in the North of Ireland, and, for many years previous to his death in 1856, vicar-general of the

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diocese?—I am quite prepared to accept your statement, having no knowledge of my own on the subject.

15103. Allow me to read a few questions and answers from his evidence; you can verify the passages?—I am perfectly certain you will quote it accurately. I will take your word for the evidence.

15104. The question is put, "Is there an hour set apart during each day for separate religious instruction?"—*A.* "It was and is so in two of the schools that the Scriptures should be read from two to three o'clock." *Q.* "Do all the children, both Protestants as well as Roman Catholics, continue during that hour?"—*A.* "Yes." *Q.* "Were they at liberty to go away if they had chosen it?"—*A.* "Yes." *Q.* "What effect do you think it would have upon the minds of your poorer Roman Catholic parishioners; would they feel an aversion in coming to school where there was compulsory reading of the Scriptures?"—*A.* "The poorer order of the Roman Catholics are greatly influenced by the opinion and direction of their pastor, and in that case he would in a great measure be the conductor of the system, either successfully or not. But I beg to say that in my part of the country a great effort has been made by my former bishop, now the Roman Catholic primate, in rendering the version of the Roman Catholic Scriptures accessible to the very poorest. I can also inform your lordships that I have repeatedly from my own altar called upon my people to purchase them, and that I have gone to the trouble of receiving their small instalments, corresponding with the poverty of their means, 3*d.*, 4*d.*, and 6*d.*, in order to circulate the Word of God; and I presume some of your lordships may be aware that in this undertaking Dr. Crolly had the concurrence of all the prelates of Ulster with whom he was connected. And I can also assure your lordships that in the Roman Catholic body with whom I am identified, at our chapters and public meetings, we consider the clergyman most instrumental in the diffusion and circulation of the Scriptures as the most forward in the discharge of his clerical duties, and as one of the most zealous ministers amongst us." Should you be surprised to learn that in the course of the examination it turned out actually that the Authorized Version of the Scriptures was the version in use in Priest Curoe's schools?—To some extent I should not. Of course I only know the facts as stated there. May I remark that it does not appear the schools were under Protestant management. It rather appears they were his own schools, in which the Catholic children under his direction read the Scriptures and the Protestant children attended, which probably they would have no objection to do. I know they don't distinguish so closely as we do between the two versions. It is not mentioned that it was the Authorized Version. I am quite sure that if his own version was procurable he would have used it; and therefore the statement, as I take it, only amounts to the fact that the reading of the Scriptures, and as I have said, particularly of the New Testament, is a constant, an authorized, and a very laudable practise in all Catholic schools in Ireland, and, so far as I know, in Catholic schools in all parts of the world. It was the practise in the one I was educated in myself. In all these countries the reading of the Scriptures is the commonest thing possible; and I have mentioned one fact that shows how common it must be with Roman Catholics in Ireland to read the Scriptures, namely, that one publisher has found it to his advantage to publish an exceedingly good copy of the New Testament at the price of 4*d.*

15105. Allow me to read another extract and I will close. This question was also put to the Rev. Mr. Curoe, *Q.* "Supposing Protestants to read the Bible in the authorized version, and the Roman Catholic scholars to read in the school *at the same time*, the Bible in the Douay version with notes, would that be contrary to the doctrines or essential discipline of the Roman Catholic Church."—*A.* "Not at all; I do not perceive how it could." Now with such a state of things existing in the North of Ireland for so many years—Roman Catholics mingling so freely with Protestants of different denominations, don't you think you have a fair reason given for the fact you have referred to, of so many Roman Catholics reading the Bible from time to time, and taking religious instruction, with the consent of their parents in those schools in which religious instruction is given by Protestant teachers?—I do not think so, because the evidence you have read refers to Roman Catholics reading the Douay version of the Scriptures, with notes, in the schools. However, they could not read simultaneously in the schools, for they would be reading two different versions at the same time, the Protestants reading the authorized version. You ask me whether that does not make it probable that Catholic parents would desire their children to receive distinctly religious instruction in detail of a Protestant nature. I think it does not, and I mentioned in my first answer that I omitted all consideration of the very numerous cases in the return, which only referred to reading the Scriptures even in the authorized version. With regard to your further question, as I understand it, whether I accept every detail of the statement as to Catholic doctrine or practice by the reverend gentleman whom you have quoted, I will only say he was, I doubt not, a very fair exponent of Catholic opinion, but if it came to a question of detail I would not be prepared to place his opinion in opposition to that of higher and more competent authorities in the same Church.

15106. Rev. Mr. *Cowie.*—Do you not think it is quite contrary to sound policy and to all the principles on which Government is conducted, that the State should enforce any rule whatever upon any community with respect to religious teaching?—I think so, certainly, with respect to the religious teaching of any community. The State may fairly interfere to see that the money is not applied to perverting members of one religion by another religious community—in other words, that the State funds do not go to proselytism.

15107. That would amount to the State enforcing a prohibition, but not exacting the condition; like reading the Bible, for example, in schools?—Quite so. I quite agree with that. It is the duty of the State merely to enforce the prohibition of proselytism, and that upon the ground of securing the freedom of the individual.

15108. Rev. Dr. *Wilson.*—What is proselytism in your opinion?—Without undertaking to give a verbally accurate definition I should say that it is conveying to a person religious instruction different to that of his own Church, with the object of changing his religious convictions.

15109. You don't regard it as involving a change of religious opinion?—As I have stated, "proselytism," as popularly used, and as used by me, and as used in Lord Stanley's original letter, refers more to the attempt or the act on the part of the person who does it than to the result obtained. That is, I should be proselytising a Protestant child if I taught him the Catholic catechism and the Catholic doctrine, although I did not ultimately succeed in making him a Roman Catholic.

15110. When does a person answer the description of being a "proselyte"?—"Proselyte" I suppose is properly equivalent to "convert." A person is a "proselyte" when converted.

15111. Has any one succeeded in establishing half a dozen cases of actual proselytism against the system of National education?—I have stated that it is absolutely impossible—physically impossible—to show a single case of the conversion of a person from one religion to another which could have occured in a National school, because it would be impossible for a person to read his recantation, or formally be received into another Church within the walls of the school. I have also said that it was not only physically but morally impossible to prove that any person changed his religion, even out of the school, solely and entirely in consequence of the instruction received within the walls of the school. That would also be to demonstrate a thing that would be incapable of demonstration, and therefore the question arises, not whether the ultimate result is perfectly attained, but whether the means to attain that result were adopted.

15112. Do you not regard the results obtained very small, considering the efforts made to establish a single case?—The results—meaning as it does in your question, the number of persons finally converted to another religion is a question unascertainable and unascertained; but as regards Roman Catholics, I believe it is inappreciably small, because I believe conversions to Protestantism of Roman Catholics are very rare in Ireland.

15113. One other question I want to ask. Under which system is proselytism more likely to be successful—the denominational system, or the united and now sectarian system of education?—Answering in the concrete, it would in my opinion be much less successful in a satisfactory system of denominational education, in which the persons of each denomination would be able to obtain a satisfactory education in schools of their own religion than in any system of mixed education.

15114. The *Chairman.*—So far as your experience goes, is there practically, much change of religion, either one way or the other in Ireland?—Not very much, one way or the other.

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15115. Mr. *Sullivan.*—With regard to the objections that have been raised to the system, on the score of proselytism, is it not rather to the attempts made, than to the results that have followed, that the real objection lies?—Certainly, we object to the attempts being made. We believe they are generally unsuccessful. But we are entitled to object to a system which allows of it at all.

15116. The *Chairman.*—I presume there is no system under which you would expect to prevent individual zealots making isolated attempts at conversion?—No; and provided they were made in a fair way I would not object. I consider it is the duty of every man to try and bring others to the religious convictions which he holds himself.

[Adjourned.]

Fortieth Day.—Dublin, Saturday, October 24, 1868.

Present:

The Right Hon. The Earl of Powis, *Chairman.*

The Right Hon. The Earl of Dunraven, K.P.
The Right Hon. and Most Rev. The Lord Bishop of Meath.
William Brooke, Esq., M.C.
Rev. David Wilson, D.D.
Rev. Benjamin Morgan Cowie, B.D.
James Arthur Dease, Esq.
Scott Nasmyth Stokes, Esq.
William K. Sullivan, Esq., PH.D.
Laurence Waldron, Esq.

George A. C. May, Esq., Q.C., D. B. Dunne, Esq. } *Secretaries.*

The Right Hon. Robert R. Warren, M.P., Her Majesty's Attorney-General for Ireland, sworn and examined.

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The Right Hon. Robe R. Warren M.P., H.M Attorney-General fo Ireland.

15117. The *Chairman.*—Are you a member of the Church Education Society?—Yes, my lord; I have been a member of the Church Education Society for many years, and I am at present on the committee, and a Vice-President of the Society.

15118. I presume, therefore, you have never taken part in the local management of any schools under the National Board?—I have not; I have been always opposed to the system of the National Board.

15119. Can you offer to the Commission any suggestions or scheme by which you think a system might be provided more generally acceptable than the present?—Yes, my lord, for a long time that matter has been the subject of my anxious consideration. Before I filled the office which I now hold, that of the Law Officer of the Crown, in the month of March, 1867, I drew up the short heads of a scheme of a National Education in Ireland; and my desire in presenting myself to be examined here to-day is, that that scheme may be placed upon the evidence and placed before the consideration of Her Majesty's Royal Commissioners on this inquiry. I shall venture to hand your lordship a copy of that printed paper which I then prepared; and with your permission I would state that the objects contemplated by me in the proposed scheme were to secure for all the poor children of Ireland the uniform system of sound secular instruction; secondly, to provide religious instruction for every child; thirdly, to vindicate for every man who deemed religious education a matter of importance, liberty of religious teaching in those schools; and fourthly, to present no obstacle to a religious man, of whatever creed he might be, whether a member of the Established Church, the Roman Catholic Church, or the Presbyterian Church, from becoming the patron of a school under that system. If those objects could be carried out, I think they are such as would recommend themselves to every friend of education in Ireland.

15120. I presume we may understand that you give your evidence as one whose career as a politician in Parliament is likely soon to close?—Certainly; and probably also the official position which I now hold under Her Majesty's Government.

15121. Will you have the goodness to read the paper which you have prepared?—I shall read the paper if your lordship pleases.

Scheme for National Education in Ireland.

It has been assumed that the united education of the children of the poor in Ireland was possible and desirable. The scheme of the Kildare-place Society aimed at united education, upon the principle of excluding from its system all religious instruction except the reading of Holy Scripture without note or comment, while that reading was made compulsory and universal. This system for some time was liberally supported by the State, and achieved considerable success in the way of united education. However, Government aid was withdrawn about thirty-five years ago, and the system fell to the ground, mainly on account of the opposition of the Roman Catholic clergy to the reading of the Bible without note or comment.

The scheme of the National Board followed, and aimed at united education upon the principle of separating secular from religious instruction, making admirable provision for the former, but none for the latter. The present National system does not directly or indirectly provide for any religious instruction in any school, it permits the patron to exclude all religious instruction from non-vested schools, and neither the Authorised nor Douay Versions of the Bible are ever granted as school requisites. This system has failed as a united system of education. (Return to Parliament on motion of Mr. Butt, 1864.) Notwithstanding the enormous influence of Government exercised on such a loyal body as the members (lay and clerical) of the Established Church—the influence of liberal grants of money, and a legitimate desire to take a leading part in the work of National education, the system has failed to attract the great majority of the clergy or schools of the Established Church; and though money has tempted the Roman Catholic clergy in great numbers to place their schools under the Board, they have done so most unwillingly, and the system has been the subject of unsparing invective and inveterate hos-

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tility on the part of the bishops of the Roman Catholic Church.—(See letter of Roman Catholic Bishops to Sir George Grey, 14th January, 1866, Parliamentary paper, 1866, No. 84. "Baneful system," says Archbishop Cullen, *Freeman's Journal*, January 1st, 1863.) This system ought not and cannot be perpetuated.

What systems of education remain? The denominational system might be tried, viz.:—a system of grants of public money to the ecclesiastical authorities of the Established and other Churches of the country, to be used by them for the purposes of education. This scheme would be most distasteful to laymen, and would not secure a satisfactory system of secular education.*

Another and perhaps the only other reasonable and possible system of education, is one in which secular education should be provided, directed, controlled, and enforced by the State, and religious education should be provided and directed by the patron, clerical or lay, of each school, aided by the State.†

The following abstract or outline of a scheme for education on the last-mentioned system, will illustrate it and explain its nature.

HEADS OR RULES of PROPOSED SCHEME.

1. Three permanent paid commissioners to be appointed by Government. Three unpaid official Commissioners to be selected from members of the Government, and judges of the Superior Courts.

2. Schools for training teachers to be established, as many as required. Separate training schools for different religious denominations. Chaplains or catechists to be appointed by the Commissioners for these schools; a trained teacher to be supplied to any patron, clerical or lay, who shall establish a school, provide a salary, and submit to inspection under the system.

3. Inspectors to be appointed by the Commissioners, who shall inspect and report on every school established in Ireland, the patron of which shall desire inspection. No aid to be given to any school which shall not submit to periodical inspection.

4. School requisites, including books for secular instruction, selected by the Commissioners, shall be granted for the use of every school which shall be inspected. And no other books of secular instruction shall be used in schools receiving aid from Government.

5. Grants of money, more or less, in aid of schools inspected and conducted according to the rules of the system shall be made; the amount of grants to be determined by the Commissioners according to the merits and wants of schools; the number of pupils, and amount of independent support; the good conduct of the master, the general efficiency of the school, and such other considerations as shall seem proper to the Commissioners, having regard to the reports of their inspectors.

6. Every patron, on applying for inspection, shall state the rules according to which religious instruction is or is to be given in his school; and a board, with a legible notice, stating these rules shall be placed over the entrance door of every school-house.

Some will object to the scheme thus crudely presented, that it is fatal to the theory of united education—true, but that theory is proved to be impracticable, and so far as there may have been any united education under the National Board, good feelings have not been conciliated during the last thirty years either between Protestants and Roman Catholics or between Ireland and England.

The Roman Catholic clergy would prefer a system giving them entire control over the secular as well as the religious branches of education. Such a claim is not made by the clergy of the Established Church, or of any body of Protestant dissenters, and is unreasonable.

The proposed scheme would have the advantages (1) of securing for all the poor children of Ireland one uniform system of sound secular instruction, (2) of providing religious instruction for every child, (3) of vindicating for religious men liberty of religious teaching, and (4) of presenting no obstacle to hinder a conscientious man from uniting and co-operating with the State in the great duty of National education, what form soever of Christian faith he may profess.

That, my lord, is the whole of the paper which I have drawn up.

15122. In proposing three paid Commissioners, do you contemplate that they should be chosen with regard to the religious community to which they belong?—Yes, my lord; I do. I wished to propose a scheme which should provide for perfect equality between all classes of persons of different religious faiths.

15123. Have you given much consideration to the question, whether the present system of having a selected list of books should be continued, or whether school managers should be allowed, as in England, to choose their own books, subject merely to a veto on the part of the Commissioners in case of any improper or offensive books being introduced?—I have considered that subject, and certainly the conclusion at which I have arrived is, that a uniform system would be much better. There would be no difficulty in placing upon the lists selected by the Commissioners a great variety of books so as to offer a variety for selection by the patrons of the schools.

15124. Rev. Mr. *Cowie.*—You do not mean a single set of books?—I do not mean a single set of books—several books in history, several books in geography, several dictionaries, so as to offer a selection; but I think that if each patron of a school was allowed to find a book for himself which was not in the list, it would only involve the Commissioners in a very troublesome correspondence and in endless disputes.

15125. Mr. *Stokes.*—Would you exclude from such books all religious matters?—All strictly religious matters.

15126. Would you only admit to the list secular books?—Secular books.

15127. Rev Dr. *Wilson.*—You have said "strictly religious matters;" to what did you allude in that expression?—I alluded to books pointing to differences between the various phases of Christianity.

15128. Does your scheme involve in reference to this department that the book should be permeated with moral truth and historic Scripture references?—That I think would be a matter safely left to the discretion of the Commissioners in selecting the books.

15129. The *Chairman.*—Have you formed any opinion as to the expediency of either the whole or a part of the money paid by the State to schools being dependent on results?—Yes, I think it ought. The report of the Inspectors would regulate everything.

15130. It appears that a considerable number of children in Ireland are apt to remain a long time in the lower classes. Do you think it would be desirable that the time should be limited during which a child should be allowed to remain in the same class?—I should desire not to offer an opinion upon a point which I had not deliberately considered.

15131. Are you aware that in England at present a child is expected to advance one standard in each year?—Yes, I am; but I think it better not to state a crude opinion. I have an opinion which perhaps I may have formed rashly.

15132. In your scheme do you contemplate the religious instruction being as at present given at certain periods?—I contemplate the patrons being perfectly free upon that subject.

15133. What provision do you contemplate in the nature of what in England is called a conscience clause for the children of the minority by this scheme?—I contemplate smaller schools and separate schools.

15134. Do you contemplate any provision for those cases where the minority is too small to provide an

* In 1859 the Church Education Society for Ireland published a letter from the late Lord Primate to the Earl of Erne, dated 22nd September, in 1859, in which his Grace says:—"To commit to the hands of the hierarchy of the Established Church, and the hierarchy of the Roman Catholic Church, an uncontrolled power over two separate grants, for supporting schools for separate education, is certainly not the mode of dealing with this vexed question, which I, for my part, would counsel or advise."

† Nec meus hic sermo. Thus spoke the Lord Bishop of Ossory in 1852—"The mode which suggested itself to me, as it has to many others, and is familiar to many who hear me, is this—that the State should devise and prescribe to all schools in connexion with it, and who receive aid from it, a certain system of secular education, the best that in their judgment can be devised, considering the circumstances and wants of this country; that it should require all schools with which it forms an engagement to carry out this system; that it should ascertain that it is carried out *bona fide* in those schools, by a system of inspection, yearly, half yearly, or quarterly; and further, by making the allowance that comes from the State to the master, depend, either in whole or in part, upon the report of those inspectors as to the progress made in this secular system."

efficient school, taking for instance the National Board standard of 25?—I think the National Board standard would necessarily be reduced on the adoption of such a scheme as that which I venture to present to your lordship at present. I believe there is scarcely, if there is any parish in Ireland, in which there is not some person willing to conduct a school both under the auspices of the Roman Catholic clergymen and of the Protestant clergymen. The assistance that would be given under the proposed scheme to the clergyman of the minority, whether he be a Roman Catholic clergyman or a Protestant clergyman, would help the existing schools, no matter how small the number of pupils may be. I am aware of a school where the number in average attendance does not exceed ten. It is a struggling school, but under this system it would be better even that it is at present.

15135. And what amount of assistance do you contemplate, from economical considerations, the State thinking it worth while to give to schools of ten?—Inspection and school requisites, at all events, which alone would be a very considerable advantage to the present patrons of schools. My scheme does not provide necessarily for anything beyond inspection and school requisites.

15136. In the case of very small minorities, would you leave them either to get such education as they could by themselves, or to take their chance at what the schools of the majority afforded?—Of course they would be left to that alternative; but, I believe, that the result would be that the schools of the minority would be supported by the men who professed the religious belief of the minority.

15137. Would you propose that the Government Inspectors should, in that state of things, make any inspection of, or take any responsibility for the religious instruction given, or that they should confine their inspection to the secular?—They should confine their inspection to the secular. I may add, with reference to the last question which your lordship proposed, that the funds contributed to schools in connexion with the Church Education Society have exceeded, on an average, for the last twenty-five years, £40,000 a year. My impression is, that if this scheme was adopted, with less than even half that sum contributed from voluntary sources, a very superior class of schools would be available for the Protestants of Ireland.

15138. Under your system should you remove the present restrictions as to monastic schools receiving aid from the State?—Certainly.

15139. Did I understand you to say that you proposed that the training schools should be denominational?—Yes, the training schools for teachers certainly, so as to fit them for the conduct of denominational schools—that is, of Protestant schools, or Roman Catholic schools.

15140. Do you propose that those denominational training schools should be wholly maintained by the Government, or that they should be maintained by voluntary associations receiving partial assistance from Government in proportion to the number of scholars they provide for or produce?—I contemplated that they should be maintained entirely by the Government. The training schools at Marlborough-street are at present supported entirely by the State; but assuming these for a moment to be regarded as Roman Catholic schools, they would still be maintained by the State, with the addition of chaplains or catechists, for the purpose of religious instruction. The training schools of the Church Education Society in Dublin and in the county of Cork are maintained entirely by the Church Education Society; I contemplate their being maintained entirely by the State.

15141. Do you look upon the model schools existing in different parts of the country as training schools?—So far as they are connected with training of teachers.

15142. What would you propose to do with them?—Wherever the model school is connected with a training school for teachers there must be some religious instruction connected with the training of the teachers. For instance, there is a model school in Dublin, and there is a training school for teachers connected with it. I would not introduce into the model school any other religious instruction but that imparted by the teachers who are training or practising there; but I would have a chaplain and catechist or more chaplains and more catechists for the teachers themselves who would be instructed in religion at separate hours.

15143. Have you ever visited any of the model schools in this country under the Board?—I have never visited any in the country districts.

15144. In the project of the Board which you have submitted, do you contemplate the three unpaid Commissioners being appointed permanently or being, like the Lords of the Committee of Council on Education in England, named from time to time from the political friends of the Government?—What I contemplated was that the Chief Secretary for Ireland should be one; he is a responsible official, and he is always a member of Parliament, and he could always explain in Parliament and account for the proceedings of the commission; and that the other two should be judges named permanently. But I thought it better, proposing this scheme merely by way of suggestion, not to limit myself by proposing anything in more definite terms.

15145. Why should you propose judges for the other two persons?—They are always persons of high position, and acquainted with the country, and they are supposed to have impartial minds.

15146. Assuming that the Board was to contain an unpaid element, by way of representing the general opinion of the country, why do you prefer the small number you have named to a board such as the present which has varied from about eight to twenty, and, therefore, which enables representatives to be drawn from different portions of the island?—Because I think so large a Board is practically irresponsible to public opinion.

15147. Considering the complaints made by teachers of various classes that their salaries are too small, do you consider that it would be desirable to levy a local rate to secure a due measure of local assistance to meet the contributions of the State?—If the contributions of the State were fairly distributed amongst the various classes of the people, I should see no objection to a rate in aid.

15148. What maximum would you fix for such a local rate, taking the precedents of the maximums that have been fixed in the cases of rates leviable for public libraries in England, or baths and wash-houses in England?—I should not like to undertake to say what would be a reasonable rate; it would depend upon so many contingencies.

15149. Rev. Dr. *Wilson*.—In connexion with this scheme have you taken into account the sources from which all payments would be made to the teachers?—I have taken into account first, the payment to be made by the State, and secondly the payment to be made by local subscriptions in the different parishes where the schools are, and thirdly the payment to be made either from the dioceses or from the country at large.

15150. Should you expect a larger amount of school fees to be paid than seems to be paid generally throughout Ireland now to the teachers in schools under the National system of education?—I think if there was a rate in aid there would be.

15151. You see no difficulty in the way of that rate in aid?—I see none.

15152. Have you any idea as to the proportion you would expect from the funds of the State and the proportion from the locality?—No; I think it would be impossible to lay down a proportion, because there may be a great many children in a very poor district.

15153. Are you aware of the proportion at present?—I am not.

15154. It is stated that about five-sixths of the moneys paid to the teachers under the National Board come from the State—should you think that too large

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a proportion?—I do not think it is too large a proportion.

15155. Then you do not propose any alteration of the proportion paid by the State?—Not of the general proportion; but I think that by means of a rate in aid some districts would be made to contribute which do not contribute anything.

15156. Now, if payments be still expected to come largely from the State, do you think the State would be justified in setting up so many schools, some of them small, in one locality, as your scheme seems to contemplate?—That would be two in each locality.

15157. What do you mean by "locality"?—If a parish was small then one school of each class would be enough in the parish. If two small parishes joined each other, and there were very few inhabitants, one school for two parishes might be enough, of each class.

15158. Now, in districts in the south and west of Ireland, where the parishes are large and the Protestant population very small, should you be satisfied with one school to meet the wants of that portion of the population?—If it were possible for the Protestant children to attend that school, I should.

15159. Otherwise there should be two?—Otherwise there should be two.

15160. You are aware, I am sure, that there are many such parishes?—I am, certainly.

15161. Now, do you not think that your system involves an unnecessary accumulation of schools, due regard being had to the amount to be expected from the State?—I think not, because I think it is impossible to get patrons to carry out religious education on any other scheme.

15162. With regard to the efficiency of a school, does anything depend on the number of children attending?—Probably the master would be paid, to a certain extent, in proportion to the number attending, and everything depends on the efficiency of the master.

15163. You think that the mere number of children attending would not affect the efficiency of the school?—Not necessarily; but probably the master would be paid less where there were few children, and therefore you would not have a man of equal ability.

15164. Is there not a wholesome influence of rivalry excited when the number of children is very large?—That has its advantages; but there are also the advantages of a minute supervision of the master over a few children. There are pros and cons.

15165. Have you never heard, in connexion with the Church Education schools for instance, in some cases the masters become languid and indifferent owing to the fact that they have too small material to attend to?—I have heard it.

15166. Do you think your scheme does not necessarily involve an inferiority of the teachers?—I think perhaps it does; but it is the solution, or it is an attempted solution of a most difficult question.

15167. I presume that there are many parishes in Ireland in which you could not find in any one district of it an average daily attendance of ten Protestant children?—There are certainly some.

15168. Or even five Protestant children?—And perhaps there are some where there are not five.

15169. Considering the class in society from which they should be drawn?—Yes.

15170. Do you regard this proposed scheme as a denominational one?—It is denominational in one sense; that is, that the schools would be attended by children of particular denominations. It is not denominational in another sense; that is, that the grants would not be made to any denomination.

15171. Did I understand you to say that you were not personally acquainted with the practical working of the National system?—So far practically acquainted with it, that I have visited the model schools in this town, and I have occasionally visited ordinary schools in the south of Ireland.

15172. Not the district model schools?—No.

15173. In what part of the south of Ireland?—The county Cork.

15174. Have you ever been in the county Clare or the county Tipperary National schools?—I have never been in a county Tipperary school, but I think I visited schools at Ennis some years ago.

15175. May I ask what is your opinion of the efficiency of the ordinary National schools?—Well, in any way I did not form a high opinion of the class of education; but I am rather unwilling to answer that, because my personal knowledge is so limited that I might be expressing myself unjustly.

15176. What do you mean by united education?—Roman Catholic children, and children of the Church of England, and children of the Presbyterian Church, being united in the same school.

15177. What is the idea you attach to the term?—That is the idea I attach to it.

15178. And in that sense I presume we are to take your statement that you regard the present system as a failure?—Yes; founding my statement mainly on the Parliamentary returns obtained by Mr. Butt, in 1864.

15179. But have you not looked to the annual reports of the Commissioners of National Education themselves?—Yes, very slightly; and I find nothing in these inconsistent with the Parliamentary returns obtained by Mr. Butt.

15180. But the returns obtained by him are of a comparatively old date?—1864.

15181. Has your attention been drawn to the report of the Commissioners of 1866?—I cannot speak of it by date; but I am sure that I have referred to all the modern reports of the Commissioners as they came out.

15182. Are you aware that the Commissioners there say that of the 6,595 schools, 3,720, or 58·4 per cent. of the whole have a mixed attendance?—Yes; meaning by mixed attendance, perhaps, one, two, three, four or five children of one denomination with a very large number of children of another.

15183. But still you regard that as mixed?—They call it a mixture, but I do not consider it a specimen of *bona fide* united education.

15184. But should you regard it a united education if you had five children of the Established Church in a Church Education school, and one Roman Catholic child?—No, I should not.

15185. In no sense then united?—Of course it is in one sense united because the children are united in the same school. I should not consider it a system of united education.

15186. Do you regard the schools of the Church Education Society as presenting fair specimens of united education?—I think they do, more than the schools of the National Board.

15187. Can you say now what is the proportion, what is the per-centage of the mixed education in the Church Education schools?—I have not the figures before me, but my impression is that the number of Roman Catholic children in attendance at the schools of the Church Education Society has been, say for the last ten years, about 9,000 in proportion to about 70,000 Protestants.

15188. Are you not aware—I believe I may say it is acknowledged—that the attendance of Roman Catholic children at Church Education schools is a diminishing quantity?—Certainly; and I have no doubt it will rapidly diminish.

15189. Now do you regard the 2,600 unmixed schools under the Board of National Education, as evidence of a disinclination on the part of those attending them to united education?—Rather evidence on the part of those conducting.

15190. Do you not regard the fact that Ireland does not furnish the materials in different parts of the country for united education?—In some parts of the country it does not furnish the materials; but in many parts of the country it does furnish the materials where united education is not to be found.

15191. To what parts of the country do you refer?—Particularly to the North, where I believe there are schools under Presbyterian management, and schools under Roman Catholic management in the same street.

15192. And should you be surprised to find sepa-

rate schools under Presbyterian management within easy distances of each other?—Not two Presbyterian schools?

15193. Yes?—Well I should ask for an explanation.

15194. Are you aware of the proportion in Ulster itself of mixture of religious denomination as to population—taking the two definite terms of Protestant and Catholic?—I am not prepared to state any figures.

15195. Well, in round numbers I presume you are prepared to admit that the population is pretty equally mixed?—Yes; I should suppose there were perhaps more Roman Catholics.

15196. That is to say the Roman Catholics equal in number, in general terms, the Protestants of all denominations?—Yes.

15197. Now, are you aware that the returns of the Board of National Education show that eighty-three per cent. of the schools in Ulster are mixed schools?—But in some the attendance is very small of the opposite party, whatever it may be.

15198. And are you aware that even Ulster itself does not furnish in all parts of it a fair proportion of mixture as to religious denomination for united education in your sense?—Yes; I am aware that in some districts the Protestant population largely prevails, and in others the Roman Catholic.

15199. Should you be surprised to find in connexion with the report of the Commissioners for 1866, that there has been an increase of mixed schools in every province in Ireland?—No; I should not.

15200. Rev. Mr. *Cowie*.—Would you be prepared to admit its accuracy if you had heard of it?—If I had the report of the Commissioners before me I should have no doubt of its accuracy.

15201. You have not looked into the grounds on which they return schools as mixed schools?—No; I have not.

15202. You are not aware that a school which has had two Protestant children in it in eighteen or twenty years, has been put down as a mixed school for the whole time?—No.

15203. Rev. Dr. *Wilson*.—Are you aware that such a fact exists?—No; I am not.

15204. Now, are you aware that in the province of Ulster, of 152,638 Protestant children, 136,505, or more than eighty-nine per cent. of the whole attend the same schools with Roman Catholics?—I am not.

15205. You say that the National system of education has largely failed to attract the great majority of the clergy of the Established Church?—Yes.

15206. Has not their opposition been gradually giving way?—Gradually in one sense, that is, there is an increased number of schools connected with the Established Church also connected with the National Board, but it is a small increase.

15207. Are you aware that the number of clerical managers of the Established Church has considerably increased?—Not that it has been considerably increased. There has been an increase, I believe.

15208. And the laity largely increased?—I am not aware that there is a large increase on the part of the laity; but I know that the difficulties that the Church Education Society has to struggle with are calculated from year to year to lead to that result.

15209. In reference to the proposed Board, do you not approve of the present representative system?—Do you mean whether I approve of the constitution of the present Board?

15210. Yes?—I do not.

15211. On what grounds?—In the first place everything has a certain political bearing in this country, and I believe that the members of that Board are almost all politicians on one side of politics; and in the second place, I believe that there is no bishop of either church on that Board. I think the bishops, the heads of the Church, who are more directly interested than any others, ought to be upon any Board which fairly represented this country—taking twenty men as members of the Board.

15212. Do you regard the members of the present Board in any other aspect than that of politicians; are they representatives of churches to any extent?—They are to a certain extent representatives of churches.

15213. Do you think that that is an unpleasant element to have in connexion with an administrative Board in this country?—I think they ought to be representatives of churches to a certain extent, and for that reason, in my scheme I suggested that there should be three paid Commissioners, contemplating them as representing three particular churches.

15214. You mentioned, I think, that you should prefer to have judges composing two of the three?—That suggestion I threw out as present to my mind, but I studiously avoided stating that in my printed paper, as I did not consider it at all essential.

15215. You referred to it now in your evidence?—I referred to it in my evidence as my impression; but I was careful not to put it forward as an essential part of the scheme.

15216. What was your reason for suggesting judges?—That judges occupy public positions, exposed to public control, and are trained by their judicial habits to impartiality.

15217. I agree with you in the latter part of the statement most assuredly; but have not judges a vast amount of public business to attend to, which would necessarily interfere with attendance at such a Board?—I did not contemplate the unpaid Commissioners, either the Chief Secretary or the judges, being constant attendants at the Board. I should rather contemplate them as persons to whom the paid Commissioners transacting the ordinary business of the Board would refer upon occasions of difficulty.

15218. It has been stated here, or I think I collected from the evidence, that the judges who are already on the Board are very fitful in their attendance. Should you not think that a necessary result of the duties they have to discharge?—I was always under the impression that Judge Longfield who was for a long time, and I believe is still, a member of the Board, was most regular in attendance.

15219. But may not that be an exception to prove the rule?—I cannot say. I am not in the secrets of the National Board.

15220. Now with regard to the character of the inspection of the schools to which you refer in your scheme, do you regard this inspection as one which should be of a uniform character?—I think that the Commissioners should be entitled to give such directions as they thought fit to the Inspectors.

15221. In connexion with your scheme, do you propose that the Inspectors should be obtained according to merit from different religious denominations in the country?—Certainly.

15222. And that they should be told off by the Commissioners, irrespectively of their religious denomination, to the inspection of schools?—Certainly; and I should prefer an inspection of Protestant schools occasionally, and frequently by Roman Catholic Inspectors, and *vice versâ*.

15223. Do you know anything, may I ask, of the Scottish system of education?—Not enough to give any evidence upon the subject.

15224. I understand that there is a school in every parish supported by a local rate—are you aware of that?—I was not aware of that. I was aware that there were local rates.

15225. And that representative men in Scotland largely attribute the elevation of the country and the position it occupies to the operation of this system?—Yes.

15226. Are you aware that the practice in regard to public schools in Scotland is that secular instruction should be given altogether apart from the religious?—I am not.

15227. You have not read the testimony of Dr. Candlish, a leading man, who is still alive, and of the late Dr. Chalmers?—Dr. Chalmers's writings I have read.

15228. Do you not regard it to be the duty of the State to provide for the education of the poor, and that that provision should be equally accessible to all?—Yes.

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15229. Now if that be so, does not that settle the question of the denominational system of education?—I do not understand in what way the last answer bears upon the question.

15230. That each school should be free to all parties to enter, without any interference, real or imaginary, with the religious views of the parties entering that school?—The solution of that is to have schools provided so that all parties can enter into one or other, free from any improper interference with their religious tenets.

15231. Should you expect from religious sects the distribution of equal justice to all?—I do not contemplate religious sects interfering in them. I contemplate religious sects taking care of their own children.

15232. Now viewing my own order, the clergy, as representing the various religious denominations, do not each proclaim that their primary object is not so much primary education for its own sake as for the inculcation of religious dogmas, and that they regard religious interests rather than primary education?—I think they regard religious interests as inseparably bound up with the primary education of the people.

15233. Is it your opinion that in connexion with the present system of National education, the clergy of all denominations have not ample opportunity, if they choose, to give the fullest and most distinctive religious teaching to the children of their own communion?—I think not.

15234. Viewed in their relationship to vested schools especially, and other schools in the country?—More so in vested schools; but not so in any.

15235. Are you aware that the clergy of all denominations may enter the model schools and the vested schools in the country, and give religious instruction to children of their own communion?—Yes; at certain times, far apart. I think the correspondence between the Bishop of Down and a late Lord Lieutenant of Ireland, the late Lord Carlisle, shows how the clergy and the managers of schools are controlled in the matter of religious education.

15236. Now, as to the clergy of all denominations, are you aware, as a matter of fact, that they do not avail themselves of these privileges?—I am aware that a great many do not.

15237. Rev. Mr. *Cowie.*—I think you said that you wish the patron or manager of a school when applying for assistance to the Board to guarantee the salary of the teacher?—Yes.

15238. At present you are aware that in the National schools the salary of the teacher is wholly paid by the Board?—Yes.

15239. Now, do you think it possible in many cases to secure that assistance from local patrons?—I am afraid that I have not conveyed myself exactly, perhaps, in the paper. What I have stated, or what I meant, is this: that wherever there is a schoolmaster, the Government should supply inspectors whether that schoolmaster is provided by a patron or by the State.

15240. Do you think that the local contribution that the country makes is sufficient to meet what might reasonably be expected?—I do not think it is. I think there are a great many who ought to contribute, and who do not contribute anything.

15241. You have already stated that you thought it was possible to levy a rate in aid?—Yes.

15242. That that principle would not meet with any violent opposition?—I do not think it would.

15243. When such money is raised, under whose management should it be, under local management or under the management of the Central Board?—I think the Poor Law Guardians would probably levy the rate, together with the poor rate, and place it in the hands of the patron of the school.

15244. Would you levy the rate indiscriminately on all persons, or only on those whose religious denomination coincided with that of the school?—I think it should be levied on all indiscriminately.

15245. Might not your system be described as one which was secular in its aspect towards the State, although really both a secular and religious system?—Certainly.

15246. And that would relieve the State from any responsibility with respect to the religious instruction?—The duty of the State, according to this scheme, in reference to religious education, would be two-fold; first, to provide men trained as religious as well as secular teachers, and secondly, to require the patron to undertake religious education. These two things being done, the State would have nothing more to do with the religious affair.

15247. Would you make it a condition that the patrons should provide religious instruction?—Certainly.

15248. But you would not prescribe to him any form of it?—He is to inform the State what the form will be.

15249. Would you exclude a secular school altogether from State aid?—Yes.

15250. Would you admit a Jewish school on the principle of teaching their own religion?—Provided they taught the Old Testament Scriptures.

15251. Would you admit in fact any school which gave some kind of religious instruction?—Some kind of religious instruction.

15252. The *Chairman.*—Should you propose to examine into the quality or quantity of the religious instruction that the patron gave, or be satisfied with his undertaking to give it and leave it to his honour?—I should be satisfied with his undertaking and leave it to his honour. I think it is all that the State could do.

15253. The Lord Bishop of *Meath.*—You have said that you would desire to see a uniform system of secular education?—Yes.

15254. Furnished by books selected by the Commissioners?—Yes.

15255. Now do you think it would be possible to obtain secular books that would be acceptable to all the different denominations of classes in this country?—Scarcely; but I think unreasonable objections would be raised which might be fairly met by the power of the State.

15256. Would you propose that those books should be selected—would you have a board of selection?—The three paid Commissioners would appoint proper officers for the purpose.

15257. The *Chairman.*—Would you have Roman Catholic sets of books, Established Church sets, and Presbyterian sets?—I do not think that would be found necessary.

15258. Taking for instance the question of history; if history were admitted, would not separate sets be required?—Well, I think a history confined to facts might be found which ought to be acceptable to all classes.

15259. The Lord Bishop of *Meath.*—May I ask whether your scheme may be regarded as representing the opinions of a large proportion, if not all, of the members of the Church Education Society?—Certainly not of all; but I believe of many; but I put it forward altogether on my own responsibility.

15260. But of a large majority?—I should say of a large majority.

15261. How far may I ask does your scheme differ from what you conceive to be the opinions of the minority?—I think the minority would require a scheme of National education, which should be as regards members of the Established Church, denominational strictly.

15262. But you consider that that section is comparatively small?—I think it is a small section. In the paper which I have drawn up there will be found a reference to a charge delivered by the Lord Bishop of Ossory in 1852.

15263. The *Chairman.*—What is it that you imagine the minority of the Church Education Society would insist upon in addition to what you propose?—I think the minority, or some members, at all events, of the Church Education Society, would desire the State to adopt Church education; that is, to recognise in schools connected with the State, as an essential

part of education, instruction in the Holy Scriptures, and some instruction also in the Catechism and Articles of the Church.

15264. Do you mean that those persons to whom you refer would require that in schools supported by Roman Catholics the State should insist on reading the Bible?—Yes.

15265. The Lord Bishop of *Meath*.—Your religious scheme contemplates only, if I understand right, the reading of the Holy Scriptures. Would you insist, as a part of the religious instruction, on the teaching of the formularies?—I would allow the patron of the school to require it if he thought fit.

15266. You would give him permission to teach those formularies?—Exactly. I would give him permission.

15267. Mr. *Dease*.—Would you in this scheme propose to exclude the children of parents of different religious denominations from the teacher, from any portion of the teaching that they chose to be free from?—No; my scheme contemplates at least two schools where there is a mixed population; and then, if a Roman Catholic parent wishes to send his son where he will be taught Roman Catholic doctrine, and nothing else, he will choose one school. A Protestant parent will send his son or his child to a school where he will be taught nothing but Protestant doctrine. A parent of either denomination may send his child to a school of the other denomination, if he chooses, but he will do so with his eyes open, because plenty of notice will be set before all the world that this school is a school of such a character: If you enter here, you enter for the purpose of reading the Bible; or if you enter him you enter, as the case may be, for the purpose of being instructed in the Roman Catholic Catechism.

15268. But, supposing the case of a district where there is not a sufficient minority to maintain a school, how would you deal with it?—I do not contemplate such a case. I believe that everywhere a school would be found for the minority; and, in fact, schools do exist for the minority in all parishes of Ireland at present.

15269. And in all parts of Ireland?—In all parts of Ireland.

15270. Do you not contemplate the possibility of there being districts in the south where members of the Established Church are in such a minority that there would not be a sufficient number of them to form a school?—I believe that everywhere, now, either the parish clergy of the Protestant Church, or some Protestant layman, has a school for the Protestants of Ireland, and that no child goes to a National school, because there is no Protestant school for him.

15271. Rev. Dr. *Wilson*.—May I ask has your scheme reference mainly to the poor or to persons of all social ranks?—To the poor.

15272. And are you not aware that there are a very great many parishes in the South of Ireland—I could name several of them in the county of Limerick—where the Protestant population could not furnish half a dozen pupils to be placed on the roll of such a school?—I am not aware of such a case in the city of Limerick. Limerick is a small town in extent; and there is no difficulty in a child living in one part of the city of Limerick attending a school in another part.

15273. I am not speaking of the city but of the county of Limerick; and I could name some parishes—the parish of Mungret, for instance—where it is often the case that there are not more than half a dozen Protestant children, and some of these, perhaps, dissenters. Is there a school in that parish?—I do not know whether there is a school in that parish or not.

15274. Or near it?—Or near it. I don't know.

15275. And, for instance, there is a parish named Parteen, within two miles of the city of Limerick, going up towards the mountains, and in the National school in that district I presume there are not three children of the Episcopal Church, and there is no school of the Church Education Society, or Protestant school of any kind; how would you manage for three children in such a place as that?—Well, if such a state of things exist, and there is no school for them to go to, it would be an evil without a remedy—an evil which my scheme affords no remedy for.

15276. Mr. *Stokes*.—Can you say, as a matter of history, whether the opposition raised against the Kildare-place Society extended beyond the Roman Catholic clergy?—Originally it did; but at the time it was done away with, I think it conciliated all classes except the Roman Catholics.

15277. Was there a time when the opposition was displayed more by the Protestant bishops and clergy than by the Roman Catholics?—Perhaps more; perhaps they were more active in displaying their opposition.

15278. Are you aware that the National school books comprise a large portion of Scripture history and of other matters of a religious tendency, and that in every National school a table with the Ten Commandments printed on it is displayed on the wall?—Yes; but I do not think that their school books give the least idea of doctrinal Christianity.

15279. Is it quite fair to say that no religious instruction is given directly or indirectly in any school?—I say no provision for religious instruction is made; I think that the mere holding up of the ten commandments is not giving religious instruction. It is not instructing the children in them.

15280. Would you say more fully what you contemplate, in order to provide that the secular education should be directly controlled and enforced by the State?—This, that the State should prescribe a certain class of books, and require that class of books to be used; and, if upon inspection it was found that the children were not instructed in those books, that the State should stop the grant.

15281. Do you contemplate compulsory attendance at school?—Certainly not.

15282. If the patron in every school is free to teach what religion he pleases, as and when he likes, what do you gain by limiting freedom of choice, in regard to books?—To secular books, because otherwise books might be introduced which would not teach the subjects provided to be taught in those schools.

15283. But would there be anything to prevent a teacher, on a secular book, from raising any religious question he wishes to introduce?—Certainly not—a religious question; but books of an immoral character, or of a disloyal character, or revolutionary character, might be introduced.

15284. What would you gain by compelling a patron to state his rules of religious instruction when he applies for aid?—In the first place, because I think it is the duty of the State to get some security for religious education in the school; and, secondly, that there should be no deception, and that the world, and the inhabitants of the district, may know what is the character of the school.

15285. Would the patron be free to change his religious rules?—Certainly not.

15286. And how would you prevent his changing?—If it was ascertained by the complaints of the neighbourhood, or anything of that kind, that the school was not, in fact, conducted on those principles of the scheme, of course the Commissioners would at once interfere.

15287. Do you contemplate any assistance towards the erection of new schools?—Towards the building of schools, of course that is a detail which the Commissioners might or might not enter into.

15288. If such schools were built with aid from the State, what provision would you make for the religious instruction?—None, beyond what I have stated.

15289. Would you leave the choice of religious instruction to the person who first applied for aid?—The person who applies for aid says "I am going to conduct a school for such and such a purpose, will you give me the money to build the school?" The Commissioners, if they see that it is a proper case, will give the money; and withhold it, if not.

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15290. Would you require a system of accounts to be kept by patrons receiving aid from rates or taxes?—Yes; I think that accounts should be kept of all moneys received for the support of the school.

15291. You are aware that the Christian Brothers and members of other religious communities are now subject to very serious penalties. In admitting them freely to teach schools aided by the State, would you propose to repeal those disabilities?—I am not aware of any disabilities that the Christian Brothers are subject to.

15292. You are aware of the provisions of the Emancipation Act?—There are provisions against Jesuits in it; but I am not aware, so far as I know, whether the Christian Brothers are amenable to the Act of Parliament. I would rather not be called upon to inquire into that matter now.

15293. Is there not a provision relating to persons bound by monastic or religious vows?—I do not know what is the constitution of the Christian Brothers, and I would rather not, as it might be my duty to direct a prosecution.

15294. Bound by "monastic or religious vows"?—Well, I should consider monastic vows religious vows, but, I do not know whether the Christian Brothers are bound by any vows. In Flanders and the low countries there are religious societies which I have always understood were not bound by any vows; and the Christian Brothers may, for all I know, be free from vows.

15295. Of course it would be improper to say that any particular person was bound by religious vows, but I may say of the body that they are bound?—Well, I was not aware of that.

15296. Would you allow men to remain under penalties—first of misdemeanour and then outlawry—on the one hand, and pay them as schoolmasters on the other hand?—Certainly not. I think the State ought not to pay a salary to anybody who is wilfully violating the law of the land; but I answer that, not knowing whether the Christian Brothers are violating the law of the land or not.

15297. Mr. *Dease.*—Would you extend that to the case of a Roman Catholic Bishop who in assuming the title of his diocese is violating the law of the land?—Certainly; but I have always understood that the Roman Catholic Bishops themselves do not assume the name and title. I never saw a document signed by a Roman Catholic Bishop styling himself by the name of his diocese.

15298. Do you propose that the books used in schools should be issued by the Commissioners?—The fourth rule which I suggested was that, "school requisites, including books for secular instruction, selected by the Commissioners, shall be granted for the use of every school which shall be inspected, and no other books of secular instruction shall be used in schools receiving aid from Government."

15299. Selected by the Commissioners?—Selected by the Commissioners.

15300. Would you by the word "selected" mean "approved"?—Certainly.

15301. So that that would leave it in the power of any religious body to prepare books that they thought would be unobjectionable, according to their views, and to ask the Commissioners to place them on their list?—To get the Commissioners to place them on their general list.

15302. Would you propose, under such circumstances, that those books should be then issued, as the Board's books are now, at reduced prices?—Certainly.

15303. All the Board's books for secular instruction should be granted at a reduced price?—The books on the list. I have already stated that there might be several sets of books—several sets of spelling-books, several sets of geographies, and so on, and then the patron of the school would apply for such of those books as he required.

15304. And also of reading books?—And also of reading books.

15305. Would you object, Mr. Attorney-General, to any volumes, exclusively of poetry, being prepared by different religious bodies, and sent for approval to the Commissioners?—Certainly not.

15306. Would you propose an alteration of the present rule, which prevents grants for building schools being given for convent schools?—I would not, if a proper case was made to satisfy the Commissioners.

15307. What would you consider a proper case?—The necessity for a school, and the want of private means to build the school.

15308. Does your scheme propose or contemplate the granting by the State of any aid for the building of future schools that may be required?—I answered one of the Commissioners already to the effect, and I merely wish to repeat that that would be a detail entirely within the power of the paid Commissioners.

15309. Supposing that were done, do you see any reason why any distinction should be made between grants for conventual schools and grants for schools taught by laymen or lay women?—I do not.

15310. The *Chairman.*—Due security, I presume, being given to the State that the building, when completed, should be continually used for education?—Certainly; devoted to that purpose, and of course subject to State inspection. State inspection is the great security which the State would have for *bona fide* education.

15311. Mr. *Dease.*—In reply to a question of Mr. Stokes's you stated that you thought religion was not taught at present in any of the National schools in Ireland. Your scheme says—"the present National system does not, directly or indirectly, provide for any religious instruction in any school"—am I to understand you to state your opinion that religious instruction is not given in National schools?—I have no doubt that religious instruction is given in most National schools, according to the will of the patron. For instance, in all schools of which the Roman Catholic clergyman is the patron, I have no doubt religious instruction in Roman Catholic tenets is given; and in schools of which a Protestant clergyman or layman is patron, religious instruction in the Holy Scriptures is given, on the other hand.

15312. I think your scheme contemplates the appointment of three unpaid official Commissioners, whom you think should be judges of the superior courts?—Yes; and the Chief Secretary for Ireland.

15313. Would you contemplate that these judges should necessarily be, in so far as their religious belief went, representatives of the different religions in the State?—I do not contemplate that. That would be a matter I think for whoever had the nomination.

15314. You think that the three paid Commissioners should be necessarily representatives?—That is what I contemplated, and that was my reason for extending the number to three.

15315. But you would not extend that necessarily to the judges?—I would not extend that necessarily to the judges.

15316. Mr. *Stokes.*—May I ask you to read the 33rd and 34th sections of the 10th George IV., chap. 7?—Yes:—

33rd. "And be it further enacted, that in case any Jesuit, or member of any such religious order, community, or society, as aforesaid, shall, after the commencement of this Act, within any part of the United Kingdom, admit any person to become a regular ecclesiastic, or brother, or member of any such religious order, community, or society, or be aiding or consenting thereto, or shall administer, or cause to be administered, or be aiding or assisting in the administering or taking, any oath, vow, or engagement purporting or intending to bind the person taking the same to the rules, ordinances, or ceremonies of such religious order, community, or society, every person offending in the premises in England or Ireland shall be deemed guilty of a misdemeanour, and in Scotland shall be punished by fine and imprisonment." 34th section. "And be it further enacted, that in case any person shall, after the commencement of this Act, within any part of the United Kingdom, be admitted or become a Jesuit, or brother, or member of any other such religious order, community, or society as afore-

said, such person shall be deemed and taken to be guilty of a misdemeanour, and being thereof lawfully convicted, shall be sentenced and ordered to be banished from the United Kingdom for the term of his natural life."

15317. Now supposing the Christian Brothers to come within the danger of these sections, would it not be necessary either to change the law, or exclude them from State aid?—Certainly.

15318. Master *Brooke.*—With regard to the rate which has been spoken of for the purpose of education, suppose we take for example a parish in the North of Ireland, where there are Roman Catholics, Episcopalians, and Presbyterians, how would you divide the rate for the maintenance of schools?—It would be divided, I think, according to the schools in the parish.

15319. Without reference to the faith or the creed of the individual paying the rate?—Each school would be fixed as belonging to a particular denomination, and the rate in aid would be distributed amongst them without reference to the religion of the person who pays the rate. I think the rate in aid would be levied for a National purpose.

15320. And the distribution would be by the Commissioners I presume?—According to the rules laid down by the Commissioners.

15321. There would be cases where the proprietor of the land, who might be a Protestant, would pay the largest part of the rate, and the Protestant school be extremely small, and the Roman Catholic school very large; in that case he must pay the rate for the Roman Catholic school?—Yes.

15322. Would you contemplate a subdivision of that rate according to the number of pupils or according to the expenditure of the school?—I merely contemplate in general the justice of a rate in aid for the purpose of education, without considering how the details of that measure would be carried out.

15323. A gentleman who was examined here two days ago, and who appeared to have thoroughly considered the matter—the Rev. Mr. Andrews, of the diocese of Ossory—suggested that there should be a uniform rate for all Ireland, but that each denomination should contribute its own payment for its own schools, and then, if that was not sufficient, the Government should make up the deficiency?—That would be a very desirable scheme to adopt, if something was not done of the nature I have suggested; but if the Government undertakes to assist all schools with the assistance of a rate in aid, then I do not think the other scheme would be just.

15324. It might be unjust. There might be Episcopalian contributors holding the greatest portion of the property, while the Roman Catholics wanted it most?—Yes.

15325. With regard to the case Dr. Wilson put of a very few Protestant children in a parish, or what hardly occurs, very few Roman Catholic children in a parish, the large majority being of another creed, and the minority so few that it would not furnish more than three, or four, or five children to a school, it would become probably in that case almost a matter of necessity, that the children of the minority should not have a school of their own, but go to the other school for instruction. Have you ever thought of providing for such cases by a conscience clause?—I have thought a great deal about a conscience clause, but I never could satisfy my mind how a conscience clause could be worked in this country. I don't think that those children going to a Roman Catholic school, with a notice on the door that it was a Roman Catholic school, would be worse off than they are at present, going as they do to monastic or conventual schools.

15326. You would rather abolish the apparent protection?—I would rather abolish the apparent protection, which is no real protection in a school altogether conducted by persons of a particular faith. I think a school conducted by a Protestant clergyman as patron, and a Protestant master teaching all the children, would be a place where the religion of the Roman Catholics would not be protected by any conscience clause. In the same way I think that in a school conducted by a Roman Catholic priest, and instructed by a Roman Catholic teacher, the religion of two Protestants in a school, say of fifty or sixty Roman Catholics, would not be safe, or be protected by any conscience clause.

15327. Have you reason to think that that is the common impression among the members of the Church Education Society?—I think that is the general impression.

15328. That it is not worth keeping up an apparent protection which is no protection in reality?—Yes.

15329. Mr. *Dease.*—In reference to your last statement in answer to Master Brooke, do you not consider that any conscience clause can protect against the possibility of undue interference the children of the minority?—I did not use the word "undue interference," but I spoke of the general atmosphere of a school so conducted, as being utterly incompatible with the healthy growth of a child's religious faith.

15330. That being so, is it then your opinion that, although there is a conscience clause, Protestant or Presbyterian children attending schools, the patrons and teachers of which are Roman Catholics, are not protected from interference with their faith by such clause?—I think not, and I think it is impossible they could.

15331. The *Chairman.*—Supposing any religious body thought it desirable to have a secular book on any subject, say geography, history, arithmetic, or anything else of its own, should you object to that body propounding the book to the Commissioners for their approval?—Certainly not, but if I was advising the Commissioners I should say they would act very imprudently if they took a particular book for a particular school which they did not adopt for general use. I think there would be no objection to their placing a book upon their list at the instigation of any body to be used when applied for, but they would involve themselves in an overwhelming correspondence, and endless disputes if it was open to any person to say—"introduce this book for me for my school."

15332. My question had reference rather to books prepared for a particular religious body?—I think there would be no objection to introduce them.

15333. Mr. *Dease.*—With regard to the rate, do you propose that it should be levied as the poor-rate is, and paid half and half by the occupier and owner?—I think that that would be a very good mode of levying the rate, but I always thought it was utterly immaterial how the rate was levied, for it is paid by the owner of the land.

15334. I mean to say, supposing you are going to impose a new tax, would you levy it from the landlord direct, or from the occupier direct; and if from the occupier, would you give him the right he now has with regard to the poor-rate, of deducting one-half from the landlord?—I think that would be the proper mode of levying.

15335. So that it would be paid share and share alike in future on the present lettings?—Yes, on the present lettings.

15336. The *Chairman.*—I suppose, for the sake of economy in the collection, you would have it collected as an additional 1*d.* or 2*d.* to the poor-rate?—Yes, whatever the sum was.

15337. Mr. *Dease.*—The point I want to arrive at is whether you would have it treated like the poor-rate or the county cess?—Like the poor-rate.

15338. Of which the landlord pays one-half?—Yes.

15339. With regard to Inspectors, you say that they should be appointed by the Commissioners. The system you sketch out, being practically a denominational one, would you propose that the Inspectors should be of a particular denomination—that the Inspector inspecting a Protestant school should be a Protestant, and *vice versa*?—Certainly not, I have expressed myself already, most strongly, that I thought it most desirable a Roman Catholic Inspector should inspect Protestant schools and a Protestant should inspect Roman Catholic schools—not necessarily, but occasionally.

Oct. 24, 1868.

The Right Hon. Robert R. Warren, M.P., H.M. Attorney-General for Ireland.

15340. Would not that give a great preponderance as regards the matter of patronage to Protestants in the way of inspection, there being so many more Roman Catholic schools than Protestant ones in the country?—There probably would be more patronage given to them; and, I think, it would not be unreasonable. In the same way there would be more Roman Catholic teachers.

15341. In the appointment of chaplains to the training schools, you state that chaplains or catechists would be appointed by the Commissioners for these schools. Would you propose, in the case of the training schools for Roman Catholic teachers, to recognise, or not to recognise, the authority of the Roman Catholic bishop of the diocese to have any *veto* to such appointment?—I speak really without much information on the subject; but I am under the impression that no Roman Catholic clergyman will accept any appointment if he is forbidden by the bishop of the diocese.

15342. Has not that resulted hitherto in some institutions that were intended to have chaplains not having any?—That is not the fault of the State.

15343. Would you contemplate the probability of such a case arising in regard to these schools, or would you recognise that authority, and so prevent the possibility of its occurrence?—I should rather not give a hasty answer to that question. I think that is a matter of detail. The essential thing is that there should be chaplains for the religious instruction of the teachers of different denominations.

15344. Rev. Dr. *Wilson.*—Does it not involve a very important principle in connexion with your scheme?—Do you mean whether there would be a *veto* on the appointment?

15345. I mean the necessity of such appointments?—I think that Roman Catholic clergymen ought to be as free as the Protestant clergymen to accept a chaplaincy.

15346. Mr. *Dease.*—But if a Roman Catholic clergyman does not think so, and his Church does not think so, how would you meet the case?—That is an evil, and it is not for me to provide a remedy.

15347. Rev. Mr. *Cowie.*—Would it not be a much simpler plan to abolish the establishment in Marlborough-street altogether, and let each denomination have its proper training school, and let the teachers trained by them be sent to a central Board for examination, and if competent, they could there have their certificates?—I should very much prefer that.

15348. Mr. *Dease.*—Under such circumstances no such difficulty as that to which I allude would arise, namely, the difficulty of an objection being raised by a Roman Catholic bishop to any appointment made?—The important thing is to have the teachers properly trained as secular teachers, subject to the control of the State, for I think it essential the State should have the entire control of the secular education of the country, and not trust it either to the Protestant clergy and bishops or to the Roman Catholic clergy and bishops

15349. Inasmuch as the teachers under the denominational system would necessarily become to a certain extent teachers of religion as well as of secular matters, would it not be indispensable that they should have the authority of their diocesan or clergy to teach, and would it not be necessary that they should be trained under a system that would be acceptable to those authorities?—I think so.

15350. And is it not a matter of fact that where it has been attempted to appoint chaplains, or where chaplains have been appointed, and the authority of the bishop has not been recognised, the thing has been a failure?—The appointments have been made in a great number of cases. The instances have been very few in which such difficulties have occurred. We have chaplains of gaols and of poor-houses throughout Ireland. One may remember two or three instances perhaps in the course of twenty years, but it is very rare case in which any difficulty has occurred.

15351. Mr. *Stokes.*—Generally speaking, do you think your scheme would satisfy the Roman Catholics of this country?—I think it would thoroughly satisfy the Roman Catholic laymen of the country.

15352. Rev. Dr. *Wilson.*—You make a distinction between laymen and the bishops?—I do, because I think the Roman Catholic bishops are anxious to have the entire control both of the religious and the secular education of the country, and I would not give that power either to the bishops and clergy of the Protestant Church or to the bishops and clergy of the Roman Catholic Church. It is of more importance to consider what is for the interest of the laymen.

15353. Mr. *Dease.*—Do you consider there is any marked difference of opinion and wishes between the Roman Catholic laity and that expressed by the Roman Catholic clergy upon the subject?—Upon many subjects in connexion with education I believe there is. For instance, upon the subject of a charter to the Queen's University, so much considered this year, I believe the feelings of the Roman Catholic laity and the Roman Catholic bishops are altogether opposed one to the other.

15354. With regard to the question we are discussing, may I ask upon what you ground your belief that there is a divergence of opinion between the bishops and the laity?—I ground it upon opinions I have heard expressed by Roman Catholic laymen.

15355. Has anything ever emanated from the Roman Catholic laity as a body, or publicly from individuals amongst them, that would lead you to believe that such was the case?—I am not able to refer to any public documents or public acts connected with the subject.

15356. Do you believe the Roman Catholic laity, if they held that strong opinion, would as a body or as individuals refrain from expressing it?—It is difficult for me, who am a Protestant, to discuss the position of the Roman Catholic laity as regards their clergy; but I believe the subject of education is considered in the Roman Catholic Church as a subject of morals, connected with religion, over which the hierarchy of the Roman Catholic Church think they ought to have the exclusive control. I believe the Roman Catholic laity don't like that and won't submit to it.

15357. Do you think it is possible to carry on a system of primary education in Ireland which will not satisfy the Roman Catholic bishops in these essentials?—I think it would be possible to carry on this scheme, although the Roman Catholic bishops would not be thoroughly satisfied with it, because it would not give them the entire religious control of the system.

15358. What would be your specific objection to so modifying the scheme, that it might be made entirely acceptable to the Roman Catholic bishops?—Because I don't think that there would otherwise be a *bonâ fide* system of secular instruction established in the country.

15359. Would that not be provided for by the system of inspection—payment by results?—The system of inspection must be on a system recognised by the State. The system recognised by the State can only be extracted from the books selected by the State for the instruction of the pupils, and if the books are to be selected by the Roman Catholic bishops as distinguished from the State, I don't see how there can be an effective inspection.

15360. Not as regards a certain minimum of literary acquirements for which the teachers would be paid?—The teachers must be paid to instruct according to the books.

15361. As regards the chief matters being taught in schools—those things which the great majority of the children attending schools in the country are engaged in learning—reading, writing, and arithmetic, do you contemplate any difficulty?—If the education of the State was limited to that I should contemplate no difficulty.

15362. Is it not the case that the great majority of the children attending schools in Ireland do not get beyond that, and their education in that department is very limited?—I think the majority of the children

do get beyond that. They may not acquire those things perfectly, but I think they acquire a knowledge of a great many other things.

15363. Of what description?—Geography, and to a certain extent mathematics.

15364. Mr. *Stokes.*—Would it be your opinion that it is worth while to upset the present system in order to introduce a change that would not be perfectly satisfactory to the majority of the people?—I believe the present system is as unsatisfactory as anything could possibly be to all except a comparatively small section. One of the Commissioners addressed me a question about the Roman Catholic bishops being satisfied. I believe they are unanimously opposed to it, and have expressed themselves in the strongest possible terms of opposition to the present system, and I believe they will gradually acquire power so as to overthrow the present system, or to divert it altogether from its present character.

15365. Is not that opposition which you refer to confined very much to the training and model schools?—It is chiefly confined to them, but the denunciations for instance of Cardinal Cullen are not confined to the model schools, but addressed to the whole system. He has described it as a "baneful system."

15366. Mr. *Dease.*—Do you consider the reason of the opposition, is to any extent, because they have not quite as much power over the education as you seem to think they want?—Perhaps that may be one cause, but the great reason is—the great reason expressed at all events by the Cardinal is, that it is not a religious system, and that there are restrictions upon the religious education of the children of his Church.

15367. Do you think they would be satisfied with a training system, where they had not a certain control—a control that a Roman Catholic bishop expects to have, and which Catholics think he has a right to have in his diocese over the appointment of the chaplains in those training schools?—Well I assume that the bishop would be consulted, and would have great weight in the selection of chaplains in the training schools, but as to actually satisfying any man of any creed it is rather a hopeless thing to expect.

15368. You think that nobody can be satisfied?—I rarely meet people who are satisfied.

15369. The *Chairman.*—Do you contemplate teachers offering themselves for classification who have been trained in other places than in colleges either maintained or assisted by the State?—I think it would be open to everyone.

15370. Rev. Dr. *Wilson.*—You are aware that in the opinion of many parties, owing to the action of the Commissioners of National Education, the present system is largely denominational?—Yes.

15371. But denominational with a conscience clause?—Yes, with a conscience clause.

15372. Can you specify any case of proselytism, so far as a Protestant child was concerned, owing to the fact of his having received his education in any of the National schools in the country under a Roman Catholic teacher and management?—No, nor can I specify a case of a Roman Catholic being proselytized in a Protestant school.

15373. I believe this proposed scheme is largely to meet different denominations?—Yes.

15374. With regard to the division of the rate in aid, how should you deal with districts in the north of Ireland, where in addition to the three leading denominations you have a fair sprinkling of Methodists, Baptists, Independents, Unitarians, and others?—Unitarians, I believe, generally belong to the Presbyterian body, and with regard to the Baptists and Wesleyans, I never found any claim put forward by them to have separate schools.

15375. Are you not aware that the Unitarians are wholly distinct from the Presbyterian body in this country, so called?—I am not aware. I thought they were both governed on the same Church principles.

15376. Are you not aware that their doctrines are diametrically opposed?—On one subject I believe they are.

15377. Then how could you expect instruction to be given to Unitarian children in a Presbyterian school?—I should suppose that when the Unitarians are in such numbers as to form a congregation, we might expect they would establish a school for themselves.

15378. Does not this division of the rate in aid necessarily imply a part of the money contributed by Protestants going to the support of education—religious as well as secular—of Roman Catholics, and the money contributed by Roman Catholics going in the same way to the education of Protestants?—Yes, just as the taxes of the country go to Roman Catholics and Protestants alike.

15379. Do you think it would be satisfactory to the Protestant community?—I think they would have no reasonable grounds of objection.

15380. Does not that proposed division of the rate involve the Protestants paying for the religious teaching of Roman Catholics and *vice versa*?—Certainly.

15381. Should you not regard this part of your scheme as involving a principle of indiscriminate endowments?—To a certain extent it does, and to that extent I have no objection to it.

15382. I think you stated that by your scheme you would provide first trained religious teachers for all denominations?—Yes.

15383. And that you would provide that religious instruction should be given in every school?—Yes, that the patrons should undertake to give it in every school.

15384. Does not that involve the State in the payment and support of opposing religious systems?—Certainly.

15385. Mr. *Dease.*—Is not that recognised already in the payment of chaplains of gaols and poor-houses?—Certainly, and in a variety of other ways.

15386. Mr. *Stokes.*—You contemplate two schools in each parish?—I do.

15387. And you consider that two schools in each parish—one Protestant and one Roman Catholic—would, generally speaking, meet the wants of the people?—Generally speaking, I do.

15388. Then on what principle would you provide three paid Commissioners of three religions?—Because in some parts of Ireland it will be necessary to have three schools. In some there might be two schools—one Presbyterian and the other Church of England, or one Presbyterian and the other Roman Catholic, and to represent the Presbyterian body I think it fair and reasonable that there should be a paid Commissioner of that denomination.

15389. How do you contemplate such a Board would practically work?—On the principle of mutual forbearance.

15390. Would not the Roman Catholic Commissioner, who would represent the vast majority of the people of this country, always be in a minority on debatable questions?—I hope not.

15391. Mr. *Dease.*—May I ask which of the other two would you expect to agree with him?—Sometimes one and sometimes the other. It depends upon the question. I am quite sure that upon this subject of education, I agree with Roman Catholics on some points as against Presbyterians, and also on some points against members of my own Church—that is, on matters of principle.

Oct. 24, 1868

Wm. Cotter Kyle, esq.

WILLIAM COTTER KYLE, Esq., LL.D., sworn and examined.

15392. The *Chairman.*—Are you Secretary to the Clare-street Commissioners?—I am, my lord.

15393. What is their official title?—Commissioners of Education in Ireland—that is their corporate title.

15394. Are they a corporate body with a common seal?—Yes, my lord.

15395. What does their property consist of?—Chiefly of land endowments of the schools.

15396. Are those endowments appropriated to particular schools, or are they a general fund disposable by the Commissioners at their discretion?—They are specially devoted to distinct and separate schools, my lord, and cannot be appropriated from one to the other. The accounts have to be kept perfectly separate and distinct. When I say they cannot be appropriated, there is a small exception with regard to one class of schools, where if there is a surplus it may be applied towards the building and repairs.

15397. Will you enumerate the schools that have these separate estates?—I had better refer to the Report of the Endowed Schools Commissioners. There are seven Royal schools which have estates. These are the principal estates.

15398. Are these Royal schools schools of a superior class?—Yes; they are grammar schools corresponding to a great extent to the large schools in England.

15399. Do the Commissioners maintain any schools for primary education?—A few they have established for the tenantry on their own estates, which form the endowments of those classical schools.

15400. That is as landlords, and not as public officers?—As landlords they thought it part of their duty, after a long discussion as to whether they could apply the funds for that purpose, they subsequently decided that they could do so, and they have built in two or three instances school-houses on their own estates for the benefit of their own tenants. Those are strictly primary schools.

15401. Are those schools in connexion with the National Board?—Some of them.

15402. With what body are the others in connexion?—They are not directly in connexion with any—they are under the Board. There is one that has been recently built, and has not yet been opened, because the intention is or was to place it in connexion with the National Board, and we got from it all the necessary documents to enable us to build it, but we have been unable to open it as yet, in consequence of the parish priest, who was to have been one of the joint managers of the school, a non-vested school, having refused to act with anybody else. He must have the whole and sole control of the schools, and the power of appointing and dismissing the master. That matter is still in abeyance, and has not been decided as yet.

15403. How many schools belonging to your Board are under the National Board?—Well, I think there is only Kilbricken, in the Queen's County. That is the only one that is distinctly under it. The school I was alluding to, it was to have been, and probably will be, under that Board, if we can arrange matters.

15404. What is the name?—The King's Island school.

15405. What are the primary schools supported by your society not connected with the National Board?—There is Mullaghmore for the tenantry of the Armagh school estate; Townawilly, which is for the Raphoe school estate. Kilbricken is in connexion with the National Board, and King's Island was to have been. These are the only ones we have in connexion with the National Board.

15406. Will you enumerate your other primary schools, and say with what body they are in connexion?—There are very few primary schools of any kind we have any connexion with; almost all have some classical education connected with them. Tullyvin is a primary school, not in connexion with the National Board. It is a private endowment for purely Protestant principles by persons professing Protestant principles.

15407. Is the endowment held by your society as trustees?—Yes.

15408. Proceed with your list of primary schools maintained by the Commissioners as landlords that are not in connexion with the National Board?—Mullaghmore is not in connexion with the National Board; Townawilly is not in connexion with the National Board; Kilbricken is in connexion with the National Board; King's Island is intended to be in connexion with the Board. It is in the county Tyrone, Tullyvin is in the county Cavan, and Kilworth is a primary school, but is under Protestant control.

15409. Are any of these schools in connexion with the Church Education Society?—No, not strictly. The one at Mullaghmore, the clergyman who was rector of the parish, and also a member of the Board of the Endowed School Commission, for a while got that school under the Church Education Society, and it got school requisites from that society; that has not been so lately, nor for several years.

15410. What system of supervision or inspection have you for those schools that are not under the National Board?—We have none. We have no power to pay the expenses of any person going round or visiting these schools, and that is a defect. I myself took the liberty of strongly calling the attention of the Endowed Schools Commissioners to this, and also the Commission that sat in 1835.

15411. What is the reason why, as the Commissioners have one or two schools under the National Board, that under these circumstances they do not put them all under the Board?—They are anxious to do so, but it is difficult to get persons to act as joint managers of non-vested schools. In the case of King's Island the house has been built, and ready to be opened upwards of a year, and the intention was to make it a non-vested school, of which the parish priest and the clergyman of the parish were to be the joint managers; and everything went on smoothly until the school was about being opened, and then the parish priest said he would not allow the clergyman to act with him. Then we offered to put a layman, the agent, with him, but he would not have that. Then I was going to act with him, but he would not have me either. He said he should have the whole and sole control of the school in his own hands.

15412. Why does the society require there should be, if there is a difficulty, joint managers of their schools?—It must be in consequence of the difference of religion, I believe. The principle is that there is generally a joint management of non-vested schools. It is not a subject with which I am very well acquainted.

15413. Is there anything to prevent the nominating any of the trustees or of their officers as patron of the school, and putting it under the Board, and thereby securing the benefit of inspection?—That was thought of before, and it was tried; but in this case I communicated with the Roman Catholic clergyman, and said that I would become the patron; and I also undertook; for the children who attend the school are almost exclusively Roman Catholic, and I undertook to him that I would get the National Board to select for that school a master who should be a Roman Catholic; but he said he would not allow anyone to interfere.

15414. In those National schools which are not in connexion with the National Board, who appoints the masters?—The Board of Commissioners.

15415. And do they leave that master without supervision from one year to another?—No, for every half year he is obliged to send returns of the work done in the school to the Commissioners, and a return of the course of education, and the agents, though not officially, constantly look in and examine, though not appointed regular visitors.

15416. Are there any schools maintained by the Commissioners out of the trust fund, in which primary

education is carried on?—Except those I mentioned there are not.

15417. Is there anything in the society's trust deed requiring them to devote their attention to either primary education or the education of the poor?—No, there is not.

15418. What are the present annual revenues of the several school estates?—I did not come prepared to answer that question at all, but, if I might take the liberty, I would refer you to the report of the Endowed School Commission.

15419. Can you give us the reference?—You will find it more in the evidence. I had no idea that your lordship was going into these facts, except as to primary schools.

15420. Rev. Mr. *Cowie.*—Do you publish the details of the schools annually?—We every year send the Lord Lieutenant a report, which is laid before Parliament, and is published as a Parliamentary paper. That is the general practice.

15421. Does that report enter into any detail?—No general proceedings.

15422. There is no annual report of your proceedings published?—No, except as above stated.

15423. Mr. *Stokes.*—The Endowed Schools Commission received a good deal of evidence as to the bad condition of your estates?—Yes.

15424. Have you effected improvements?—Yes.

15425. Then the rental is increased?—I don't think so. It is very difficult to raise rents in Ireland. In general the management of the estates is much better.

15426. Rev. Mr. *Cowie.*—Are not a good many of the schools now vested in you as endowed schools, originally intended for the education of the poor?—That is a question of law. You will find great difference of opinion if you look at the Report of the Endowed School Commissioners, which was not a unanimous one. There were two Commissioners dissented altogether from that report—one of them on general principles—Baron Hughes. But Mr. Stephens, the eminent civilian, published a report altogether dissenting from the conclusions of the Commissioners who signed this report, as to the powers of the Board, as to its functions, and as to a great many other conclusions which the majority had arrived at, and his report is *toto cælo* different as to many of the conclusions of the Commissioners.

15427. Are the diocesan free schools under your Board?—They are.

15428. Are they in any better condition than they were reported then?—They are, but not satisfactory at all yet, and I don't think ever will be. The attention of the Government has been frequently, I may say constantly, called to the unsatisfactory condition of those schools. In the foundation, the mode of paying the masters, and in all those things, they are most unsatisfactory; and the Board has merely a sort of visitorial power, but no real power at all.

15429. Have your Commissioners ever proposed to Government any scheme by which those foundations could be really made efficient and useful?—I believe there have been, from time to time, different plans proposed—certainly discussions have taken place—and I myself took the liberty, at my examination before the Endowed Schools Commission, to suggest a great many improvements and alterations which I thought would make the Board more efficient and give it the power it ought to have, for it is totally defective as to power. In fact, it has little more than visitorial power, and no power of paying visitors or inspectors. The Commissioners of Endowed Schools state distinctly their opinion we have the power of paying visitors. Mr. Stephens states distinctly we had not the power of paying visitors; and Mr. Wise's Committee that sat in 1835, reported that we had not power—in fact there are no funds for it.

15430. Were the Royal Free Schools at all intended to give a fair education to the people of the middle class?—That is a very difficult question to answer. Some hundred years ago they were founded. I believe they were intended to be classical schools exclusively. That is a matter of opinion, and the opinion has been held all through, that they were intended to be the same class of schools as Harrow or Rugby, or such other schools in England.

15431. The Enniskillen Royal Free School is the richest?—Yes, it is the largest, and is the most flourishing and successful school in Ireland.

15432. The Commissioners state, in page 60, "We are of opinion that the inhabitants of Enniskillen are entitled to require that a complete course of English and commercial education should be provided for their sons in some department of the school, as a preparation for their entering on civil and mercantile pursuits, even though they should refuse to receive the classical instruction, which, if it be the primary is not the exclusive trust of the foundation." You believe there is a doubt about that. You don't think it is exclusive?—Since that report was published the master of the school, at the suggestion of the Commissioners, has very much extended, and in fact added a sort of commercial branch to the school.

15433. Is that open to children of all religious denominations?—Oh, yes; all the Royal schools are.

15434. Then there could hardly be any necessity for a model school to be established there?—Well, I don't know. The model school I suspect would be better attended where commercial education was the principal branch. For at the classical school it would be secondary. The model school is more for commercial education and the humbler classes.

15435. But still, are we not justified in the conclusion that there was a waste of public funds in establishing at enormous expense a new school, where there was one on the other side of the road already working and bound to provide a fair commercial education for the inhabitants of Enniskillen?—That is a question I am not prepared to answer. I do not want to cast blame on anyone, and should not wish to give my opinion against anyone.

15436. You cannot say anything in arrest of judgment?—I don't give any opinion.

15437. There is a grammar school at Clonmel—is that under your body?—It is.

15438. Do you know the condition of that school now?—I do—at least six months ago.

15439. Is it satisfactory?—Very unsatisfactory.

15440. In the same case of Clonmel there was a good endowment which would have provided education for the middle classes of Clonmel. The endowment specifies exactly, if I don't mistake what the object of the fund was?—It was for the erection and support of a Grammar school, where the children of the Protestant freemen of Clonmel should be taught gratis. We do not confine it to that.

15441. As I said before, when there was an endowment for providing good middle class education at Clonmel, might it not be considered a rather extravagant use of public money by the Commissioners of National Education to establish another school for the same purpose in the same place?—I am not aware there has been such.

15442. Do you not know that there is a large and expensive model school there?—I was not aware of it.

15443. Rev. Dr. *Wilson.*—Could your schools at Enniskillen or Clonmel have supplied a training for teachers for primary education generally?—I think not. The funds are vested in the Board for specific purposes, and it would be a breach of trust to apply them otherwise.

15444. Should you regard your schools as intermediate schools between universities and primary schools?—That is the view I take of it.

15445. Rev. Mr. *Cowie.*—Are you acquainted at all with the model school system?—I am not.

15446. Mr. *Dease.*—Are you acquainted with the Tullyvin school, in the county Cavan?—Yes.

15447. Who is the manager of that school?—The managers of that school are the Hon. and Rev. Henry O'Brien, Colonel Clements, and Rev. Dr. Darly.

15448. In whom does the appointment of teachers in that school vest?—In the three trustees; but the

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person who takes the real interest in the school is the Hon. and Rev. Henry O'Brien, who is rector of the parish.

15449. Rev. Mr. *Cowie.*—Are there not abundant foundations in Limerick for general commercial education?—Not in connexion with my Board.

15450. There are several mentioned in the report of the Endowed Schools Commission—The Limerick Charity Blue School, the Limerick Villas Endowment, the Limerick Leamy Free School, and the Limerick St. Mary's Free School?—None of these come under our control.

15451. Is the Gwynne Institution in Derry under you?—No.

15452. Or Jackson's schools, in the county Monaghan?—No; our power is solely derived from the Acts of Parliament, and the schools which are connected with us are set forth in the Act of Parliament.

15453. Mr. *Waldron.*—Were not your powers extended by the Act of 1822, to schools under private foundations?—The Act of 1822 merely extended our control to the same class of schools as had been connected with us by the previous Act, and which might be founded hereafter; the Act of 1822 in fact was prospective in its operation, the other being retrospective.

15454. Mr. *Stokes.*—The original Act of Parliament exempted, did it not, schools of private foundation?—The two sections of the Act of Parliament, the 53rd of George III., which contain the exemptions are the 2nd and 15th sections. The subsequent Act to which Mr. Waldron alluded was merely making prospective that which had been retrospective before. I think I may take the opportunity of suggesting to the Commissioners that if they would take the trouble of reading the evidence which I gave before the Endowed Schools Commission, they will learn a great deal which perhaps it might not occur to them to ask me. I suggested on that occasion every possible improvement almost that could be made; and it was hoped that some of these suggestions would have been embodied in some Act of Parliament as the result of that Commission, but circumstances unfortunately prevented that being done.

15455. The *Chairman.*—Could you supply the Commission with an abstract of the income and expenditure of each of your schools for the year 1867?—Yes.*

15456. Also an abstract of the income and expenditure of any general funds not specially appropriated?—There are no funds not specially appropriated.

15457. I understood you to say just now, that there were some small funds not specially appropriated?—No; what I intended to convey was this: I stated by accident—it was a mistake—that the funds of one school were solely applicable to that school and not to another. Then I remembered that there is a special exception in the case of the Royal schools, in which case one school, having a surplus fund at the end of the year, part of that surplus may be applied to the repairs of the other Royal schools, but the accounts are kept perfectly separate.

15458. How are the general expenses of the Commission and its management met? Do you assess part of the amount to each school?—No; perhaps your lordship would be more specific in your question—I am not sure that I understand you; if you mean the expense of working the Board, it comes from Government altogether. The whole expenses of the Board are only £600 a year.

15459. Are they defrayed by Parliamentary grant?—When I was appointed secretary it was charged on the Consolidated Fund, but subsequently when many other similar cases were taken off the Consolidated Fund, it was put upon the votes, and it is now voted every year.

15460. Master *Brooke.*—Where do you find funds for the six or seven primary schools?—They are deducted from the rents of those estates on which they are allocated, as a part application of the incomes of those estates.

15461. You say there are seven Royal schools; do they stand upon seven distinct Royal grants?—Each school has its own separate patent. They are patents of Charles II.

15462. And each patent, I suppose, contains the terms of the trusts under which the school is to be established?—That is a doubtful question. The original grants or patents were to the schoolmasters of each particular school, to his sole and separate use, but as time went on, and these Acts of Parliament to which I have already referred were passed, the estates were taken from the masters and vested in the Commissioners who administer them, fixing and paying the salaries to the masters and ushers, in the sustentation of the fabric of the schools, and also the payment of the Royal scholars, and the other expenses connected with the school.

15463. That was provided by the Act of George III.?—Yes.

15464. At about what date were the Royal grants?—In the reign of Charles II.

15465. Are they quite similar in character?—They are all the same, at least substantially—merely for the sustainment of what that contested term, "*libera schola,*" meant, and which I believe the Endowed Schools Commission completely misunderstood.

15466. Rev. Mr. *Cowie.*—Has the number of schools that were under your Board when you were examined before the Endowed Schools Commission increased since then, or is it the same?—No; when I say it has not increased, I should, perhaps, state that two of those minor schools have been established since, but one of them is not yet opened.

15467. But those are not like schools under charters or trusts—they are schools you establish yourselves. You state in your evidence before the Endowed Schools Commission that you have seven Royal schools, fourteen diocesan schools, and twenty schools of private foundation?—I rather think the number of diocesan schools has increased since then, because a division of some of them has taken place; but the whole system of diocesan schools is perfectly and completely rotten.

15468. You do not think the same remark applies to the Royal schools?—Certainly not.

15469. Or does it apply to the private schools generally?—We know nothing about them; we have no control. The Board has no power over them. In the case of the diocesan schools, we know little more about them than the person who is walking in the street. The diocesan schoolmaster is paid by a charge on certain of the clergy throughout the country, according to the value of their livings, and they pay it to him direct. His mode of recovering the money is pointed out by Act of Parliament, and a most cumbrous and useless mode it is; but these things do not come before us at all. We have merely a visitorial power.

15470. In the case of the Royal schools you hold the estates and administer the funds?—Yes; we administer them.

15471. Mr. *Stokes.*—With power to apply the surplus in the way you have mentioned?—Yes; I will refer you to the section of the Act under which it is done—3rd George IV., cap. 79, sec. 8. Part of it is applied in paying exhibitioners in the University. Every step that is taken is under the express advice of the Law Officers of the Crown, whoever they may be.

15472. Are the Royal schools open to pupils of all religious denominations?—Yes; and we also have issued directions that no course of religious instruction should be compulsory on any child attending the school where parents object to it.

15473. Is there anything to limit the masterships of those schools to members of the Established Church?—Nothing that I am aware of; but of that I know nothing as they are all appointed by Government.

15474. Rev. Dr. *Wilson.*—Can you state whether a person of any other denomination has ever been appointed master or assistant in any of these schools?

* The answer, subsequently supplied by the witness, will be found at the end of this day's evidence, marked *A.*

—We have no means of knowing the religion of any of them. The appointments rest entirely with the Government, and that is one cause of the want of success of the schools. The Government are, of course, pressed—whatever the Government of the day may be—by their own political adherents, and they appoint the masters without any reference whatever to us. I took an opportunity of suggesting an alteration of this in my evidence before the Endowed Schools Commission.

15475. Mr. *Sullivan.*—Is there any reason why religious instruction should be given in those schools?—No, none that I know of.

15476. There is nothing in the charter enjoining religious instruction?—No, not in the original charter.

15477. Is it given? Are, in fact, the principles of the Church of England taught to the boy in the Royal schools?—I cannot say either one way or the other, because that is a question we never inquire into. We know nothing about the religion of the masters, who are appointed by Government or by the person having the patronage.

15478. Is there anything in the charter fixing that?—Nothing.

15479. Rev. Dr. *Wilson.*—Have you got a return of the number of pupils of different denominations attending the schools?—No.

15480. Could it be obtained?—I suppose it could be ascertained by inquiry.

15481. Is Dungannon school one of the Royal schools?—It is.

15482. Has there ever been any unwillingness expressed by the masters of these schools to receive children of other denominations as boarders?—I never heard.

15483. Have you any reason to believe such unwillingness exists?—Well, in consequence of what took place at Dungannon school with regard to day boys, the Board issued an order that no religious instruction should be given to any boy to which his parents objected.

15484. Does that order apply to boarders?—The Board gave the order generally.

15485. Does it apply to all?—Of course it applies to all.

15486. Mr. *Stokes.*—If unable to give a return of the number of children of different denominations, how are you able to say Roman Catholics attend all the the schools?—I did not say they attended all the schools. I dare say that in some of them there are none. I believe the fact to be so, but I have no knowledge of it. In fact it is a question the Commissioners do not ask—they do not interfere with religion at all.

15487. Have the Commissioners taken any steps to secure the admission of free pupils into the Royal schools?—They have, but I do not myself believe that the construction put upon the term *libera schola* by the Endowed School Commissioners in their report is a correct one. I think the word "free school" does not at all mean gratuitous education.

15488. Are there free scholars in point of fact in them?—There are.

15489. Do the Commissioners regulate the number of such free scholars?—They did make an order with regard to one school. The masters several years ago said they would receive free scholars, but that they were not bound to receive them—that *libera schola* meant free school, but not non-paying scholars. I hold in my hand a pamphlet which I brought with me in case this Commission should ask me any questions as to the meaning of the term "*libera schola*"—it is written by Dr. Kennedy, the head master of Shrewsbury school—a letter written to Lord Westbury, the then Lord Chancellor of England, on the subject of the meaning of the word "*libera schola.*" Every person to whom I showed it said that it proved most completely that the meaning was, not a school for gratuitous education, but a school free from particular control—a free school, not gratuitous education. I have shown it to some of the Endowed School Commissioners who signed the report, in which they said that *libera schola* meant gratuitous education, and they admitted they were wrong.

15490. How are the free scholars admitted—by the Commissioners, or at the will of the master?—The will of the master. The masters receive them; but they say they are not bound to receive them.

15491. Have the Commissioners taken any steps to found intermediate schools?—No, they have no power; they could not do it.

15492. Rev. Dr. *Wilson.*—Considering that the Board of Education and other Boards so freely supply education of a primary character to the people of this country, have you ever considered the propriety of allocating a portion of the money, which you apply to the other schools you have specified for the purpose of establishing intermediate schools for the general public?—No, sir, we have not. We do not think we have power to do so—it would be a breach of trust.

15493. When were those schools of a superior character to which you refer first established?—In the time of Charles the Second. You will find, in the Endowed Schools Commission Report, the date of each of the charters given.

15494. Can you specify the number of children attending the schools which furnish primary education in connexion with your Board?—We get a return from them every six months.

15495. Have you such a return with you?—No; but I can furnish you with a return of the number of children attending all the primary schools under our Board.*

15496. Be so kind as to furnish us with a return of the number of children on the roll of each school, with the average attendance?—I cannot do that, because that is not the way in which the returns are made. There is a skeleton return sent out every six months to each school, to be filled up and sent back to us. The heading of the return is not the number of children on the roll, but the number in attendance at the date of the return, so that I could give you the actual attendance, but not the number on the roll.

15497. The return is a return of the attendance on the specific day?—Yes, the attendance on the specific day on which the master signs it.

15498. You can furnish no return giving us the average attendance?—No.

15499. Could you specify the age at which the children attend those schools?—No, sir.

15500. I think you mentioned with regard to the Kilbricken school that it is under the National Board, but not strictly?—I did not intend to say so; I am one of the patrons of that school myself.

15501. Is it under the National Board?—It is; it gets school requisites from it.

15502. You have one of those primary schools at Raphoe?—Yes.

15503. Can you specify the attendance there?—I can supply it.

15504. Are there any National schools in the immediate neighbourhood?—That I do not know. I rather think there has been one very recently opened on Mr. Hamilton's property, but I am not sure.

15505. You referred to another school, and some difficulty you had in putting it under the Board of Education—what is the name of that school?—King's Island, in the county of Tyrone.

15506. Are you not aware you could place such a school as that under the Board, without having representatives of the different denominations as joint managers or trustees?—I don't understand how the process of that is, but Judge Fitzgerald, who is a member of my Commission and is also a member of the National Board, undertook the arrangement of the matter, but it has not been carried out yet. It would have been opened long ago but for the priest of the parish who stated distinctly he would not allow the children to attend the school, unless he had the nomination and

* The Return, subsequently supplied by the witness, will be found at the end of this day's evidence, marked *B.*

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the power of dismissal of the master entirely to himself. The Commissioners did not wish to give up altogether the control and the matter has not been settled yet.

15507. Why did not the Commissioners apply to the National Board to have the school placed in connexion with it under the non-vested system, without application to any other party?—We were under the impression, perhaps wrongly, that we should have to name managers, patrons, and so on, before we could obtain school requisites from the Board. We applied to the Board, got plans, and built everything in conformity with those plans. We supposed the school would have been opened before now, but the priest would not allow any person should have any control or interfere at all with the school but himself; we offered to appoint another gentleman along with him as joint managers, but he would not agree to it.

15508. Are there many children who would attend that school?—A great many; but I am in hopes the difficulty will be set right yet.

15509. Mr. *Stokes.*—Are you acquainted with the Armagh school?—I am.

15510. How many pupils attend that school?—Very few, indeed, I am sorry to say, at present. It is notorious that the master of it is seeking to leave it and get some other appointment; it has been going down for some time. It is very unsatisfactory, and I had some communication with the master about it. He is quite aware of the feeling of the Board on the subject; but, as I said before, the Board is totally powerless to correct abuses or defects in the schools. They have no power of appointing the master, superannuating him, or getting rid of him except for misconduct. I mentioned this evil to both of the Commissions—Mr. Wyse's Commission and the Endowed Schools Commission—before which I was examined, and I suggested the mode of remedying it.

15511. Do you consider the Commissioners quite powerless for good?—Not quite powerless; but I suggested many things which I thought calculated to enable them to carry out the system, and which would be desirable, and if you look at my evidence you will see there is scarcely a weak point in the system for which I did not suggest a remedy. As the system now stands the masters can, to a great extent, laugh at us. The power of appointment and dismissal is wrongly placed altogether.

15512. Rev. Dr. *Wilson.*—Did I understand you to say the funds at the disposal of your Board were supposed by some at the commencement to be applicable to primary schools alone?—Certainly not. What I intended to convey was this. A long time ago applications were made for the establishment of a few primary schools for the benefit of the tenants on the estates. Some of the members of the Board at that time—very eminent lawyers—said that under the Charter the funds could not be applied to primary schools at all, and the applications were refused for a number of years; but subsequently some members of the Board took a more extended and liberal view of the powers conferred on them by the Charter, and they then succeeded in establishing some primary schools; but originally the opinion of some very eminent lawyers was that applying our funds to anything except the original Royal Schools was a breach of trust.

15513. Could you not by sending a circular to the head masters of the schools, obtain a return of the religious denominations of the children?—I don't think the Board would do it—they do not interfere at all with the religious question. They do not embarrass themselves with it.

15514. Mr. *Sullivan.*—Would that be really raising a new element of embarrassment?—Perhaps I was wrong in using the word embarrassing, but the Board has not done anything of the kind hitherto, and I do not know whether they would like to enter into it now. I think it would be introducing a new element—things have gone on smoothly up to the present—and I do not think the Board would wish to introduce the question.

15515. Do you think that the Board have no right or power to do so?—Oh, of course they could ask the question of the masters—they could ask the masters anything they pleased; but the master of a school might decline to answer the question.

15516. Would he have the power to refuse to answer the question?—That is a point on which I cannot give an opinion. He might not refuse; but it has not been the practise for thirty years, to my knowledge, to go into the religious question at all, and as a matter of fact, I could not tell you the religion of any one of the masters, the ushers, or the pupils in attendance. I might give a guess as to the religion of the masters, but, as a matter of fact, I have no knowledge on the subject.

15517. I suppose you admit that as a matter of repute it is easy to answer the question?—It is. I believe the masters are all Protestants.

15518. You say that things are going on so very well now with regard to those schools that it would be undesirable to make any change?—Excuse me, I did not say that. The schools are not as successful as I could wish them to be, or as I think I could make them. I merely meant to say we have no religious discord or want of harmony amongst the pupils or the masters, and the Board does not make any inquiry as to their religion.

15519. Are not the public outside under the impression that the state of things is not one that should be maintained?—They have never expressed any opinion on the subject. There is great difference of opinion shown in the Reports of the Endowed Schools Commissioners, as to whether those schools should not be exclusively Protestant. Have you read the report of Mr. Stephens's Report on that question?

15520. Yes; I have read the report, and am aware of the difference of opinion, but I want to know from you whether there is anything in the Charter on the subject?—There are no words in the Charter to warrant such a conclusion at all. The only thing in the argument is deduced from the time when the Charters were granted.

15521. Mr. *Stokes.*—There is nothing like a creed register kept in the schools?—No.

15522. Rev. Dr. *Wilson.*—How then is the master to know which of the children are to receive religious instruction and which not?—Oh, I presume the masters ask the boys the question. When a boy comes to the school for the first time the master will ask him, "Do you attend the Protestant church," or some such question as that; the boy will reply, suppose, "No, I am a Catholic," and, of course, in that case, the master will take care not to teach that boy the Protestant catechism. I believe something of that sort takes place.

15523. Mr. *Stokes.*—But unless the boy objects he would have to receive the ordinary religious instruction which is, of course, of a Protestant character?—He might, or he might not.

15524. Rev. Mr. *Cowie.*—The chief object I had in asking you the questions I did, was to see whether you could supply us with any information as to the improvements required in schools for middle class education?—I have gone into that question, as fully and largely as possible, in my evidence before the Endowed Schools Commission.

15525. We have your evidence before us. Since that time has any improvement been made? Are those foundations in any better state than they were, or more efficient, or have you had any additional powers granted to you since then?—We have had no powers granted to us since then. We want some additional powers very much. I did expect that an Act of Parliament would have been prepared, which would have materially extended the powers of the Commissioners and given them control over matters which I thought they ought to have; in fact I was in communication with Mr. Cardwell frequently on the subject.

15526. As a matter of fact you have none?—No; our powers are as defective now as when I gave that evidence.

15527. The *Chairman.*—Do you receive the rents

of the estates of the various schools?—The Board receives them. I have nothing to say to the money whatsoever.

15528. You are not the receiver?—No; no money passes through my hand whatsoever. The Board has separate and distinct agents for each separate and distinct school. These agents account monthly, and lodge their balances in the Bank of Ireland to the credit of the Commissioners. All the payments and all the expenditure of the Commissioners are made by separate and distinct drafts, signed by them, and those drafts are handed to me to distribute to the different parties, and my duty then is, at the following Board, to produce either the cheques themselves or the receipts. One of the Commissioners goes over the cheque-book and compares the block with the receipt produced, and I must either produce the receipt or the cheque. That is the practice.

15529. Rev. Dr. *Wilson.*—You have referred to Mr. Cardwell; did you correspond with him?—No; it was personal interviews I had with him. I was with him very frequently.

15530. You expected that the improvements you suggested would have been carried out?—It was with a view to that I was in communication with him—he sent for me several times.

15531. Did you expect that improvement would be with regard to your own schools alone, or that it would embrace other schools?—It was more with respect to the improvement of the functions of my own Board than anything else.

15532. Was not Mr. Cardwell's plan to be part of a general scheme bearing upon other Boards as well as yours?—I dare say it was, but that was not the part I was interested in. Mr. Cardwell sent for me, and we had a good deal of conversation from time to time, but he did not tell me what his general plan was. He asked me for statistics and information with regard to my own Board, and the difficulties in our way, which I gave him.

15533. What difficulties were in the way as regards your own Board?—Those which I have pointed out in my evidence. I wanted to get rid of those difficulties by having the patronage taken from Government and given to some person who would be responsible for the fitness of the master. As it at present stands, the appointment is sometimes a political one. I want the Board to get the power of appointment, dismissal, and superannuation, also visitorial powers, to enable us to pay persons to visit and examine the different schools.

[Adjourned.]

A.—Table referred to in Mr. Kyle's Evidence, Question 15455, page 666.

Tabular Statement of the Income and Expenditure of each School having Funds under this Commission, for the year 1867.

School.	Income from 1st January, 1867, to 31st December, 1867.	Expenditure from 1st January, 1867, to 31st December, 1867.	Balance of Income and Expenditure from 1st January to 31st December, 1867.	Observations.
Royal Schools.	£ s. d.	£ s. d.	£ s. d.	
Armagh,	1,602 9 10	1,148 18 9	453 11 1	
Banagher,	182 2 0	161 3 0	20 19 0	
Carysfort,	135 10 11	101 0 4	34 10 7	
Cavan,	569 13 8	343 1 5	226 12 3	
Dungannon,	1,823 4 11	1,794 15 3	28 9 8	
Enniskillen,	2,284 14 1	1,814 15 3	469 18 10	
Raphoe,	300 2 8	397 13 3	*97 10 7	* Excess of expenditure over income, in the year ending 31st December, 1867.
Diocesan Schools.				
Leighlin and Ossory,	6 14 2	6 14 2	—	Dividends on stock produced by sale of old school-house. Dividends paid to the master.
Meath and Ardagh,	12 5 2	—	12 5 2	Mastership vacant.
Tuam, Killala, and Achonry,	19 1 0	19 1 0	—	Dividends on stock produced by sale of old school-house. Dividends paid to the master.
Schools of Private Foundation.				
Athlone,†	4 18 4	19 16 1	14 17 9	† The income column shows the interest of salary vested in the Funds during vacancy of the mastership. The balance, £14 7*s.* 9*d.*, was unclaimed salary paid to master in 1867.
Clonmel,	494 6 10	360 4 4	134 2 6	
Eyrecourt,	13 8 6	13 4 2	0 4 4	
Midleton,	223 14 4	130 7 2	93 7 2	
Navan and Ballyroan,	997 17 7	783 18 9	213 18 10	
Tullyvin,	269 12 0	203 2 10	66 9 2	

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B.—Table referred to in Mr. Kyle's Evidence, Question 15495, page 667.

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Return of the Number of Children at the Primary Schools on the Estates of the Commissioners, or under their Patronage, showing the Numbers *in Attendance* at each School, separately, and the Religious Persuasion of the said Children.

Primary School.	Religious Persuasion.			Total Number *in Attendance.*
	Protestants.	Presbyterians.	Roman Catholics.	
Mullaghmore, Armagh Estate, .	33	67	1	101
Townawilly, Raphoe ,, .	4	2	27	33
King's Island, Dungannon ,, .	not as yet in operation.			
Betaghstown, ...	13	–	–	13
Kilbricken, ...	–	–	40	40
Kilworth, ...	8	–	–	8
Rathvilly, ...	60	1	–	61
Tullyvin, }	46	28	1	75
Benbawn, }	33	24	–	57

William Cotter Kyle, *Secretary.*

Forty-first Day.—Dublin, Monday, October 26, 1868.

Present:

The Right Hon. The Earl of Powis, *Chairman.*

The Right Hon. The Earl of Dunraven, K.P.
The Right Hon. and Most Rev. The Lord Bishop of Meath.
The Right Hon. Lord Clonbrock.
The Right Hon. Mr. Justice Morris.
Sir Robert Kane, F.R.S.
William Brooke, Esq., M.C.
Rev. David Wilson, D.D.
Rev. Benjamin Morgan Cowie, B.D.
James Arthur Dease, Esq.
Scott Nasmyth Stokes, Esq.
William K. Sullivan, Esq., PH.D.
Laurence Waldron, Esq.

George A. C. May, Esq., Q.C., D. B. Dunne, Esq. } *Secretaries.*

Oct. 26, 1868.

The Right Rev. Dr. Keane, Roman Catholic Bishop of Cloyne, sworn and examined.

Right Rev. Dr. Keane

15534. The *Chairman.*—In what counties does your lordship's diocese lie?—In the county Cork.

15535. Are there a large number of National schools in it?—In the diocese of Cloyne there are 250 National schools in round numbers, attended by 39,000 pupils, of whom 24,000 are given as the average attendance for the year 1865, the last time I had an official return taken of them.

15536. Are there many schools in which there is a mixed religious attendance?—No.

15537. What is your experience as to the working of ordinary schools of the National Board in your diocese? Do you consider the secular instruction is given efficiently?—I think that the secular instruction might be improved. I think the religious instruction might be improved, and I think that causes may be assigned why the religious instruction and the literary or secular instruction are not as advanced or as successful as they might be.

15538. What are the reasons to which you attribute the secular instruction not being as successful as it might be?—In one respect the schools are not as numerous as they might be, and the instruction given in the existing schools might be improved. It would be very desirable, for the working out, for the benefit of the people, of the scheme of National education, that all those who are supposed to take any share in it at all or who take any interest about it, should work together harmoniously; that there should be a feeling of mutual confidence established, and that from the beginning, about thirty-seven years ago down to the present time, nothing should have occurred to weaken that confidence that might be supposed to unite all parties in promoting impartially the literary and religious instruction of the youth intrusted to their care. Now, unfortunately, causes did occur to disturb that confidence, and at the present moment, if I be allowed to refer to them in detail, I may take as the Charter of the National system the letter of Lord Stanley. Lord Stanley's letter is given in the first volume of the abridged reports of the National Board. It is dated "Irish Office, London, October, 1831." I need not read the whole of it; but he refers to the Commissioners in 1812 having recommended the appointment of a certain Board—he speaks also of what was done in 1824 and 1825, and he talks of what was done in 1828, and he says—

"But it was found that these schemes were impracticable, and in 1828 the Committee of the House of Commons, to which were referred the various reports of the Commissioners of Education, recommended a system to be adopted which should afford if possible a combined literary and a separate religious education, and should be capable of being so far adapted to the views of the religious persuasions which divide Ireland as to render it in truth a system of National education for the lower classes of the community."

According to this letter of his they were to require that the schools should be kept open for a certain number of hours on four or five days in the week, at the discretion of the Commissioners, for moral and literary education only, and that the remaining one or two days in the week be set aside for giving separately such religious education to the children as may be approved of by the clergy of their respective persuasions; and he says:—"They will also permit and encourage the clergy to give religious instruction to the children of their respective persuasions, either before or after the ordinary school hours on the other days of the week." Now, according to this letter of Mr. Stanley,

which may be called the great charter of the National Board, there was allowed pastoral control over religious instruction; there was allowed separate religious instruction, free from the suspicion of proselytism; and the religious instruction was to be a component part of the whole scheme, and obligatory upon all those who were to be managers of National schools. I am sorry to say that in the course of time the bishops of Ireland have had reason to complain that these three conditions were departed from. First, with regard to the obligation of having religious instruction, in non-vested schools, whether they are Catholic, Protestant, or Presbyterian—and they form, if I am not mistaken, a very large proportion of the schools, it is said (I have not the official date before me to establish the fact, but it is said) that the non-vested schools are 70 per cent. of the whole number; in those non-vested schools, according to the rules published in 1866:—

"In schools not vested, and which receive no other aid than salary or books, it is for the patrons and managers to determine whether any, and if any, what religious instruction shall be given in the school-room; but if they do not permit it to be given in the school-room, the children whose parents or guardians so desire it must be allowed to absent themselves from the school at reasonable times for the purpose of receiving such instruction elsewhere."

Here, therefore, in 70 per cent. of the schools the patrons need not allow any religious instruction at all, and I take that to be a departure from the first condition that was proposed by Lord Stanley, saying that at every one of these schools there should be religious instruction for the children attending them. The next clause supposed that religious instruction was to be separate, and that separation implied two things—it was to be separate, the religious from the literary instruction, and it was to be separate as to classes; and so much so that when an application was made to the Board, at all events not to force the duty of exclusion on managers of schools—not to force the exclusion of children of a different religion from those who might be giving the religious instruction, the answer of the secretaries, Mr. Cross and Mr. Kelly, was, that exclusion and separate religious instruction was the very essence of the rule. Now, it is stated in a document presented in the name of the bishops to Mr. Cardwell, in reply to his letter, that besides the instruction that is given to the children of all classes by persons differing from them in religious convictions, there is in page 7 of this document, which was presented by the bishops to Mr. Cardwell, and published by order of the House of Commons, a long extract in paragraph 14, in which it is said that religious instruction is communicated in the different books of the National schools, although the understanding at the beginning was that the religious instruction was to be separate, both as to the classes and as to the books. Another change made was the substitution of parental for pastoral control over the religious instruction. Without going into all the controversial merits of the question, at all events the Catholic Church assumes, in right of the mission it received, the duty of directing the religious education of its children; and Mr. Cardwell acknowledged, in a letter which he wrote in reply to the first application, that—

"Her Majesty's Ministers cheerfully recognise the right which belongs and the duty which attaches to the heads of the respective Churches in regard to religious instruction, and desire to afford to the clergy every possible facility and encouragement for the discharge of their important duty."

Though Mr. Cardwell admits the right there and admits the duty too, yet parental is substituted for pastoral authority; and thus it is, that in consequence of these reasons the confidence of the bishops has been shaken in the mode of conducting the system of National education that had been sketched in the letter of Lord Stanley, and the distrust, that has been thereby created, has contributed in a great measure to mar the onward progress of the system in a literary point of view, because it has now arrived at that point of distrust that, in districts where schools are still wanted, no demand is made to get them up, and in certain districts, to my own personal knowledge, things are arrived to what they call a dead-lock, and on that account literary instruction is interfered with. It is also interfered with in another way. I have some experience of the literary instruction that is imparted in the Christian Brothers' schools. I look upon it as perfection as far as primary education can go, and I may cite a case in point:—in Fermoy there was a National school which I was requested to take charge of in 1839 when I went to that town as curate. I had charge of it afterwards when I returned to Cloyne from the diocese of Ross, living in Fermoy as bishop. In that school the attendance in the upper room was scarcely over sixty; in the lower room it was in proportion. I introduced the Christian Brothers there five years ago, and the moment the Christian Brothers were introduced the attendance became such as to completely fill the two rooms, and a great many applications besides were made that could not be attended to. That was one advantage. In the next place, the average attendance was such as that probably in the whole year there was not one out of ten absent. That was a second advantage. In the third place—all the children were in at half-past nine o'clock and not one after ten. In the fourth place—go into that school at any time, call up the classes,—and I will, just now, give what I know from my own personal knowledge in that school alone as contrasted with all the National schools of the diocese of Ross, every one of which I visited myself, and in every one of which all the classes were examined in my presence,—there was more attention paid to science in the Christian Brothers' school of Fermoy than I found paid in the sixty National schools that I had, I may say, under my own care in the diocese of Ross. I believe, in that respect, the National Board loses a great deal by not having the Christian schools under its auspices, if it could, and there is nothing to prevent it, but the substitution of one system for another. There is nothing to prevent the Board from having under its auspices all the schools of the Christian Brothers, and incorporating their merits as it were with what they are doing now, and, therefore, in a literary point of view, making everything better. In a religious point of view, the consequences are very serious on account of this want of confidence. Up to a certain time, the year 1840, after the National system had been first introduced into Ireland, religious instruction was obligatory in every school. Then an application was made on the part of a powerful and influential body—the Presbyterians of the North—who had built a great many of those schools, not vested, and who were so thoroughly sincere in there own religious convictions that they would not allow schools which had been got up at the expense of their pockets to be made subservient to the teaching of what they believed to be erroneous doctrine—Popery; and, therefore, they pressed upon the Board the acceptance of a certain rule which would leave it discretionary with the patrons of schools to give religious instruction, or not to give it; and if they did give it, they were allowed to decide upon the religious instruction to be given. The result has been that at the present moment in these non-vested schools, though they are said to constitute about seventy per cent. of the whole number, a Catholic priest cannot go into the non-vested school of a Presbyterian manager or patron; a Presbyterian minister cannot go into a Catholic school if the Catholic patron objects to it; and a Protestant rector cannot go into either a Presbyterian or Catholic school to give religious instruction there; and thus it is that, in seventy per cent. of the schools under the Board, religious instruction is so interfered with that it may be denied, and is denied, altogether. That is contrary to the original letter, as I take it, of Mr. Stanley; and here are the reasons why the confidence of the bishops is so materially affected. In order to work the system in such a way as to contribute to the religious and literary education of the people it would be desirable that all who have any power, and all who can interfere in any way, would unite and combine together, and be allowed, in their own respective departments, to do the best

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they can for the literary and religious instruction of the children under their charge.

15539. Are there many vested schools under Protestant patrons in your diocese?—Scarcely any. They did not take it up. There is only one I remember now, and I rather think it is not vested.

15540. Are there many vested schools under Roman Catholic patrons?—Not a great many.

15541. Do the Roman Catholic clergy go into those vested schools to give religious instruction?—The schools belonging to themselves do you mean? There are no Protestant National schools in the diocese that I am aware of. There may be some. There are Church Education schools. There is one in Queenstown, and a Presbyterian school.

15542. Is it the habit of the Roman Catholic clergy to give religious instruction in the schools of which they are patrons?—Yes.

15543. Is it their habit to give religious instruction in the vested schools that are under lay Roman Catholic patrons?—I don't know that there is a school in the whole diocese under exclusively lay Roman Catholic patrons. A great many of the schools were built before the Board was appointed at all.

15544. Do they ever exercise their right of going into vested schools under Protestant management?—They have no occasion. I am not aware there are any such schools in the diocese.

15545. Are there many non-vested schools under Roman Catholic patrons in your diocese?—A good many.

15546. Do the Roman Catholic clergy go into them and give instruction?—They do: they are supposed to visit the schools once a week.

15547. As the population in your schools is so exclusively Roman Catholic, how do those questions to which you have adverted prevent the Roman Catholic clergy from seeking to increase the number of the schools?—Because the whole system is for Ireland in a very unsatisfactory way, and for these reasons besides what I have already stated. There was another change made in the year 1847. Until 1840 religious instruction was obligatory in all the National schools under the Board. The Catholic priest, the Protestant rector, and the Presbyterian minister could go, if they thought proper, into any school, and give religious instruction; and the Board intended to make a provision (which, by-the-by, was never carried out) of having a room to which the children, not of his persuasion, might retire while he would be giving religious instruction to the members of his own flock—so clearly did the Board contemplate from the beginning to carry out the letter of Lord Stanley's instructions, that there should be separate religious instruction to all those belonging to any one religious persuasion. In the year 1847 Archdeacon Stopford made an application to the Board; the correspondence was going on for two or three years; but at length he succeeded, as he says in one of his letters, in getting the Board to make a change in order to suit his views, and his views were that the children should not be excluded as a matter of course, that exclusion should cease to be compulsory, though at the beginning it was compulsory. No doubt there was something vague, as there must be in every such attempt proposed, that the children should not attend at religious instruction given by any who were not of the same persuasion. It was very hard to do it; it was not exactly specified who was to do it; and Archdeacon Stopford got the Board to change the rule so far as that the children might remain if they liked. The result was, Protestant dignitaries had Roman Catholic children in their Scripture classes; Protestant dignitaries used to give premiums, and, in one instance, the first premium got in a Scripture class, under Protestant direction, was given to a Roman Catholic. I am talking now of all Ireland, because I suppose a system such as that of the National Board, should be so administered, as that it could not be, on principle, objectionable in any part of the country; yet it was found, as was said by Dean Kennedy, "that the change of the National system involved all the principles of the Reformation." It was found, for instance, that in a certain district a schoolmistress was teaching the tenets of the Church of England to Roman Catholic children, and when she was asked about it (as reported by the Rev. Mr. Campbell, Presbyterian minister), she said: "Oh, it is done as a matter of course, and who is to inquire about it?" It is also stated in the Life of Dr. Whately, the late Protestant Archbishop of Dublin, that he complained, in his private correspondence with Mr. Senior, that his own brethren were not assisting him to carry out the intentions he had in view with regard to the uprooting of what he called the errors of Popery. "I am fighting the battle against odds (said he), and with one of my hands, and that the best of the two, tied behind my back." Well, on that account the religious instruction was either refused in the non-vested schools, or so tampered with in the schools from which the children were not excluded, that the confidence of the bishops was greatly shaken, and they would prefer, over and over again, the introduction of the denominational system, as the plain, honest, fair way of dealing with the question. Give us, by all means, denominational schools: give to the Protestants the same; give to the Presbyterians the same; let there be no chance of trickery on either side; let the State, acting fairly for all, develope all the intellect of the rising youth of Ireland, whether they be Catholic, Protestant, or Presbyterian. That intellect, when developed at a future time, may be of service to the State. Many of the youth of Ireland are going to America and Australia. Their only fortune is the talent God has blessed them with. By all means in the world let that talent be developed to the fullest extent, but, at the same time, have religious instruction. Let there be no trickery; let it be all above-board. Allow the Catholics to educate Catholics; allow the Presbyterians to educate Presbyterians; allow Protestants to educate Protestants. Make them all good, conscientious Christians, acting upon strong religious convictions, that will sway their intelligence, and at the same time direct their thoughts, words, and actions afterwards, and they will be better citizens for the State than if this tampering is allowed to go on—this everlasting round of attempts on the part of one body of religionists to take an unfair advantage of another, of which the results will be, by-and-bye, that the religious convictions, perhaps, of all would be shaken, and that all may become indifferent, just as they have in other countries; and that the State may have more to fear from the want of religion, and from the defect of religious zeal rather than from the excess of it.

15548. Do I understand your lordship to say that the view of the Roman Catholic bishops is that the ordinary schools should become strictly denominational?—Yes; in any way that would be found practicable afterwards, and I might give you as an instance the schools in Queenstown—there is a school there, male and female, the numbers of which I gave you a while ago. There is also a Church Education school, and there is a Presbyterian school. An inhabitant of Queenstown, a Protestant, never goes to the Catholic school. A Catholic never goes to the Protestant school, and it is rather unfair on the part of Government when Protestants have a conscientious objection to the National system, that they should be deprived of all share in a grant that comes out of the public taxes, to which they contribute.

15549. Supposing the view you have stated to be carried out, would you contemplate any provision being made for children of an opposite religious persuasion being admitted in those places, where, from the smallness of their numbers, any particular religious community was unable to set up a school of its own?—Well, it may be a difficulty in some cases, but at all events, the system would have this palpable advantage, that at the beginning you unfurl all at once a certain standard—there it is, hoisted over the school, it is Catholic, or it is Protestant, or it is Presbyterian. It is better to do that than as now, and for years past, hoist the standard of Neutrality, and by-and-by when

the children have been got into the school, unfurl a different banner altogether. But where these schools are such as your lordship now contemplates, I do not know how it may be in other parts of Ireland, but I can answer for my own diocese, that there is scarcely a place in the diocese of Cloyne that has not some town, some small town or village near enough for the few Protestants or Presbyterians that may be there to have a school of their own; and at all events, what the Catholic bishops contemplate, and what they have asked for in their last memorial to Parliament, would be this: let there be denominational schools for those that prefer them. If mixed schools be found necessary in any one locality, in consequence of the scattered few —well, let them make the best arrangement for mixed schools that can be made. What we ask for is this: we ask for the same system that has been already established in England—the same system that has been found to work in England satisfactorily. I am not aware of any cause of complaint, though I presume that in England there are scattered localities in which dissenters of a certain class are very few indeed, though provision is made for them. I don't know the details of it, but I would say at once in general terms, give us the outline of the English system, and we shall be satisfied with it.

15550. Then would the Roman Catholic bishops be prepared to accept something equivalent to the protection for religious minorities, for which the conscience clause is established in England?—They would accept anything reasonable for that object; they do not want to tamper with anyone, they want to make their own co-religionists as well instructed as it is possible for them to be in a literary point of view, and they want to make them thoroughly instructed in a religious point of view, that they may be in due time useful and obedient subjects of the realm. Here is what the letter of the Bishops, dated January, 1866, says with reference to the question you have just now put:—

"Next came mixed schools. In places where one religion would be in a minority, so small as not to be entitled to a grant for a separate school, or in places where from other circumstances people might choose to have a common mixed school in preference to two separate schools—a preference of which it may be well doubted whether a single instance would ever occur—all that they require in those cases would be this: in mixed schools the spirit of proselytism should be guarded against and securities devised for the protection of the faith of the minority, more effectual than the existing Rules of the Board of Education. The bishops want nothing but what is fair to their own co-religionists, fair to Protestants, and fair to Presbyterians."

15551. Do you see any difficulty in those cases where it would be necessary to provide for a Protestant minority in a school under Roman Catholic management, in making such a division between the hours of secular and religious instruction, that the Protestant children might attend the one without attending the other?—The difficulty might be met in this way (it would be a disadvantage to the Catholics), that there should be nothing done during a certain number of hours but literary instruction, just as was contemplated by Lord Stanley in his first letter; and that then at a certain time, say towards the close of the day, literary instruction ceased and religious instruction began, and the Protestant minority or the Catholic minority, as the case might be, could go away. That would be, in my mind, one of the best ways of remedying it; but it is far from being as good as what the denominational system would secure for either Catholics, Protestants, or Presbyterians.

15552. I am asking you merely with reference to these cases where, the State desiring to provide education for all, the minority is too small to maintain a denominational school of its own?—The clause originally contemplated by Mr. Stanley was one of compulsory exclusion under these circumstances, but that principle has been departed from; it was one of the clauses that gave confidence to the bishops at the beginning, for here they were I may say after centuries of trial, during which education had been forbidden altogether—it had been made a crime—or education could be had only with the danger of loss of faith; proselytism was the order of the day—then here comes a Government proposal, and immediately after Catholic Emancipation. Here were the Catholic bishops and laity of Ireland saying, "A better spirit seems to animate the councils of our rules, let us accept this, let us make trial of it, it promises well, we will do the best we can with it." Accordingly, for the first nine years of the system, from 1831 till 1840, the Catholics were the only class in Ireland that took up the National system *con amore*. The Presbyterians objected to it on the grounds they afterwards stated, namely, that they would not allow Popery to be taught in the schools that had been built with their money. The Protestants objected to it because they looked upon themselves as the legal teachers of the whole mass of the Irish people. They looked upon those schools as in some measure their own, and where they were not allowed an indiscriminate use of the Bible for both Protestants and Catholics, they would not have anything to do with it, and to the present moment a great many object to the National system on that principle.

15553. Mr. *Stokes*.—Would your lordship please read the following extract from a letter of Bishop Walsh, on behalf of the English Roman Catholic bishops, dated 14th April, 1847, and addressed to the Hon. Charles Langdale?—Certainly. [Reads extract.]

"Golden-square, April 14th, 1847.

"My Dear Sir,—The bishops assembled instruct me to thank you for a copy of the letter of W. Kay Shuttleworth, Esq., to you of the 18th February. They have given the best consideration to its important contents. They beg respectfully to state that on receiving a grant from Government for our charity schools, it is not intended to make them exclusive, so as to prevent the admission of children of Protestant parents or guardians. In case the children of Protestant parents should resort to our schools, they will not be required to remain in the school at the time of religious instruction being given, unless their parents or guardians have previously expressed their consent and approbation."

Extract of letter from Rev. Thomas Tierney Ferguson, D.D., Secretary of the Catholic Institute, to Lieutenant-Colonel Hon. George Keppel, Private Secretary of Lord John Russell, dated 11, Soho-square, 26th June, 1847:—

"On the fifth head the Committee conclude that the admission of other than Roman Catholic children for the purposes of instruction into Roman Catholic schools is considered secondary to the accommodation in the first place of Roman Catholic children; and subject to this preference the Committee beg to offer the following observations on the term religious, as distinguished from secular instruction, under this head. The Committee might deceive Lord John Russell if they did not distinctly declare that religion is the pervading principle of all instruction given to the children in Roman Catholic schools; and any deviation from this would, in their opinion, be altogether at variance with the character of a Roman Catholic school, and indeed opposed to the expressed desire of Her Majesty's Government, who, in the minutes of Privy Council of the 13th of April, 1839, lay down as a principle to be observed by all schools receiving public assistance, that religion be combined with the whole matter of instruction, and regulate the entire system of discipline. If, however, under this head, Lord John Russell intends to refer by the term religious to what the Committee feel persuaded his lordship must allude to, namely, to catechetical instruction on the doctrines and practices of the Catholic Church, they have no difficulty in not only sanctioning, but insisting upon a principle so much in accordance with the principles of their holy religion, that children whose parents conscientiously object thereto, should not be required to attend during the time of such catechetical instruction. The Committee, in making these observations, do so under an explicit understanding that by sanctioning this arrangement no invidious distinction is intended thereby to be drawn between rules to be observed in Roman Catholic schools and those observed in other schools aided by grants from the State."

15554. The *Chairman*.—Would that be a basis on which you think a State system of education might be established in Ireland?—I believe that in most localities there would be no occasion at all for its

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adoption, and that the cases would be so few—so far as my knowledge of the country goes, I am talking now of the South—that it would be scarcely worth while taking it into consideration. However, it deserves to be taken into consideration, and I will advert to it just now; but before I come to it, as things are in the South, there are schools under Roman Catholic management, there are schools under Protestant management, and there are schools under Presbyterian management, and though they may be supposed, some of them, to be in theory mixed, in reality, as a matter of fact, they are denominational, and hence it would be very easy to carry out in the South the denominational system. Give to the Catholics an opportunity of having it; give to the Protestants the opportunity of having the Scripture upon their table every day, and every hour of the day; give the Presbyterians the same. You would make no change whatsoever in the constitution of the schools as they now exist, you only make a change in the mode of giving religious instruction, and it would be desirable that religious instruction should so pervade the whole system as that by degrees and by degrees religious impressions should be made upon the minds of the young, that would sway their intellects and afterwards guide their actions. Every one finds by experience—the Presbyterian minister, the Protestant rector, the Catholic priest, and the parent of every persuasion—all find by experience and acknowledge that the most difficult task any one can undertake is that of making a child thoroughly virtuous, to teach him to keep his passions in check, and in proportion as he is kept under the control of salutary discipline, and the principles of religion constantly impressed on his mind, so in proportion will be the chance of his becoming a good and virtuous citizen. Then there being so many places where the state of things which I have described exists, and the schools are practically denominational, if in a few places a state of things did occur where a small minority—a few Protestants—might be inconvenienced, I would take it as a matter of course that it would be very unfair to give religious instruction in their presence. The bishops do not want to do anything of the kind. Let every provision be made to secure fair play for those children; let literary instruction go on for a certain number of hours, and the moment religious instruction for Catholics commences let it be obligatory to exclude all who are not Catholics.

15555. Are there many trained teachers in your district?—Several.

15556. Do you find any difference in the efficiency of the trained teachers and those you get from other places?—Well, the trained teachers may be supposed to have the advantage that they are taken in hands when young, and by being taught in the model school they understand the working out of the system better; but there are teachers not trained in the model school in Dublin, nor trained in any of the model schools under the Board, and as far as my knowledge goes they are just as efficient and have their schools in as satisfactory a state as the teachers that have been trained in Dublin.

15557. Where do the untrained teachers in your diocese get their education?—I spoke now principally of the mistresses and monitresses—they get it at the convent schools.

15558. Where do the male teachers get their education?—A good many of them in Dublin, until a few years ago; they are not allowed to go now.

15559. Where do the male teachers not trained under the National Board get their education?—In the National schools as a rule, under teachers some of whom had been trained and some not.

15560. Have you any complaint to make against the National Board of having been lax or remiss in the enforcement of the rules established to prevent any suspicion of proselytism?—Oh, not in the schools with which I am acquainted, or was acquainted either in the diocese of Ross or Cloyne, because they are all exclusively Catholic. The only cases that came under my own cognizance were these: there was one Protestant boy during the ten years I was parish priest of Middleton, he came to the National school for a few years, and he became a Catholic. Well, I can safely say that no attempt was ever made to influence the religious convictions of that boy. I believe he became a Catholic merely from associating with Catholic companions. I can say the same for Fermoy, there were no Protestants at these schools. There were three Protestant girls who went to the convent school at Queenstown, and they became Catholics, just as in the other case, from association.

15561. After what you have stated with regard to the ordinary schools, may I assume you desire at least as much that the model schools should also be denominational?—Oh, certainly, and if possible more so than the others.

15562. Assuming denominational model schools to be established, would you desire them to be wholly supported by the State, or should you desire them to be under voluntary management, assisted in part by the State?—That question has both an English and an Irish aspect. I believe as an Irishman that Ireland has lost so much by absenteeism, and that the drain from Ireland has been so much to the advantage of England that the State in dealing with the financial question ought to be very generous towards Ireland. England in that respect gains more than she loses; and if these schools were to be established under Government control I think they ought to be got up at the expense of the State; but there is another way which is practically found to be of great service at the present moment. The very best teachers are prepared now without any expense at all to the State (except their pay as monitresses for which they give services) in the convent schools; and if you had the Christian Brothers' schools brought within the action of the Board by making them denominational you would have the Christian Brothers' schools, in my mind, without any expense to the State at all, and the convent schools, in the same way, without any expense to the State, as some of the best and most efficient model training schools that could be established.

15563. Master *Brooke*.—May I ask you what would be the amount of concession that would satisfy the Roman Catholic bishops in the constitution of the National system? For instance, what authority would you require in the appointment of teachers?—I take it for granted that the question of the appointment of teachers has been settled already.

15564. Would you be willing—when I say you, I mean the body to which you belong, the hierarchy of the Roman Catholic Church of Ireland—to accept the present state of things as far as the appointment of teachers is concerned?—Yes, because the teachers are now nominated by the local managers, and they are dismissed by the local managers.

15565. But suppose the case of a Roman Catholic layman being a manager of a school, would you be satisfied to leave it in his hands?—I do not know that there are any such. I have not to grapple with that difficulty at all in the diocese of Cloyne, for there are no lay patrons of schools, they are all in the hands of the clergy. Here is a document published by order of the House of Commons: it is the answer of the bishops of Ireland to Mr. Cardwell's letter:—

"But to return to our subject: the rights of Catholic bishops recognised in England. We have sufficiently explained in what has been said the Roman Catholic view of the rights of bishops and clergy in regard to education. The admission of these rights has been productive of great advantages to society in every country, and to the zeal and energy of the Catholic clergy in exercising them, we must attribute the foundation of innumerable universities, colleges, and schools, and the spread of education amongst the people. Feelings of gratitude and justice have secured the recognition of such rights in all the principal kingdoms of the continent of Europe. They are admitted, also, in England, and in the British Colonies. To say nothing of other countries, in England there are separate Roman Catholic elementary, as well as training and model schools receiving aid from Government. The selection of books, the appointment of teachers, and the regulations for giving instruction are under the direction of the Roman Catholic

bishops. The schools are visited by Inspectors selected by the same prelates, and paid by the Government. In case of a dispute regarding teaching, the bishops decide it on appeal. In fine, the right of the Roman Catholic Church to teach is practically recognised."

15566. Now, may I ask, supposing that to be a statement of all that your bishops have agreed upon, how would it apply to the case I have put? Suppose a school with a Roman Catholic lay patron—like my Lord Dunraven—how far would the bishops be content to leave in his hands the appointment and dismissal of the teacher?—I do not know that the bishops would quarrel with things just as they are; and I should rather the difficulty could never arise, but if the difficulty did arise that a Catholic, in whom the bishops could not have confidence, did exercise his right—the right supposed to be granted to him by the Board in consequence of his connexion with them,—and supposing that he exercised it in a manner which the bishops, as the religious teachers of the people, having a mission from heaven, felt themselves obliged to disapprove of, I would think it time enough to meet that difficulty when it arises, if it ever should arise, deprecating, at the same time, the chance of its ever presenting itself; but I am sure that the bishops and priests, in my district, would find means to correct any grievance that would arise from such a contingency as that.

15567. Let me now take the case of a Protestant patron, suppose a landlord with a large number of Roman Catholic tenantry, who builds a school and is the recognised patron of that school, would the bishops be content to leave in his hands, and, if so, how far, the appointment and dismissal of the schoolmaster?—At present there is only one such case. I am not thoroughly acquainted with all the circumstances, but there is some such case as that in the district to which I belong, namely, Cloyne; but, as a matter of fact, the teacher in that case is a Catholic and always has been a Catholic, and as long as that is the case, the children being exclusively Catholics that attend it, as long as that is the case I take no notice of it; but if by and by a Protestant were appointed schoolmaster, and that any tampering was discovered with the religious convictions of the pupils, then I would believe it my duty to interfere, and I am quite sure I could induce all the children of that parish to absent themselves from the school.

15568. That, however, is putting a case which is next to impossible to occur?—I am very sorry, sir, to say that the bishops, with all the traditionary experience of 300 years, are filled, and so are the Catholic priests too, with the conviction that popery is so hateful in the eyes of those who are exercising authority, of those who are in possession of property, and who may have influence over the lower classes who work for them as tenants, that there is scarcely any precaution superfluous in guarding the faith of the people. I do not wish to allude to the topic now—I advert to it with regret, I deplore it, I mention it not for the purpose of recalling unpleasant recollections, but we must look at the state of things as it actually presents itself before us, and grapple with the difficulties that surround us as best we can.

15569. Suppose such a case as I have put—a Protestant patron of a school attended by Roman Catholic children, who takes care, as I suppose any man would in these days do, to appoint a Roman Catholic teacher, would the bishops be content with that, and leave in the hands of the Protestant patron the appointment and dismissal of the schoolmaster?—I do not know that we would—I don't think they would accept it as a general system.

15570. I want also to know how far the bishops would require to have an ultimate authority with regard to books—the selection of secular books to be used in the schools for instance. Do they insist on having a decisive authority upon the books used in the school?—Oh, not with regard to secular books properly so called, but then it is so hard to find a book that may be said to be exclusively secular. It is very hard to find a book in which some element connected with man's eternal destiny is not to be found introduced. It is so difficult to make a virtuous child or a virtuous man—it is so difficult even with all the religious influences, those sacred and mysterious influences that connect heaven and earth together, and that influence the heart and mind of man, and sway his thoughts, words, and actions—they cannot be dealt with as pawns upon a chess-board—they must be allowed to instil themselves gradually into the minds of children, that by-and-by when you have the weft and the woof of the piece, there are the golden threads interwoven here and there until they give a rich lustre to the whole work.

15571. Are you acquainted with the books of the National Board—the reading book for instance?—I see them constantly—I have not read them through from cover to cover, but I often have examined children in them, and I believe they are very valuable books as far as the information in them goes.

15572. Are they books you generally approve of for the education of children?—I would approve of them to a certain extent. I believe the wish of the bishops and the wish of the clergy, though they sometimes have not got credit for it, is to develope to the fullest extent all the intelligence with which the quick and gifted rising generation of Ireland are blessed. I believe into these books there might be introduced several things in which they are defective. Let all that is useful, all that is valuable, in the books of the Board be retained, and where the information is defective, let it be supplied. There is one great defect from the very beginning, and I am glad to perceive the Commissioners have lately been supplying the defect. I dare say it was brought under their notice by the complaints made. There is scarcely anything in their books about the history of Ireland. There was in the "Third Book" a description of the Lakes of Killarney and the Giant's Causeway, but (I don't know for what reason, unless, perhaps, that it was too "national") these extracts have been expunged from the last edition, and in their place has been inserted a description of some lake in Hindostan. Other cases of the kind might be instanced. I am glad to see that latterly there is an attempt made to make the children acquainted with something like the history of their own country, for, in fact, up to the present moment, until the last edition of the books of the Board, you might have introduced them into a school in Canada, or into a school in Africa just as appropriately as into a school in Ireland, and as far as the national history of the country was concerned, except some few passages, more calculated to throw discredit upon Ireland than to raise her in the estimation of her own children, you might as well have used the books in one country as the other. I believe the information valuable as far as it goes—let it be retained and the defects supplied, and then you will have books of service to the children.

15573. I did not mean to trouble you upon the details of what might be done hereafter. You are aware, I am sure, the very purpose and object of this Commission was to endeavour to give satisfaction to all parties if possible—to the parties who dissent from the National system, including both the Roman Catholic bishops and the Church Education Society. I believe the object is, if possible, to go as far as we can to satisfy all parties. What I ask you is, in endeavouring to devise some general plan for future action, how far the Roman Catholic bishops would require to have their authority recognised in the acceptance and rejection of books?—Just as they are allowed in England. Mr. Cardwell admits the right and duty of Roman Catholic bishops in the letter I read a while ago.

15574. Is that an absolute authority? Shall they have a right to introduce any book they please, or to reject any book they please?—If they, upon just grounds, object to any book being introduced, I take it for granted the bishops would claim the right of putting that book out of the school.

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15575. Then they are to be the ultimate authority?—Certainly.

15576. Mr. *Dease.*—Do you extend that to the introduction of books, or do you merely confine it to the exclusion of books?—Oh, the bishops would not assume a right of requiring compulsorily the introduction into the school of every book that they would approve of, or that they would wish. They would assume the right of having a sufficient number of books for literary education and for religious education, to make both as effective as they could be, and they would assume the right of excluding any book that would be injurious to the religious convictions of the children.

15577. Lord *Clonbrock.*—Am I to understand you that the bishops would confine their right to a censorship of books, not claiming a right of requiring the introduction of books?—Except in this way—another question would turn up then, just as the question of the composition—the preparation of the books of the National Board from the beginning. Who would prepare them? Now the bishops object, and object very strongly, that all the books of the Board were prepared by members not of their own flock; and it is impossible for any religionist to have the same confidence, in a religious point of view, in a book prepared as Archbishop Whately said, with a view to "uproot the errors of Popery;" it is impossible for a Catholic bishop to have the same confidence in the whole style and composition of those books as if those books were prepared either by themselves or by persons in whom they would have greater confidence.

15578. Mr. *Stokes.*—Will your lordship read this passage?—(Witness reads.)

"Provided always that the priest or senior priest for the time being of the Roman Catholic church or chapel of case aforesaid, shall have power to suspend any teacher from his office, or to exclude any book from use in the said school upon religious grounds, a written statement of the fact by the said priest or senior priest having first been laid before the committee, and such suspension or exclusion shall endure until the decision of superior ecclesiastical authority thereon can with due diligence be obtained; and such decision shall, when obtained, and laid before the committee in writing, under the hand of such superior ecclesiastic, be final and conclusive in the matter; and the committee of management for the time being is hereby expressly required to take all such steps as may be necessary for immediately carrying the said decision into complete effect."

15579. Master *Brooke.*—That applies to the master as well as the book?—Yes.

15580. Now would you be disposed to give the same authority to the National Board, to exclude any book which they might think ought to be excluded?—Provided they did not exclude it upon religious grounds; because I presume that the question is now of denominational schools, and if the schools were to be denominational I would not give to any Board the right to decide upon the question of religious instruction. That does not belong to lay people. It rests with the missionaries appointed by Him, when our Divine Lord addressed the words "go and teach all nations."

15581. Now if the Board appointed by the State was led to believe that any book which formed part of the religious course contained something dangerous to the State—the asserting, we will suppose, of the power which was assumed by popes in former days of excommunicating and dethroning sovereigns—(I will presume such a case)—and they might say "this book ought not to form a part of your course" would you refuse to admit that authority?—I would give to the State the right of bringing a question of that kind before the bishops, and of stating their objections and of showing the grounds of those objections; but ultimately it would be for the bishops to decide whether that was Catholic doctrine or not. And I believe that for the future, considering the tendency of men's minds all over Europe and elsewhere, that there will be rather a want of religious zeal than an excess of it.

15582. Now, with regard to Inspectors, would you insist upon Roman Catholic Inspectors for your denominational schools?—Oh, certainly.

15583. That is indispensable?—Certainly; and Presbyterian for Presbyterian, and Protestant for Protestant.

15584. Still you are aware that no Protestant claims that?—It is fair play for everybody.

15585. Will you tell me on what grounds—I wish to know your reasons?—Here is one simple reason: the Board contemplated at one time—it was one of its regulations—that the children should be required to go to Divine Service upon Sundays. That was one of its regulations. Well, a Catholic Inspector goes into a Protestant school, and he sees a child who had not been at Divine Service, and he says, "I find that your name is not registered amongst those that went to Divine Service last Sunday?"—"Well no, sir," the child replies, "I did not go."—"And why did you not go, child?"—"I wanted to amuse msyelf; I went playing marbles."—"But why did you not go and discharge your conscientious duty?"—"Why should you tell me so," the child replies. "In your mind, I go to hear heretical doctrine; if I go to listen to the Protestant minister, I go to listen to doctrine that you condemn."—And in the same way, if I bring a Presbyterian or a Protestant Inspector into a Catholic school, and work out, in all its details, what the rules and regulations of the Board contemplate, the Protestant Inspector or Presbyterian Inspector will ask the Catholic child, "Well, did you go to Mass last Sunday?"—He may answer, "No, sir."—"And why so?"—"I went amusing myself; I went marble playing."—"And why did you do that?"—"Why, sir, will you require me to go to assist at what you call a damnable and idolatrous sacrifice? You cannot require it, sir." There is a practical illustration of it. I would rather give the religious training without any limitation whatsoever; and you cannot separate the religious and the literary training any more than you can separate the body and soul. Both are mixed up together. There are those imperceptible shades where the limits join and run one into the other. Give Presbyterian children Presbyterian training, inspection, and everything else; give to the Protestants the same; and give to the Catholics the same. There will be no inconvenience in it then. And give the appointment of the Presbyterian Inspectors and of the Protestant Inspectors to the heads of their Church.

15586. You think then that supposing attendance upon Divine Service to be one of the rules of the school—there would not be sufficient security for the Roman Catholics, in the fact that the Roman Catholic clergy of the parish and the Roman Catholic schoolmaster could report any breach of the order to the Board—if such a Board could make that order—without also having Roman Catholic Inspectors?—No; I think it would be an inconvenience.

15587. Now, is there any other difficulty that occurs to you in having a Protestant Inspector occasionally visiting a Roman Catholic school?—Except in this way, what a Protestant mistress said in the North of Ireland, and a Protestant clergyman said on another occasion, "they can interfere in a thousand ways, and who is to take notice of it?" And in teaching the general outlines of common religious instruction, a Protestant clergyman stated that he would not let Popery alone while doing so, and that he would have at Popery, irrespective of the by-laws of the Board; and if he would do that, I do not see why a zealous lay Inspector, either Protestant or Presbyterian, would not have the same power of unpleasantly intermeddling in the schools, not of co-religionists, but of those of a different persuasion from himself; and I would rather put it, as Anthony Blake said in his examination at one time, "beyond the power of trickery." I want fair play; I want such a system as will inspire all with confidence, and under which no foul play can be practised.

15588. Are you aware that in the management of the National Board so far, Protestant Inspectors have been visiting Roman Catholic schools, and Roman Catholic Inspectors have been visiting Protestant schools very extensively?—Yes.

15589. And have any instances occurred to you of difficulty—such as you suggest?—A Presbyterian Inspector visiting a school in a certain part of Ireland, found the celebrated song of "The Angel's Whisper," with the passage about the mother, while the baby was sleeping, numbering her beads; and condemned it, and would not allow it to be in the school any longer.

15590. You are aware he has no such power—that he can only complain to the Board?—There is precisely my answer. The answer is only the stronger on that account. Of course he had not the power; but no Board can make by-laws and regulations to check the zeal of either Catholics or Protestants or Presbyterians, when you put those, to whatever class of religionists they may belong, in a position in which they can exercise that zeal to the detriment of those who do not share their religious convictions, and to the advantage of their own faith.

15591. I presume it would be a great advantage that if anything appeared at all suspicious or exceptionable, it should be brought to light and fairly discussed and decided upon by men who are before the eyes of the public, and under the control of public opinion. What harm does it do to make an objection, if it turns out to be futile, the system is more praised in the end, because it has endured investigation?—Except in this way, that by necessity you introduce thereby a system that may be objectionable, and you exclude in order to introduce it a system that cannot be objectionable under which you would have Catholic Inspectors and Protestant Inspectors and Presbyterian Inspectors for schools of their own persuasion.

15592. You say that it is not objectionable, but I can suggest a very plain objection, that is to say, that if there is anything which ought to be objected to going on, suppose, in a Roman Catholic school, a Roman Catholic Inspector will not be the man to divulge it or to bring it to light; and if anything is going wrong in a Protestant school, any attempt at proselytism, or any deficiency in the management, a Protestant Inspector would be much less likely to bring it to light, and much more influenced to suppress it than if there was somewhat of a hostile Inspector; for which reason, I, for one, would court inspection from a Roman Catholic Inspector, in order that any abuse may be brought to light?—Catholic Inspectors can report the facts to the Commissioners under whom they are placed. In their official capacity they are obliged to do it.

15593. But they may think it a much higher duty not to put a scandal—we will suppose—upon a co-religionist; they may think that a higher duty?—No; I do not suppose that if the system be denominational there could be any such thing done; if the case be that of a mixed school, you can suit those that may be of a different religious persuasion, by allowing them to go away as soon as the religious instruction commences; but there are so many ways of influencing children and directing their thoughts, that I should prefer the simple arrangement of Protestants for Protestants, Presbyterians for Presbyterians, and Catholics for Catholics.

15594. I did not ask you exactly what you preferred, but what I wanted to find out was what you considered to be absolutely essential, and what the Roman Catholic bishops would insist upon, and I thought from your first answer that it was absolutely essential, in your view, that your schools should be inspected by men of your own religious profession, and so on of other denominations?—Well if, you ask me the question, the Catholic bishops accepted, at all events, as an experiment the National system thirty-seven years ago, and there were some appointed then, not Catholics, as Inspectors, and as Inspectors over National schools. But if you ask me what would be the best in my opinion, I say to you, without hesitation, make everything Catholic, make everything Protestant, make everything Presbyterian.

15595. You would not consider it an essential condition?—From the experience of the past, as far as my opinion goes, in order to ensure the confidence of all parties and the co-operation of all parties, I believe it would be far and away the better arrangement.

15596. The question of the training schools is another question; you have already stated that you would consider it essential that the training schools should be strictly denominational?—Yes.

15597. And their whole management under the control of the bishops?—Yes.

15598. Then how far would you admit the lay element, I mean of your own profession—how far would you admit Roman Catholic laymen to share the rule and authority in all those matters?—I would give Roman Catholic parents all the control that they are entitled to. Let the parent of a child send his child to what school he likes, let him put him to whatever trade he likes, or whatever business he likes; that is his affair; with that the bishops have nothing to do. The management of moneys, the financial exigencies, they have nothing to do with; but on the religious point they claim there an exclusive mission, as being appointed by Heaven to teach all nations.

15599. What I meant was this—you are perhaps aware that in other countries, in France, Prussia, and elsewhere, there are local boards and committees, of which the clergyman of the parish is always a member—it is a mixed body; sometimes they are united, I believe, and sometimes they are separate; but the clergyman is always one of the Board, and then there are two or three laymen joined with him in the government of these schools, who have the appointment and soforth, and the management of the schools. How far would you be willing to admit an arrangement of that nature, supposing always denominational schools to be established?—Well, it would be hard to anticipate all the details that the working out of such a system as that would produce; but I would say, all at once, take the system as it is in England. Give us in Ireland what has been already given in England.

15600. In that respect is there any such thing as a local board in England? I am aware there is a governing committee with laymen upon it?—Yes.

15601. But those powers that you claim, you are aware are not exercised exclusively by the Roman Catholic bishops in other countries; in France, for instance, the prefet of the department absolutely appoints and absolutely dismisses the masters or mistresses of schools, and he is always a layman; what is done in France, I suppose, might be done in Ireland without any detriment to the faith?—Do not take France as a model. France has not seen as yet the end, the ultimate consequences of that system of education that was introduced into it, and became established there very nearly 100 years ago; and there is scarcely a generation educated under that system which has not brought about a revolution. I was about to allude to the bill adverted to by Professor Sullivan just now, the bill promoted by Mons. de Falloux when he was Minister of Public Instruction. One of the committee who sat upon that bill was Mons. Thiers, who had been minister in different capacities under Louis Philippe. I have not his report before me now, but I remember distinctly having read it, and he said in his report to the Corps Legislatif, "We have been up to the present moment developing the intelligence of young Frenchmen; we have been imposing no restraints on the passions of their hearts, and the result is that France is in a state of constant revolution. The generation trained from 1772 to 1792 brought about a revolution. The generation trained from 1792 to 1815 brought about a revolution; another revolution in 1830; another revolution in 1848, and you may be quite sure that France has not done with the revolutions yet. But," Mons. Thiers said, "gentlemen, we must retrace our steps; we must make education more religious than it has been up to the present moment; we must put it upon the former basis; and if we do not I tremble for the future of France."

15602. I merely wanted to know whether you require more authority than the Roman Catholic bishops have in France?—The Roman Catholic bishops in France were thrown out of it for a long time. The

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Roman Catholic bishops in France have not been restored by the State to the position to which they believe themselves entitled; because such is the influence of the superior classes and of the University of France, just as in Belgium, they will not allow the religious element to be re-introduced; and I should shock your ears if I were to quote for you some of the words that have been made use of in the schools of Brussels, in the schools of Paris, in the public journals, at the Congress of Lieges, and at the Congress of Ghent.

15603. It is in Belgium as in France. Education is governed by lay authority?—That is to say, lay authority over the superior, over the upper systems of education, badly, injudiciously exercised, and to the detriment of the peace of the country.

15604. Are you acquainted with the Prussian system?—Not much, except that they have a denominational system in Prussia. They have been reverting to it. They were taught a lesson there. The revolution of 1848 in Paris was the dawning of the very worst features in the disturbances of Europe. The annexation of one state to another, the wars between Prussia and Austria, are of very little importance as far as the revolutionary element is concerned; but it is the upheaving of the masses that is to be dreaded. The revolution in Paris was a communistic one, and for three days, under General Cavaignac, Paris was deluged with blood. At the same time the mob rose in Vienna, and the mob rose in Berlin, and there was the understratum of society rising up into rebellion against all authority, and the result was that Prussia has now a denominational system and Austria has the same.

15605. Rev. Dr. *Wilson.*—But so far as denominational, is it not denominational with a conscience clause?—The conscience clause ought to be a matter of course for the protection of every one, and to avoid the suspicion of proselytism, everywhere fair play for all.

15606. Master *Brooke.*—But you are aware that in Prussia, and Germany generally, the appointment and dismissal of masters, and the selection of books, and so forth, does not ultimately rest with the Roman Catholic clergy, but lies with the lay body?—I know; because just, as in France, the power is taken from the bishops, and the bishops have not got back yet, as recognised by the State, to the position in which they ought to be. The position of the bishops in Ireland was recognised by the State in this way, that it was ignored altogether, and it was recognised by their own flocks, and their own flocks looked up to them. The State refused them all assistance. The State persecuted education and prevented it, and now that the State is beginning to feel the importance of winning the confidence of the bishops, now is the time for the bishops to assert their rights which were refused for so long a time, and the rights which are still in abeyance in France and in Prussia.

15607. You spoke with high praise of the education of the Christian Brothers' schools. May I ask you if you have read all their books of instruction?—I have not read the whole of them. I have looked over them, and read several of them. I have examined their schools.

15608. Did you ever read their book of the history of Ireland?—Not the whole of it.

15609. Have you read the Fourth Book of the reading lessons, the final book of the highest class?—Not the whole of it.

15610. But you have looked over it?—Yes.

15611. Now, do those books entirely content you—I mean in general do you approve of those books fully?—There may be some passages in the books of the Christian Brothers, to which probably Protestants may object.

15612. Of course, because they are very largely indeed impregnated with the Roman Catholic faith?—That is quite clear.

15613. It is; a very considerable portion of the lessons is such as no Protestant could allow his child to accept as true?—Certainly.

15614.—Lives of Saints, and many things of that nature?—Certainly; and I believe that there are also books used in the Church Education Society's schools that are just as offensive to Catholics in their way.

15615. Yes; I think that very likely?—Because they teach Protestantism; and I dare say the teaching of the Presbyterians would be the very same, offensive to both, rejecting Episcopalian and Catholic doctrine.

15616. But what I wish particularly to point your attention to is that I observe that in one of your answers I heard you state that you wished all the people of this island to be brought up so as to become—I think your words were—orderly and obedient subjects of the realm?—Yes, certainly.

15617. Now, did it strike you in looking over those books that the tendency of those books was exactly the opposite?—The question is a very suggestive one. I do not want to emasculate the mind of the rising generation in any country. I believe that Protestants in Ireland and in England too appeal with what they call just pride to the events of the Revolution of 1688. I believe that the Presbyterians are proud of having resisted the introduction of Episcopalianism into Scotland; and I believe that in their school books passages are to be found calculated to impress on the minds of the boys and girls of those schools the highest respect for their ancestors. What was Ireland for the last 300 years? What bright page in history has she to boast of? Everything is dark except her resistance to the penal laws, except her defence of the faith which her children prized more than their lives. Is it to be wondered at, therefore, that the school books of the Christian Brothers should put before the minds of the boys whom they educate, the importance of the faith for which so high a price was paid? The children will value it more when they hear that their ancestors were persecuted for it. But let the statesmen of England adopt a different course, and what will happen by-and-by? I must revert back again to history. The Catholics of Ireland were attached to the Stuart dynasty. They fought in defence of the Stuart dynasty, and shed their blood in order to keep them on the throne. The English thought proper to bring about the Revolution. They would not allow—at all events they gave very little encouragement to the Irish Catholics to enter any kind of life by which they could earn bread at home. Hence Catholic soldiers went and enlisted in the armies of France, and it is well known that George the Second cursed on the plains of Fontenoy—he is said to have done so at all events—the penal laws that deprived him of the services of those soldiers, then in the French service, who shattered the English army. In the course of time England adopted a different course from 1793. Several offices were open to Catholics from which they had previously to that time been debarred, and the Irish soldier and the Irish sailor from the time when Wellington landed in Mondego Bay till they fought on the hills of Alma and on the hills of Inkermann, and marched the other day to Magdala—the Irish soldier was found, though cherishing the recollections of the past, as faithful a subject side by side with his English fellow soldier, as the English crown could boast of. Therefore when I find passages like that in the Christian Brothers' school books, if there is a word to be corrected let it be corrected; but I believe the whole tendency of those passages to be to make the Catholic children value more the faith which ought to be dearer to them than their lives; and I believe that at the same time if England will begin to treat Irish Catholics by putting them on a level with their Presbyterian and Protestant fellow subjects, and treat the Irish on a level with the English at large, those passages will merely remind the Catholic children of what a change has taken place. "England oppressed us formerly: now England treats us with indulgence;" and the Irish Catholic made stronger in his faith by reading the history of the resistance of his ancestors in order to preserve that faith, will become a more loyal subject because he will now say "England has put an end to all this persecution, and we are now entered upon an era of sunshine."

15618. Then I am to understand that in case the entire control of the books of that denominational system were to be in the hands of the Roman Catholic bishops they would adopt *in toto* those books of the Christian Brothers as they now stand?—Oh, no, I do not say that they would adopt them *in toto*. I think that there are a great many valuable pages in the books of the National Board.

15619. But I am speaking of the Christian Brothers' books?—The Christian Brothers' books are very good too. They are better, on the whole, than the others.

15620. I am confining myself now to what appears to me, on reading those books, to be the most direct training for Fenianism that I could possibly imagine, for I wish to call your attention now, not merely to those passages that you spoke of, of past Irish history; but there is throughout, a studious collection of passages tending to excite the utmost possible hatred of England. It is not merely her misdoings in this country that are brought forward, though they are copiously brought forward; but passages speaking of her atrocious conduct in India, her abominable conduct in North America, and so on, the whole thing tending to make the English character and nation hateful, and to point out the Irish as a nation who have been only patiently bearing the most unmerited cruelties and oppressions. And if that is the tone of the book, which it certainly appears to me to be, is that to be submitted to by the State—by a Protestant State?—It so happens that at the present moment, the boys and girls all over the country have been taught to read under the National Board, and it so happens that as you go along the road you will see the servant boy guiding his horses, or sitting on his car with his newspaper in his hands, and the newspapers that they read give all those facts about the past history of England and Ireland in greater profusion even than the books that you were adverting to now. You have taught the present generation to read. They devour those newspapers. They are for a penny; and four or five of them will club together to purchase a newspaper, and give the reading of it in the round. Now, the books of the Christian Brothers, just as I stated awhile ago, with regard to their literary merits are very good, but the National Board has lost all control over them, the Government has lost control over them, because the Government has not brought them within the sphere of its action. You have the Christian Brothers; make them denominational; and if there be anything objectionable then in the books of the Christian Brothers, the bishops will take care to correct it.

15621. But the bishops have full authority at this moment over the Christian Brothers, and yet nothing has been done in the way of correction?—What are those passages? They are passages, a great many of them, if not all—at all events some of them—from Protestant writers.

15622. Oh, very likely?—And certainly Protestant Irish writers, and Catholic Irish writers ought to be allowed at all events the privilege of complaining.

15623. Then I gather from that that really there is no reason to hope any emendation on that score?—There is reason to hope in this way that all that is of the past; one of the grievances of Ireland is the very question that you are discussing here; one of the grievances of Catholics is that they are not put on a level with their English fellow-subjects. Let them be on a level with their English fellow-subjects, and let them be able to contrast favourably on the side of the Government under which they are now placed, the present with the past; let them be able to say "in those times Ireland was persecuted, at the present moment we have no reason to complain, hence whatever we read, it ought to be forgotten; we are now only to feel and to act as Irishmen serving under a Government that takes care of us in every way that it can; and we will pledge our undivided loyalty to that Government just exactly as the Irish soldiers or sailors did."

15624. I presume that you do not approve of those newspapers which you speak of, which I am sorry to see are so very much read—those inflammatory newspapers; I presume that you do not approve of their tone of speaking of the connexion between the two countries?—Oh, certainly not.

15625. Now may I ask has anything been done to check the circulation of those papers amongst the poor, to warn them that they are not to imbibe the sentiments of those papers?—It would be very hard for me to say at this present moment, to what an extent the bishops and the clergy of Ireland have exercised their influence, and in the most salutary way, to prevent the spread of anything like disaffection; and I may say it would be very hard, indeed, to overrate the amount of salutary influence that they have exercised. They have done it in ways that do not come before the public.

15626. It would be, I am sure, very satisfactory to ascertain distinctly any measures pointed against those newspapers which have been found so very dangerous, and so fatally dangerous to many of those who have adopted their views. There is another question I beg to ask, that books, such as you spoke of, of the Christian Brothers, which you said were so very perfect, and so extremely good, filled as they are with both religious and political opinions, which Protestant parents would not wish to have communicated to their children, how could any conscience clause be of use, if the reading-book of the school is filled with those opinions which the Protestant parent would be very unwilling indeed that his child should be taught?—Have other books in the school that would suit him.

15627. But he is one of a class; I have heard of a conscience clause often mentioned, but I am yet to learn what practical benefit it would be of to the minority?—It would be, in this way, that during the time that religious instruction would be given to the children at large, none of those differing from the teacher, or the children who are being instructed, in their religious convictions should be present. The children are saved thereby.

15628. I understand; but I am speaking now of the general lesson; I am speaking of the atmosphere of the school; you mentioned, a little while ago, the case of a Protestant boy who, without the least effort on the part of the teacher or the clergy, became a Roman Catholic simply from association with Roman Catholic boys—we all know that the direct religious lesson very often passes from the minds of the children, but that the lesson imbibed indirectly from the reading book will be much more likely to affect them than any direct catechetical instruction. How would you secure a child against that influence by any conscience clause?—There may be difficulties in some localities where there would be only one or two, where the number would be so few as that they could not have a school of their own. And I should suppose then that the way of arriving at it would be for the Protestant parent to withdraw his child and send the child to another school, and that it would be then for the Protestant parent to bring the case under the notice of those whose duty it would be to superintend, in a general way; then they would bring the case under the notice of those who would officially have to pronounce upon it by and by; and if any clause found objectionable were to present itself, it would be put out of the books, in order to suit those who might object to it.

15629. You were asked if the Roman Catholic clergy gave religious instruction in the National schools, and I think your answer was that they are supposed to visit the schools once a week; do you find practically they do so?—Well, as a rule, they do. I do not say that they do it in every case, because the duties of the clergy are so many, and their parishes are so extensive, and they are engaged the whole day, going out at six o'clock in the morning in winter and summer, and engaged the whole day in the discharge of their spiritual duties, that I believe they do not have time. It is a rule which is prescribed by the statutes of the Synod of Thurles, and I know that some regularly do it, and I should be glad that all

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did it; but I cannot, from my own personal knowledge say that all do it.

15630. Are you aware that the great majority of the Inspectors of the National Board in their reports complain from year to year of the neglect of the managers, of how little interest the managers take in the schools?—Well, of course, Inspectors will complain because they go for a special object, and they will complain, and sometimes they will complain where there will not be reason, and they may not complain at all where there would be reason.

15631. You do not think that the case is so bad as is stated—for the managers?—I know that they have a great many other things to do, and that they do the very best that they can. And as far as religious instruction goes it comes before me periodically. When I go on the visitation, with the vicar-general, who accompanies me, we examine every child that comes before us for confirmation, and the amount of religious instruction imparted is very satisfactory.

15632. Mr. *Sullivan.*—Will your lordship define what is the parental right in matters of education recognised by the Catholic Church?—Indeed, to be able to answer the question accurately, I should make a distinction. There is a difference between instruction and education, as I take it to be. Instruction means in my mind elemental learning, and it is very hard not to mix up education with instruction, yet there may be a line drawn between the two. Six times six are thirty-six, is a very plain proposition; there is no education in that; but education, I apprehend, ought to develop the whole man, including religious instruction. His passions must be commanded, his mind must be reached, his heart must be shaped and moulded to virtue; and while I admit that the parent has a right to give any instruction he pleases to prepare him for the bar, to prepare him for the medical profession, to prepare him for the desk, make him a merchant, do with him what he likes—I apprehend he has an absolute right to do in that respect exactly what he pleases; but when he adopts a certain course of education that will imply necessarily religious instruction, there the authority of the Church steps in.

15633. Does not the right of determining the kind of education, and of selecting the schoolmaster, primarily rest with the parent of the child?—With the parent of the child it does in this way, that the parent can make whatever selection he likes, provided he respects his own duty to God, and his duty to his own conscience, and to the conscience of the child.

15634. Then the right which the clergy claim to interfere in school management is a right derived, by a species of delegation, from the parent who acknowledges the Church to have certain authority in matters of religion?—Not by delegation. The Church does not get it by delegation from the parent. The Church gets it by delegation from Heaven—"Go and teach all nations; all power was given to me in heaven and on earth; go and teach all nations; as the Father sent me I send you; teach all nations everything I have narrated to you." There is the Commission; then the parent may decide; he has the power certainly; whether he has the conscientious right is another question. The parent may say to himself, if he likes—"I intend to become a Protestant; I intend to give up my faith as a Catholic;" he has the power and the right to do so, being responsible to God for the decision he will come to. He has the power also to educate his child if he wishes in any religion he pleases, answerable to God for the decision he comes to; but once he says, I intend to have my child educated as a Catholic, then the authority of the Catholic Church steps in, not by commission or delegation from the parent, but by delegation from Heaven.

15635. How far does that commission extend over secular education as distinguished from religious dogmas?—It is very hard to say; body and soul are so interwoven together, religious connexion may be affected in a school where there would be professedly no religious training at all in religious instruction; and such is the activity of the human mind that if you don't educate and encourage for good, you are sure to encourage and educate for evil.

15636. The claim which the Church puts in to regulate education in matters of secular education is, however, primarily in respect of the religious and only accidental as to secular?—Not only primarily, but exclusively so. If you could supply instruction, merely giving information to the mind without affecting the religious development of the mind, the Church has nothing to do with it, but it is so hard to do that.

15637. Then you claim interference with education simply because the two cannot be well separated?—Yes.

15638. Would it be true if it were stated, as is sometimes done, that the Church objects to the spread of secular education because it claims that sort of superintendence over it?—Of secular education? Well, I believe that it is my duty as a bishop in every way that I can to raise the standard of literary instruction to the highest elevation attainable, both in a religious point of view and for the benefit of those scholars who may be under my care. The Irish are blessed with talent—it is a pity not to make that talent available for their future advancement in life; and when it is made available for their future advancement in life, they can be of great service to the Government under which they are placed, in various offices, and for various purposes for which they may be required. They go abroad to America and Australia, where they have a large field before them, and in addition to that it is of the greatest importance both to the Church and to the State to have well educated men, full of faith, prepared to follow it out in practice, and regulate their passions by it; and I may give you a proof of the anxiety of the Church in Ireland to promote the cause of education. Under the penal laws they were obliged to establish colleges eslewhere. I won't go back now to the middle ages, when the Church was the great guide of all the educational establishments of the Continent; but the Irish bishops, the Irish priests, and the Irish people established colleges on the Continent. They had almost everywhere parochial schools before the introduction of the National Board, and hence the reason that many of the National schools now in Catholic dioceses are non-vested, because they were got up by parochial funds,—because they were got up at the sole expense of the Catholics, and the Catholics keep them still non-vested; and in the diocese of Cloyne, within the last few years, the priests and the people subscribed at the very least £8,000 or £9,000 to build a college, to furnish it, to make improvements in it, where sixty or eighty or ninety boarders can now from time to time be lodged and instructed in the highest branches of education; and if I could raise the standard of literary instruction higher, I think it would be doing a great service to the people and the country in which I live.

15639. With reference to a question that was asked by Master Brooke, on the subject of school-books, it has been frequently stated that the exclusion of all reference to Ireland or its affairs from school-books of the National Board, has had a good deal to do with producing the feeling of disaffection which exists in the country, by sending the pupils of National schools to other sources for information. What is your lordship's opinion on that subject?—Well, it was complained of not only for that reason, but it was complained of for this reason, that it must be supposed the people in any country would think it an extraordinary thing that there is in Scotland, England, or France, or anywhere else, a system of primary education for the boys and girls of that country, without any other allusion to the land of their birth than a few sentences that were calculated to throw contempt on the whole thing.

15640. But do you think the exclusion of all references of that kind tends to promote the object had in view, namely, to keep out of sight all reference to the past?—No; because it was felt as an insult to the Irish nation. Why should Ireland be ignored in a system of education that is intended to be national.

15641. Your lordship's opinion is that it has had the opposite effect. Am I to gather that from what you say?—If anything, it has; it has had in this way. How far it may have thrown them on other sources of information I do not know. The probability is that if the history of Ireland itself could be written in a certain spirit, without any objectionable observations that could be quarrelled with, they may confine themselves to it, and that there would be less appetite for the food supplied by newspapers and other sources.

15642. A reference has also been made to the action of the bishops and clergy as to the circulation of certain newspapers. Now, has the bishop or priest any right, except a moral one, of interfering with the circulation of any newspaper established for the expression of any opinion of a political nature, except in so far as his position as a citizen may entitle him to express an opinion?—None in the world, except in this way—they may caution as citizens for the benefit of the community at large, and as ecclesiastics they are bound to caution their people by the moral influence that they command over them as their spiritual guides, responsible for the salvation of their souls, they are obliged to caution them against drinking at poisoned fountains.

15643. I wish to put this further question—whether the interference of the Irish bishops and priests in any way with political matters, when that interference is not in harmony with the political views of the English people, is not greatly objected to?—I wish that the Irish clergy could be spared the necessity of ever interfering in politics. If there is any one thing that I wish more than another, it is that the clergy should be allowed to retire within the rails of the sanctuary, and never speak a word except on exclusively religious affairs. But if politics won't let religion alone, religion must act on the defensive. Politics do not let religion alone in Ireland; the Catholic religion is still affected by the laws passed formerly, and part lately. For instance, the position of bishops is altogether ignored, and if I sign my name to any document as Bishop of Cloyne I become a felon thereby. For instance, if a Protestant gentleman thinks proper to become a Catholic, that he marries a Catholic wife within eleven months and a-half of his conversion, that man is a Protestant by the present state of the law; the marriage is legally invalid; the children are illegitimate, and cannot inherit the property of their father. While laws have been passed in that way it is the duty of priests—I am sorry to be obliged to say so—it is the duty of bishops to interfere, certainly, judiciously, discreetly. Though there may be a little disorder sometimes, yet there is provocation given for it. It is the duty of priests and bishops to interfere to return to Parliament men that will pass fair laws, and endeavour to repeal bad laws.

15644. Do you think, however, that it is just to denounce a bishop for interfering in one case where he deems it his duty to interfere, and in another to encourage him to interfere when it is the desire of a party to get the influence of the bishop over the people for a certain political purpose?—It has been my own case. When there is a question of a borough or county election the very first person, I may say, that is applied to in the county is the bishop of the diocese, and if the bishop will take up the candidate for the time being—oh, the bishop is very patriotic; if the bishop will refuse to give his sanction to the candidate whatever the reason may be, he will be denounced as a very troublesome intermeddler, and it will be said, what business has he to interfere in politics at all. This has not unfrequently happened. I can here speak from personal experience.

15645. Reference has been made to the case of Prussia, where the system is purely denominational. There the parish priest, in the case of the Catholic schools, is chairman of the local Board; a parish Board, consisting of three or four laymen, who have the nomination but not the appointment of teacher. Now, in case of the introduction of any measure by which local aid should be called into action in Ireland with regard to the schools, how far could such a system of a parish committee be brought into action?—I rather not contemplate the case at all. I rather suppose the State, considering the relations between England and Ireland, coming to the aid of Ireland. Ireland has claims on the English exchequer that the English people have not. The English exchequer is enriched at the expense of Ireland, and I would rather think that England ought to give more liberally towards any system of primary education established in Ireland than even it gives in England, and I would rather set aside the question of local aid, though in another point of view, I am always anxious to increase the income of the teachers, and I say to the priests do everything that you can to make the children coming to the National schools pay something towards the support of the teachers. I do it for two reasons—for the benefit of the teachers, and for the benefit of the pupils. As sure as the pupil pays, either 1*s.* or 2*s.* 6*d.* or 5*s.* a quarter, as they may when learning the higher branches—as soon as he pays, his attendance is more regular at school. He must then get value for the money that he gives; whereas when the child does not pay at all, that it is totally gratuitous, they don't care so much about it—they go just as they please, because they have nothing to lose, they say it is no loss to them, and on that ground I am anxious they should pay everywhere; and I am anxious for another reason, for the benefit of the teachers—they are a deserving body—as a body they are well conducted—they labour very hard—they are useful officers—if not employed by the State immediately, at all events they are workers under the State, and they deserve that their condition should be improved by priests and people in every way they can, but leave it, as it is, rather than have a local rate which is objectionable.

15646. Would it not be better to make the Irish landlords, especially the absentees, subscribe to the support of the schools on their properties?—If I am pressed, I say don't raise a local rate in Ireland. Leave it to the English Parliament to deal with, and then the English Parliament rather than give it out of the English exchequer will say, let us put it on the absentee Irish landlords.

15647. The landlords are already taxed in the case of a vested school. They have to contribute one-third?—They have.

15648. Is not that like a local taxation?—Well, it is and it is not. It is wonderful what the clergy and the people have been able to do. They send an application to the Board for the purpose of getting up a new school. The school is supposed to cost £120, of which the Board, according to its established rule, is to give two-thirds, that would be £80; the clergyman on the spot, with the aid of the people, will get land, stone, horse-labour for nothing, or nearly so, and give him the £80 in hard cash, and he will get up a school, worth to the Board £120, without spending sometimes a single sixpence in money.

15649. That is in money; but after all when a man gives the use of a horse and cart is he not still giving a contribution?—Well, he is; he is giving a contribution but he does not miss it much. There is no objection to it, a man would prefer to submit to that voluntary tax rather than have a local rate fixed by law.

15650. That is to say it is a question between payment in cash and payment in kind?—The school-houses are the property of the people; but if such an attempt were made, the Government, having got in the sharp end of the wedge, would perhaps throw the whole onus of keeping up the National system on the local ratepayers.

15651. I put another case; it is this—at present several of the non-vested schools, where they are simply vested in local trustees, are repaired at the expense of the locality, whereas the schools vested in the Board, either in their corporate capacity or assigned to them since they became a corporation, are repaired at the expense of the State?—My experience is this: I think the Board

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made a mistake in taking on it all the onus of repairing the schools. I know very well, for a good many years back, it was one of the reasons assigned by the Board for getting their charter of incorporation; they said, we have schools under the Board that are not attended to by the local managers, they don't keep them in repair (they urged that reason), give us a charter of incorporation, and let the schools be vested in us, and we will take special care to have them all in order. They get the charter of incorporation, and then the onus of repairing the schools under themselves was thrown upon their hands, and what was the result —a pane of glass might cost a large sum comparatively; there should be an Inspector sent down to see what was wanted in a remote district, there should be correspondence about it, an interminable never-ending round of letter writing and confusion, but the schoolhouse remained unrepaired, whereas the manager on the spot, if he had had the school under his own control, would get a tradesman on the spot and do it in a short time. I know of my own personal knowledge in the diocese of Ross and elsewhere that schools under local managers were complained of and reported to the Commissioners as wanting repairs, and that they sent a very sharp report to the managers, and that their own schools, in a neighbouring parish, or perhaps the very next schools in the same parish, were left in a much worse state, and they did not complain of it.

15652. Is it not a tax on the country that one portion of the schools should be repaired at the expense of the State, and the others not so repaired?—Well, of course it would; it would be better to have it all done by the State, it would relieve the people so far.

15653. It is from that point of view I ask whether some arrangement like that of Prussia may not be possible. I want to ask that question for the purpose of eliciting your opinion as to the formation of Boards of Control of that kind in every parish for the maintenance of the school buildings, and other matters connected with the management of the schools of which the bishop and parish priest are patrons?—I think the feeling of the people would be, they would shrink from anything like local taxation. Here is the way they generally manage it—the parents in most parishes, town, or country, not so much in the country but in towns as a matter of course, and in the country sometimes—have a weekly collection—a Sunday collection at the gate; all the proceeds of that collection go exclusively for parochial purposes. The people in rural districts will have a collection in that way at the chapel gate once a fortnight, once a month, according to the wants of the parish. They give as they like, or don't give if they haven't it. There is no force. Giving at the gate they know it is all for parochial purposes. When there are any repairs wanting to the National schools—when there is anything to be done in the parish the priest is the treasurer, and he does it without any special appeal for the repairs, from the funds at his disposal, and the people know nothing about it.

15654. What should your lordship say if you heard that there was a large number of the non-vested schools in Ireland where the rent was paid by the teachers, and the repairs made by the teacher at his own expense, without any aid whatever from the patrons or parishioners?—I never heard of such a case.

15655. Not even of one?—No, never.

15656. Should you be surprised if there were hundreds?—If it were so I should be surprised at it. Not only would I hear it with surprise but I would hear it with regret; because, if anything, the teachers are not sufficiently paid, and it would be a shame to impose on them a tax for the purpose of doing what ought to be done by others.

15657. What does your lordship think of this case —a teacher appeals to the landlord for aid towards a school, and he refused to give him any; neither the parish priest nor the rector give him any aid; ultimately he gets a portion of land, and the parishioners promise him some money, he receives only one-half of it, and is obliged to appeal to the teachers of the county to hold a bazaar to enable him to finish the school?—I never heard of it, and I regret it should be so.

15658. If a large number of those non-vested schools were in a state of very bad repair generally, as well as some of the vested schools, should not something be done to keep those schools in a proper condition, and to supply a place proper for the children of a free country?—It would be very desirable. Some of those schools were got up before the establishment of the National Board at all. They were got up in time of difficulty; they were first parochial schools, they were then put in connexion with the Board, never vested because the priests refused to do so, and holding on, the poor people having so many other things to do, having to support their clergy, having to build their chapel, having to supply the chapel with requisites for the altar, and everything of the kind, and so many taxes coming on them, the clergymen of various places—I speak here now from personal experience—when I was a parish priest, and since I ceased to be a parish priest, and have had charge of a diocese, there were several places in which they would build new school-houses in place of old ones, and new school-houses where there were none, but they could not attempt it.

15659. My question with regard to those parochial Boards had reference entirely to the repairing of the schools. I want to know whether it would be possible so to arrange by means of local Boards to have all the schools in Ireland, vested and non-vested, regularly repaired—by proper authorities—without infringing in the slightest degree upon the rights of the patrons in these schools?—Do you mean by local taxation?

15660. No; take the present condition of things. Suppose no local tax were to be introduced but merely that the present system of repairing the schools to be continued, I want to know whether it would not be possible to extend the system of repairing which now applies to vested schools to non-vested schools likewise, without at all disturbing the rights of the present patrons in these non-vested schools, by having some local Board which would be a guarantee to the State that such building was a school building and constructed for school purposes, and that the money was applied in the repairs properly, so that this distinction as to repairs between vested and non-vested schools might be abolished?—I don't know that there would be any occasion for a Board at all, people would as soon, as far as I know, be out of it, and I think the whole affair might be between the Inspector and the manager.

15661. And your lordship thinks such a Board in the present condition of the country could not be brought into operation?—I think the people rather shrink from it as a rule, in the rural districts, though not so much in the cities, nor perhaps in the large towns. They are afraid it would be only the sharp end of the wedge, that it would end, by-and-by, in making them liable for money payments which they would wish to avoid.

15662. But suppose that the question of taxation was put altogether aside, that it restricted itself to the question of repairs, and the erection of proper schools, how far would the action of such Board further the objects or retard them?—I don't see why it would not be all done, if funds were allowed for it, between the manager and the Inspector.

15663. You think then the existence of such a Board would be of no advantage?—Not much.

15664. That is, practically?—Practically, none.

15665. Would there not be reason to hope it would create greater interest in the locality in favour of the school and its condition?—In my opinion the people would rather not have taxation.

15666. Now, in Prussia a local Board of that kind has nothing whatever to do with that taxation. The only position they have is the general superintendence of the school, aiding the pastor—who is, after all, the person who does the work of the administration of the school—and in creating a parochial interest in the condition and success of the school, and in the action of the

teacher?—The people feel an interest in the schools; they are very anxious to have their children educated; and as a proof of it, I may give you the proportion in the diocese of Cloyne. There is one in five at school. I believe that shows the anxiety of the people to have their children educated; and taking into account the number on the rolls of the National Board, and the number on the rolls of the Christian Brothers, and the number on the rolls of the Church Education Society, and those at boarding-schools, the proportion would be the same—one in five of the whole population.

15667. That represents merely the names on the roll, not actual attendance?—Not actual attendance.

15668. Only one-third of the persons that ought to be at school according to the roll are at school. The actual average attendance represents only one-third of the whole population?—It is under forty-nine per cent. The return of the Board I have seen last gives the average attendance as only forty-nine per cent., which is not half; still those children that are on the roll go sometimes to school, and they are kept away by the necessities of the times. Sometimes they have to make out a living as best they can.

15669. Now, would not a local Board help in aiding the patron in looking after the attendance—seeing that a child was not kept away thirty-one days to make hay? We found out in one district that the average time of making the hay of an acre and a half was thirty-one days, at least that was the excuse given for the non-attendance of several boys. Now, wouldn't it be a great benefit if a local Board aided the patron in getting a better attendance than that, and in compelling them to make their hay in a shorter time? Would there be any objection to such local committees?—I don't think there would be any objection. On the contrary, I think clergymen are anxious to enlist the co-operation of their parishioners, as far as it could be made successful. I rather think the people themselves in the rural districts would rather have nothing to do with it.

15670. It has been suggested that one mode of payment of the teachers should depend on the results; that is to say, the better the results obtained in the teaching the better the pay, and that these results should depend on two examinations—one examination conducted by the Inspector for the Government, who would go into the schools and examine them annually, and that another part of the pay should depend on three or four examinations in the year by the local managers of the schools. They should make quarterly visitations of the schools, and examine those who were present, and looked to see whether there was a regular attendance; and on the result of that examination a certain additional sum should be paid. Does your lordship think it would be possible to enlarge the action of the local managers to the extent of undertaking the duty of making three or four examinations in the year of the children in the schools?—I think it very desirable that the question of the salary of the teachers should be entertained by the Commission. I think they ought to get more than they are getting, and that better provision should be made for their old age. They are a laborious, hard-working, and, on the whole, a well-conducted body of men, and when you take into account the working of the schools in detail—I believe Inspectors find it—I have found it in my own personal experience—that when a man gets to first of first, which is now £52 a year, that when he gets as high in the scale of promotion as that he cannot go higher, he is not as efficient a teacher as he had been when he was aspiring to that position. Perhaps it may be in some measure owing to the exhaustion of his youthful energies, that had been all brought to bear on the one point he had in view, namely, promotion; he worked hard for it; another having obtained the highest appointment, perhaps his energies relaxed, and to the detriment of the school. And I believe it would be desirable in that case to hold out to teachers some prospect of advancement in the shape of a reward for continued exertions, that is to say, let the school be examined, and let the results be proved to be satisfactory, that that teacher should get something for his zeal, and for the additional service he has rendered to the cause of education.

15671. Then am I to understand that your lordship's opinion is, that the payment of salary to the teacher ought to be the primary source of emolument, and that the payment by results should only be a secondary one?—I would promote the results which I don't find now, and the Inspectors don't find. I have often spoken to Inspectors about it, and they to me, and the result is, when a teacher reaches the highest point, he is not as efficient an officer under the system as he was when he was aspiring. I don't say in all cases—I don't say it is so in every instance, but it is occasionally so, and it would be very well to give to the teacher a hope of future reward if he continued to exert himself in the same way.

15672. Would that be proved by the results?—Yes, but results may be obtained in two ways—by an examination annually by Inspectors appointed by the Government directly, and by another examination held, from time to time, by the patrons of the schools so as to enlist local action, local superintendence, more actively than at present.

15673. Does your lordship think from your knowledge of the country it would be wise to carry out such a system of examinations under the patrons or managers themselves?—I think it would, to a certain extent, and I dare say that by degrees, if once introduced, it would recommend itself by-and-by. I think it would be worth making the experiment; and while on the subject of the teachers, I should be very glad to recommend to the Commission some provision for the old age of the teachers; but very few of these, when they have been in the service of the Board for ten, or twelve, or thirty years, perhaps without any fault of their own, have any reserve; when they get old they get sick; they get infirm; they have families to support; and one instance occurred the other day in the parish in which I was living as parish priest for ten years. The teacher who had rendered services there when I went to the parish, who was under myself for ten years, and continued in the same school after I left the parish, got blind, and I was told by one of his friends that the only alternative he had was to go into the poorhouse.

15674. How would you meet the difficulty, apparently insurmountable at first sight, with regard to the position of the teachers. At present they are not servants of the Government?—They are not directly, but still they are training subjects for the State; and they are making them subjects useful for the State; and they are bringing out all the intellectual talents with which those subjects may be blessed by Providence.

15675. How would you reconcile their position, even as servants of the State, having a right of superannuation, with the right of dismissal, and of appointment by the patrons. There is the real difficulty?—Of course there would be practical difficulties, and the only way I would reconcile it would be this—give to the teacher in proportion to the number of years—let there be a standard adopted, and give for the proportion of years he had rendered good service; and if he did anything by-and-by that would forfeit his claim to the State assistance, let him be deprived of it, say if he became a rebellious subject.

15676. Does not the proposition to give superannuation to the teachers open up the whole question of the teachers being made mere nominees of the State, and bring us to the same condition that the late University system in France was?—It may, but at the same time, I don't know why the State would not accept the present position the teachers have under the Board; and when they are found to be good, useful men, and have given their whole lives to the arduous duty of teaching the rising generation, I don't see why the State should not step in all at once and give them a superannuation as a provision for their old age.

15677. That they deserve it is a matter we should

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not differ about, but still, would not there be great difficulties in making a practical arrangement of it, so as to secure the right of the patrons as well as the right of the State, in case it gave superannuation?—I don't know that any practical difficulty would arise that might not be met if once a feeling of confidence was established between all concerned.

15678. Judge *Morris.*—Your lordship I assume to be an advocate for the denominational system of education?—Yes.

15679. And it has been suggested as the difficulty, that in certain localities in which there may be infinitesimal minorities, it may be practically difficult to carry that out with advantage to those very small minorities. Don't you think that as we cannot attain a state of optimism, that these infinitesimal minorities must do the best they can under the circumstances—that an attempt to relieve them should not be made at the expense of the great majority—that an attempt should not be made to relieve one out of a thousand at the expense of 999?—I think I have in something I said to-day, if I don't mistake, I anticipated the answer that would be given to that by saying that the same difficulties exist in England as would be supposed to exist in Ireland, as affecting those small minorities, and yet that the denominational system was introduced into England; and if it was introduced into England, and acted on, and has, as far as I know, given satisfaction, there is no reason why on parity of argument it might not be introduced into Ireland. There may be inconvenience to individuals; no doubt of it, but the Catholic bishops are not responsible for those exceptional cases; they want to do the best that they can for the vast majority of their people; they wish to allow the same to the Protestants and Presbyterians; and if there be an odd Dissenter here and there, as in England—the Catholics are but a very small minority in many places—they must put up with the inconvenience.

15680. And now when you say that it is an essential part of the doctrine of the Catholic Church that the bishops should necessarily decide upon religious education, is that merely founded upon the passage in Scripture to which you have referred, or is there any book on canon law that defines that as dogmatic doctrine of the Catholic Church?—Canon law does not apply very much to Ireland, being in such a confused state for the last 300 years, but there is the mission given by our divine Redeemer to the Apostles, handed down to them to the present day; that is a mission the bishops cannot give up; they cannot abdicate their own rights; and because books contain doctrines, and that doctrines endanger the faith, the bishops claim the right of interfering.

15681. Are not the doctrines of the Catholic Church on matters necessarily of faith and belief collected somewhere like the Council of Trent or the catechism of Pope Pius?—Of course they are.

15682. Is this doctrine that the bishops exclusively, without any interference at all of the second order of clergy—that they are the persons who are exclusively to decide on religious teaching?—Yes.

15683. It is so?—Yes.

15684. How would you define the word jurisdiction of bishops in matters of morals? How would you define the word morals?—I find it in the rules; I find it in the regulations of the Board; I find it, I think it is, in Lord Stanley's letter. You may attach whatever meaning you chose to it.

15685. What meaning do the bishops attach to the word morals?—Morals as distinguished from dogmatic teaching means the regulation of the intercourse between man and man—it means a man must not defraud his neighbour, a man must be sober, a man must be industrious—everything that regards his moral conduct as distinguished from dogmatic. He believes in the Trinity; he believes in the Incarnation; he believes in the all sufficiency of the redemption by our Divine Redeemer; he believes all that the Catholic Church teaches as an article of faith, and then he regulates his moral conduct accordingly in his intercourse with his fellow-man and in managing his own business.

15686. You say in your opinion secular education is so intermixed and interwoven with religious education, that, as you graphically illustrated it, you might as well attempt to separate the body and soul, and that the bishops assert the exclusive right to direct religious education, and as that is so interwoven with secular education, it becomes impossible to separate them—in a word, don't the bishops therefore assert the right to control education in its entirety, practically?—Yes.

15687. Practically?—Yes.

15688. In its entirety. Is there any place at this moment in this world in which the bishops have the exclusive control of education in its entirety?—I mentioned awhile ago——

15689. Is there, to your knowledge, any country at this moment in the world in which the Catholic bishops have the exclusive control of education in its entirety?—They have it in England. It is allowed in England to the Catholic bishops.

15690. Is there any other?—I am not aware there is any other country, for this reason, that the State interferes too much, and to its own detriment. In Canada I believe it is allowed. I think it is allowed in other states under the British Crown.

15691. Would the Catholic bishops be satisfied even with a veto on the books, the teachers and Inspectors, or, do I understand you, they demand that they should have the exclusive decision as to the books, the teachers, and the inspection?—I am not aware that the bishops in England have the exclusive right over the appointment of the Inspectors. I don't know it goes beyond a veto—that they must be satisfied with the appointment of the Inspectors, and all that I claim for Ireland is what has been already conceded in England.

15692. Because you said, as I understood, that you thought the appointment of the Inspectors should be given to the heads of the Catholic bishops?—I said that the spiritual authorities in the Catholic case, as in the Protestant case, and in the Presbyterian case, should have such a control over the books and over the Inspectors that nothing could be done without their sanction, just as is done in England.

15693. Well, then, I thought you said you would give the State a right of appeal to the bishops, if the State was dissatisfied with what the bishops were doing. You said you would give the State a right of appeal to the bishops?—In what way?

15694. The question was put, I think, by Master Brooke. Suppose the State were dissatisfied for State reasons with the teaching of certain of the books which the bishops had approved of, because they thought there were doctrines in the books that were inconsistent with the safety of the State. The only mode of extrication from that difficulty, that I understood your lordship to suggest, was, that you would give the State a right to go before the bishops. Did I collect that?—I think if the State paid for a system of education, and that the State thought there was anything dangerous in the tendency of the books that may be employed under a system to which it subscribed, the State then, in self defence, would have a right to ask why is it such and such books were introduced.

15695. And having asked such a submissive question, suppose they got the answer of the bishops that they thought them very good, notwithstanding, what would the State then do?—It is one of those questions between Church and State that have never been settled; but I am as sure as that I am speaking to you, that the question, so far as Ireland is concerned, if there was a feeling of confidence established between the civil authorities and the spiritual, there are ninety-nine chances to one the case would never arise.

15696. Very possibly, but in giving the State a right to go before the bishops to complain, that would be giving no right, for everybody must be assumed to have the right to complain. Therefore, that would be

giving the State nothing more than would be given to any person?—I only use the word in this way. The State, by-and-by, if it found its remonstrances were not attended to——

15697. What would the State do if it found its remonstrances with the bishops, on the ground that the doctrines and teachings in the books were inconsistent with its safety, were not attended to?—Find its own remedy you may be sure. The State would find its own remedy; it would close the purse strings. You may be sure it would not be wanting in a remedy.

15698. Now, in your system, and that is the idea, I presume, generally of the bishops—I presume universally of them—what short of entire, absolute, and exclusive control, unappealable from, over education, secular and religious—what short of that, in its entirety, is it that is not asked for?—The bishops claim an exclusive right over the religious education to direct it; the bishops claim to direct literary education in such a way as that it will not interfere with the religious education. There is the line of demarcation.

15699. You have told me what they do claim. I want to know what they do not claim?—Everything outside.

15700. What is outside secular, and religious education—what species of education is outside of these two categories?—Very little.

15701. But what at all, physical or metaphysical?—Scarcely anything beyond the multiplication table.

15702. Is not the multiplication table secular education?—It is, but there is scarcely any department of literary instruction, of learning—secular learning—with which religious instruction may not more or less be bound up.

15703. I concur with you; but assuming that, what is it short of entire absolute control over every species of education, is it that the Roman Catholic bishops don't claim for themselves exclusively, and are not prepared to oust every other tribunal including parental authority?—They have everything that does not compromise the religious instruction, directly or indirectly.

15704. But then, if you say, my lord, that everything practically is interwoven into religious instruction, surely there is nothing outside of it?—Very little.

15705. Don't say very little if it means nothing?—Except the multiplication table.

15706. Then, except the use of the multiplication table, there is no species of education that the Roman Catholic bishops do not assert for themselves the absolute, entire, unappealable control over?—Except the multiplication table there is no species of secular instruction that may not be made available to injure the faith of the children confided to them, and therefore they must guard against its dangers.

15707. I only want to make the thing clear. I am not suggesting whether it ought to be or not. I ask is not the fact so—that as you have excluded the multiplication table as being the only species of learning that may not be dangerous learning to be acquired to a Roman Catholic, with that exception the Catholic bishops assert for themselves the sole, absolute, unappealable control over education?—There are various departments of learning that may be learned without harm to faith. They may be so, but there may be danger also, and it is the duty of the bishops, and they have a mission for it—and Mr. Cardwell admitted the duty and the right too—it is their duty to watch and to see that the learning may not be made injurious to the spiritual interests of their flock.

15708. Now, is there any Catholic country in which this power has been given as completely to the bishops as you suggest it should be in Ireland?—I said a while ago I would give the bishops in Ireland what the bishops have in England. In Catholic countries, I said a while ago, I was not aware that it is allowed to the full extent.

15709. Well, now, as to parental authority. You don't suggest that parental authority should have any control at all?—I admit a parental authority.

15710. Some parental authority?—I mean properly the parental authority as destined to regulate the faith of the child.

15711. I know. Do you give any parental authority at all to a good Catholic?—Everything that he can wish to have.

15712. Well now, in answer to Professor Sullivan, you said that the Church did not claim any delegation from the parent, but from Heaven. If the Church, by heavenly power, as you say, claims the exclusive right to lay down the education, how can a good Catholic have any parental authority at all?—I think I mentioned a while ago that the parent can select for his child what profession in life he pleases, amenable to God, at the same time, and to his own conscience, for the choice that he makes. He may make him either a lawyer or physician, or farmer, or shopkeeper, or merchant, or whatever he pleases.

15713. I beg your pardon for interrupting. I don't refer to parental authority on all subjects; but what parental authority do you allow a good Catholic in education? You allow a parent the power to select a particular profession, but what authority would you allow him in education?—I allow the parent, as I said a while ago, he has the power, how far he has the right, answerable to God and his own conscience, is another question. He can get the child educated a Protestant if he pleases, but once he adopts the Catholic education he must allow that child to be educated by those who have got a commission from Heaven, and who alone have got it.

15714. Exactly. If a Catholic selects the faith for his children of a Protestant, he cannot be a good Catholic?—I said he was answerable to God and his own conscience.

15715. You suppose it would not be a proper thing for him to do?—Certainly not.

15716. I am supposing the case of a good Catholic who will not do any of these things, which, although as you have put it properly, he may have the power, he has not the right before God to do. What power do you give to parental authority in education if anywhere he does not act on his own power, but upon what you say he has a right to do? What would you say he has a right to do—a right as a Catholic? What right do you leave him at all?—I leave him the right of selecting any secular position for his child that he pleases.

15717. Surely that is not education; you leave him the right of selecting for his child a hat or cap?—But he has no right to send that child to a school where the faith of that child would be endangered.

15718. You are telling me what right he has not. I want to know what right, if any, you have left him in education? You leave him the right of selecting whether he wear a hat or cap?—I have left him everything a parent can claim for a child in education, as understood.

15719. Of religious instruction?—No.

15720. As religious and secular education are intertwined, to use your own word, is not that leaving him nothing at all?—So far as they are intertwined the commission of teaching is left to those who were commissioned by God.

15721. The Bishop of *Meath*.—The commission to which you have referred so often is contained in the words of our blessed Lord to his apostles:—the word "teach" you have dwelt on very emphatically; now, is that the correct translation of the Greek word?—It is the translation accepted.

15722. Is it the literal translation?—What is the original word? I forget the original Greek word.

15723. The word is, "make disciples of." What is the interpretation of "make disciples," as you take it?—Make scholars.

15724. Make scholars?—Yes.

15725. When we speak of our Lord's disciples, do we understand scholars in the ordinary sense?—No; followers, disciples, people to learn what our Saviour had taught.

15726. The meaning of the words "make disciples

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of all nations" is to convert them to Christianity, I presume?—Yes.

15727. This being the strict meaning of the word "teach" in that passage, does it imply what you claim as the commission of the bishop?—It implies it in this way, teaching them to do "all things that I have made known unto you." "All things" there is a direct dogmatic teaching; and then, indirectly, it is the duty of those who are to answer for the souls of others—it is the duty of those to guard them against all danger—from whatever source that danger may come—to guard them as far as they can.

15728. To make your argument complete, it would be necessary that the apostles, at that time, were bishops,—that is to say, in order to confine the right of teaching to the bishops exclusively, it would be necessary that the apostles were bishops. Were they bishops at that time?—The apostles were the followers of our Divine Lord.

15729. Were they *episcopi*?—The power he gave them before he gave them afterwards.

15730. Were they *episcopi*?—At the time that he spoke to them in that way they may, or may not, have been *episcopi*.

15731. Do you believe they were?—No.

15732. Does not your argument require that they should have been?—My argument refers to this, that the apostles at that time represented the Church as to be formed at a future time, and that our Divine Redeemer gave them a commission to teach all nations, and that their commission was to instruct them in everything that our Divine Redeemer had made known.

15733. In representing the Church I presume the apostles represented all the clergy of the Church, to say nothing of the laity?—They represented all the clergy.

15734. The apostles?—Yes.

15735. Then, if the commission conferred upon them the right of teaching, it must have also conferred the right of teaching upon all those whom they represented?—That would lead us into a controversial question as to the distinction between bishops and priests.

15736. If they represented all the clergy at the time, and if their mission was to teach, I presume the authority which they got to teach was equally applicable to all those whom they represented?—In a certain sense, yes; but there are two things in teaching, and in defining the articles of faith which the Church has been intrusted with. The bishops have the exclusive right of sitting in council, and defining what are articles of faith, and what are not.

15737. My observation is entirely confined, of course, in this examination to their teaching, not to their defining functions?—*Definiens* is *docens* too. When a question arose in the early ages of the Church they were obliged to make known to the people what the Catholic doctrine was, in opposition to Nestorius, Eutychius, Macedonius, and others, and their defining at the same time was teaching.

15738. There is an ambiguity about the word teaching. That teaching is a different kind of teaching from the function of teaching which we are at present engaged upon?—Certainly.

15739. Do you believe that in the passages to which you refer in Miss Whately's life of her father, the Archbishop's real meaning was that he supported the National system of education because it was virtually a proselytizing system—namely, a system calculated to undermine the faith of Roman Catholics?—I stated a while ago, so far as my knowledge went, what I read in the public papers. I stated that it was published in the Life of Archbishop Whately, by his own daughter. I have no more authority for it than that. I presume that his daughter would scarcely venture to publish to the whole world a commentary of that kind upon the conduct of her father, if there was no reason for it.

15740. This passage has been quoted, as you are aware, by a great many, and, if I mistake not, by Cardinal Cullen in a meeting of the Roman Catholic prelates, held in Marlborough-street, on the 18th December, 1867?—Yes.

15741. Now, do you believe that the Archbishop's real meaning in that passage was that he supported the National system because it was virtually a proselytizing system—a system calculated to undermine the faith of Roman Catholics?—I believe, as the words imply, that Archbishop Whately was making use of the power that his position, as a member of the Board, gave him, and to prepare books, and to bring such an action to bear on the working of the system as would help him to uproot the errors of Popery.

15742. In the passage to which you refer, the Archbishop says, "I believe that mixed education is gradually enlightening the mass of the people." Now, do you believe that when he made use of these words his meaning was not this—namely, that the general diffusion of education is calculated to emancipate the mind from a blind obedience to authority, and to lead a man to examine for himself the grounds of his religious faith?—I believe that if such had been the meaning of Archbishop Whately that he ought to have employed different words from those that he did employ; and that the words which he did employ, taken in connexion with the past history of the last 300 years, and the hatred in which Popery is held, I believe the words had a more offensive meaning than that.

15743. Do you think that the words I have read—"I believe that mixed education is gradually enlightening the mass of the people"—will not bear the interpretation that I have put upon them, as a possible meaning of the Archbishop?—I believe it in this way—that education, such as it has existed, is enlightening the people. I believe it is doing good, not exactly because it is mixed. I believe it would have done more good if it were not mixed, and if it were denominational from the beginning.

15744. Rev. Mr. *Cowie.*—Might not the Roman Catholic Archbishop of Dublin have said, "I am very glad of the spread of education amongst the people, for I am quite certain that if they were thoroughly well informed they would all become Roman Catholics," in exactly the same sense in which Archbishop Whately meant it. "I am glad that everybody is being well instructed, because I know they will all agree with me when they are thoroughly instructed." In the same way I think the Roman Catholic Archbishop might have said the same thing—"I am glad of the spread of education, because I believe everyone properly instructed will become a Catholic"?—So far as that single phrase goes I believe the education under the Board has done good for the people, and I wish it had been more extensive.

15745. In that sense is not the interpretation by the Bishop of Meath of Archbishop Whately's words quite fair, and one that rescues it from the obloquy thrown upon it?—Yes, if it were not followed by the other words. Those are not the words I quoted—those are not the words I rely upon. The words quoted from Archbishop Whately's life, published by his own daughter—the words are that he was displeased with his fellow Protestants because they were opposed to the National system—a system that he found convenient for a certain purpose—and that he was left to fight the battle with one hand, and that hand his best, tied behind his back—the battle of uprooting the errors of Popery.

15746. The Lord Bishop of *Meath.*—You stated that Archbishop Whately was of opinion that the books of the Board were prepared with a view to uproot the errors of Popery. What is your authority for that statement?—I don't know that I said that. He may have had it in his mind—not all the books of the Board, but the Scripture extracts and the "Evidences of Christianity."

15747. Rev. Dr. *Wilson.*—May I ask in this connexion, do you think from what you have heard and know of this subject, that the Archbishop had a lurking design to subvert the faith of the whole people?—I believe the words attributed to him, and not denied. I believe that they implied that.

15748. That he had a lurking design?—Yes.

15749. And do you concur in the statement made by another witness—"I consider that an act of treachery and an act of dishonour?"—I don't know what opinion Archbishop Whately himself may have formed of it, but I do think it very unfair that any man should become a member of a Board that professes neutrality, who would use the power and position that his appointment gives him to work underhand for the subversion of the faith of any class of Christians.

15750. Is it your opinion still that Archbishop Whately did work underhand for the subversion of the faith of any class of Christians?—As his own words tell me, it is so.

15751. In answer to Judge Morris, you have said that you except the multiplication table in reference to the claims you have over the education of the country. You made an exception so far as the multiplication table was concerned. Am I right in understanding you made that exception?—In my answers to Judge Morris, I said that there is scarcely anything in which religious instruction may not be introduced except in the plain elementary things of the multiplication table, or the rules of geometry.

15752. And you make that exception?—Yes.

15753. Do you think the other Roman Catholic bishops would concur with you in that opinion?—I believe they would.

15754. All of them?—I don't know.

15755. Then, after hearing the statement of another bishop in which, not prepared to make the exception, he says "that even in arithmetic there might arise subjects of a metaphysical kind which a good teacher should explain"— do you still adhere to your opinion, and are you prepared to except the multiplication table?—The multiplication table is a very simple thing. Take that by-and-by to work problems, and I don't know what question may turn up in arithmetic, or geometry, or algebra, or other questions of the kind in which religious instruction may be introduced. They may all be made subservient once you go beyond the elements of the multiplication table. In that you are limited within a certain narrow circle—6 times 6 are 36—and no one teaching can go beyond that.

15756. Do you except the multiplication table?—I do.

15757. You have stated that your experience of mixed education is very limited. Do you concur in the statement made before this Commission by a Head Inspector, that whatever of united education exists in the South of Ireland, is owing to the action of the Catholic clergy and people?—I don't think it is the case.

15758. You think it is not the case?—No; I think it is owing in a great measure to the refusal of the Protestant clergy to have anything to do with the Board, because they wanted to have it all in their own hands, and inasmuch as they were able to get up Church Education schools, as they have now, necessarily the schools of the Board fell into the hands of the Catholic clergy.

15759. Does your diocese furnish you with the material for mixed education. Have you a mixed population to any great extent?—In the towns, yes,—in the country, no.

15760. Master *Brooke.*—Do you know when the Church Education Society came into existence?—No, not exactly the year.

15761. It was in 1839—seven years after the Board had begun its operations?—Well, I was not in Ireland then.

15762. And when it could hardly have been owing to the Church Education Society that the Roman Catholic clergy acted with the Board?—I was not in Ireland at the time. I came to Ireland in 1839.

15763. Rev. Dr. *Wilson.*—You are acquainted with Lismore?—No. It is not in my diocese. I visited it merely.

15764. The Roman Catholic clergy are managers, to a very large extent, of the National schools of the country?—Yes.

15765. Do you know are they willing to open their schools to the Protestant clergy to give religious instruction to small Protestant minorities in the non-vested schools?—They are never asked. There is no question about it at all. There are no Protestants there. I cannot speak from personal experience, for the question has never been raised there.

15766. In districts where Protestant minorities may exist and do exist, should the Roman Catholic clergy, do you think, be disposed to give an opportunity to a Protestant clergyman, of any denomination, to give such religious instruction inside the walls of a non-vested school?—I believe that the Roman Catholic clergymen, having now the discretionary power in a non-vested school, would have an objection to allow religious instruction different from their own faith to be given in schools that had been got up at their own expense.

15767. You have referred to departures from the principles of Lord Stanley's letter. May I ask, in your opinion, to what were those at first owing—when did those departures begin?—As I understand it, the first departure began in 1840, to meet the views of the Presbyterians.

15768. I thought you had referred to a previous time, immediately after the issuing of the letter?—No. I referred to 1840, as the time at which the Presbyterians——

15769. I will come to that by-and-by. I am referring to Lord Stanley's letter?—It occurred later again, in 1847, when Archdeacon Stopford——

15770. Was there at any earlier period a departure from the principle involved in Lord Stanley's letter?—I am not aware. I was not in Ireland until 1839.

15771. Did I not understand you to say that the design was to have united secular instruction and separate religious instruction in all the schools—the schools being open to clergy of all denominations?—Yes.

15772. When was that departed from in your estimation?—That was departed from in 1840, at the solicitation of the Presbyterians, and in 1847 at the solicitation of Archdeacon Stopford.

15773. In the schools under Roman Catholic management from 1832 to 1840, were the school-houses open to Protestant clergymen to go in and give religious instruction to their own children?—They were. They must have been according to the rules of the Board.

15774. Was there such religious instruction given in any of the schools?—I am not aware.

15775. Were the parochial schools to which you have referred, such as the parochial schools of Bishop Doyle, open to Protestant clergymen to go in and give religious instruction to children of their own denomination?—I dare say they were, as it was the rule of the Board.

15776. The *Chairman.*—Was not allowing the religious education of the minority in non-vested schools optional from the beginning of the National system?—Not optional. It was obligatory by the letter of Lord Stanley.

15777. Rev. Dr. *Wilson.*—You have referred to the substitution of pastoral for parental authority. Which do you prefer?—On the contrary, I referred to the substitution of parental for pastoral authority.

15778. When was this substitution first recognised?—I do not exactly remember at this moment when the change was made.

15779. I wish you to state when this substitution took place?—I cannot give the date at this moment.

15780. You refer to that as one of the departures?—Yes.

15781. Can you state about what period it took place?—No; I cannot give the date.

15782. Was it previous to 1840 in your opinion?—I cannot give the year.

15783. Was it previous to 1840?—I don't know.

15784. Did not that distinction exist from the beginning of the system?—No.

15785. Can you not say when it did begin?—The

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letter of Lord Stanley expressly mentions the words "control of the clergy."

15786. Was it in 1835 that such a distinction took place?—I don't know; I cannot give the year.

15787. Are you aware that the Synod of Ulster, to which you have referred, submitted propositions to the Board so early as the year 1833?—No; I don't remember.

15788. Are you aware that the Commissioners of Education declared that in these propositions there was nothing opposed to the principle of Lord Stanley's letter?—That may be their interpretation of it, but I am not aware of it.

15789. Should you suppose that their interpretation is equally as good as yours under the circumstances, at this date?—I would not. I think it is very clear from Lord Stanley's letter that he had in view the heads of the religious bodies.

15790. Do you adhere to your opinion, after now confessing that you cannot say when the substitution of parental for pastoral authority took place?—Yes.

15791. You adhere to that still. In a letter written by Mr. Kelly, Secretary to the Commissioners, in August, 1833, the following passages occur:—"The rule that the hour from two to three of each day, except Saturday, should be employed in reading and instruction in the Holy Scriptures is quite compatible with the regulations of the Commissioners, provided that such children only as are directed by their parents to attend be then allowed to continue in the school, and that all others do then retire." Again it says:—"As you mention that you occasionally visit the school to mark the progress, and administer such instruction as the circumstances and capacity of the child may require, the Commissioners desire me to observe that it is of the essence of their rules that religious instruction should be given only at the time specifically appointed for that purpose, and that children whose parents do not direct them to be present should previously retire." I ask now was parental authority not recognised by the Board so early as August, 1833?—It is only another proof out of many of the reasons which broke or shook the confidence of the bishops, while Catholics who supposed that from the beginning the whole outline of Lord Stanley's letter would have been carried out, were disappointed when they found such departures from it.

15792. You are prepared to admit it was recognised by the Commissioners so early as 1833?—I was not in Ireland until 1839; and it only makes my argument still stronger the further back I go, because it shows, all at once, the difficulty of combining—considering the complexion of the religious bodies in Ireland—the difficulty of combining them in a system of education that would be acceptable to all parties who are sincere in their own religious convictions, and who will be always trying to use whatever power they have to make converts.

15793. Now, which system do you prefer—the vested or non-vested system?—Well, that would be a matter of very little consequence, provided that by-and-by there was confidence mutually established; but considering, in the aggregate, all the circumstances of Ireland—the past and the present, and the future, and the way in which the National system has developed itself, and deviated, as I take it, from the original outline, I prefer the non-vested system.

15794. Now, do I understand you to say that up to 1840 religious instruction was obligatory in every school?—Not obligatory in this way—that any one—the heads of the different religious bodies for instance—were not obliged by the rule to go and give it; but if they wished to go and give it, the rule made it obligatory that they should be allowed. They would not accept the obligation from the Board; but the rules gave them the right to enter any of these schools, if they wished, for the purpose of giving religious instruction; and, so much so, that the Board contemplated, at the beginning, the getting up of a room in the school, to which the children, not of the same religious persuasion should retire; and that was one of the class of questions always inserted in the query sheets sent to any applicant for aid.

15795. To what class of schools did that refer—to vested or non-vested schools?—I presume it was to apply to all.

15796. Have you ever read the four propositions of the Synod of Ulster, submitted to the Commissioners of Education, early in 1833?—I don't remember.

15797. Of the four propositions I shall read two. First, "That the ministers and people of this church, without the necessary concurrence of the ministers or members of any other church shall enjoy the right of applying to the Board of Education for aid to schools, by a statement of the constitution and regulations of the schools, combined with an engagement to adhere to them; but in this proposition, recognising the right of the Board to consider the regulations, and to decide accordingly." The second proposition is, "That all children, whose parents or guardians shall so direct, shall daily read the Holy Scriptures during the period appointed, but that no compulsion whatever be employed to induce others to read, or remain during the reading." Do you still adhere to your opinion?—Yes.

15798. Although the Commissioners of Education, by their secretary, have declared that all other children shall not be present whose parents did not direct them to be present at it, do you still adhere to your opinion that all schools were open to the clergy of all denominations who wished to give religious instruction?—I cannot say at what time the change took place, but I say that according to the letter of Lord Stanley, and according to the regulations of the Board, it ought to have been so.

15799. Have you not already said that up to 1840 such was the case?—I am not aware I said so. I do not know exactly what year it was, but as well as I remember the change in the non-vested schools took place in 1840. That is my impression, and that it took place at the request of the Presbyterians, who did not wish to allow their schools to be made subservient to the teaching of a doctrine that they condemned, those schools that they had got up at their own expense.

15800. Then you said it was in 1840 such a change took place?—That is my impression.

15801. Do you still adhere to it?—For all I know it may have taken place sooner. I give you the information as it is on my mind.

15802. Had the Roman Catholic bishops schools similar to those of the Presbyterians, built by their own money, and called non-vested schools?—I believe they had.

15803. Did not the same rules equally apply to them that applied to the Presbyterian schools?—Yes, and hence I said to-day that although by Lord Stanley's letter religious instruction became obligatory upon the Board—that is, that the Board should allow it to be given—yet now, since that change was made, it so affected non-vested Presbyterian schools, non-vested Protestant schools, and non-vested Catholic schools, that in seventy per cent. of the schools of the National Board, religious instruction might be refused.

15804. In those non-vested schools of the Roman Catholics from 1831 to 1840 were Protestant ministers admitted to give religious instruction?—According to the rules of the Board I presume they were. I don't know what actually took place, for I was not in Ireland at the time.

15805. The *Chairman.*—Has that change been favourable or unfavourable to the managers of the Roman Catholic schools?—Well, it has been unfavourable in this way—that it has shaken the confidence of the bishops, and for this reason. It is found to militate principally against Roman Catholics. In the south, the schools, though mixed, are *de facto* denominational. There are scarcely any other but the one denomination. I gave instances awhile ago in which in schools with 529 on the rolls, and 369 of an average attendance for the last year, there is at this moment only one Protestant, and he is the son of the mate of a revenue cutter, who may be off to-morrow.

I said that for the last fourteen years there have been only eight Protestants in the school. In the female school there are 690 on the rolls. The average attendance for September, 1868, was 81·1.

15806. How many Protestants in these schools since the opening in 1851, seventeen years ago?—Only three Protestants for seventeen years, and those three Protestants became Catholics. Well, in this way the schools are practically denominational. They are all Catholics nearly. Hence there was no injury by that rule to the Protestants or Presbyterians who did not go there. The injury was in the North where the schools are comparatively mixed. I don't know what may be the proportion. Some say there may be sixty per cent. of Presbyterians and Protestants, and forty per cent. of Catholics. I don't know the proportion, but it was so large as that it would certainly have been the duty and worth the time of the Catholic clergy to go into the schools to give religious instruction if allowed, but as the schools were non-vested, the Presbyterian body were so determined to keep out Catholic teaching from their schools that they would not allow it to be given, and that rule was made by the Board.

15807. In vested schools under Protestant management, where a Roman Catholic clergyman has the power of going if he pleases to give religious instruction to his own children, has it ever been the practice in Ireland for him to go there?—I am not aware. I can answer only for the south where there was no occasion for it, and there was no provision made to remove the other children—the children who were not of the religious belief of the person giving the religious instruction at the time. The other children had no room to go to. They should either remain in the school or go home, or go out in the cold and endanger their lives, or else lose a day's schooling by going home if the religious instruction took place in the middle of the day.

15808. Is it not the fact that it has been the universal practice of ministers of all the three principal religious bodies in Ireland not to go into schools which were under different management?—So far as my experience goes I believe that to be the case. I believe it to be the case, that it is as difficult to make fire and water meet together and combine together, as it is to make men of different strong religious impressions and deep convictions that sway the mind and direct the actions—to make those unite in a common purpose such as the religious instruction of the pupils; and the better way, in the spirit of fair play, calculated to gain the confidence of all would be to let each try to make his own co-religionists as moral in forming their faith as they can.

15809. Rev. Dr. *Wilson.*—Instead of this change having taken place in 1840, I ask you was not the practice recognised all along from the year 1832?—From the beginning?

15810. Yes, from the beginning?—I am not aware at all of that.

15811. Haven't you said there was a departure from the principle upon the application of the Presbyterians in 1840?—I said that there was a programme proposed in the letter of Lord Stanley. I said that that programme was departed from. In what year it was I cannot say, but the impression on my mind was that it was in 1840. I may be in error as to the year.

15812. Was it owing to the Presbyterians that the departure took place?—I believe so.

15813. Are you aware that early in 1832 even monks' schools were in connexion with the Board?—I don't know.

15814. And that convent schools were taken into connexion with the system?—Even so.

15815. Were these open as institutions to the Protestant ministers of different denominations to give religious instruction to any small minorities that might be there?—It was never tested. They never went.

15816. Keeping in view your statement that the change took place in 1840, I will read from the first volume of the Board's reports, page 147. An application was made by the Presbyterians with reference to a certain school, and the report says:—"The school, as your Excellency will observe, is conducted by a committee chosen by the parents of the children; the time for religious instruction is so arranged as not to interfere with the scientific or secular business of the school; no children are required to be present at it whose parents or guardians object to their being so, and such children are permitted to absent themselves whenever their parents or guardians think fit for the purpose of receiving such religious instruction as they may provide for them"?—They are permitted to absent themselves from such religious instruction as may be given by another.

15817. No, permitted to absent themselves from the school to get their own religious instruction elsewhere. Having read that do you think any change was effected by the Presbyterians in 1840?—I thought so always. I may be mistaken as to the date, but as to the change I have no doubt.

15818. I shall read from the following page. The Commissioners say, in their report:—"As to affording a general opportunity for religious instruction, children who did not take part in the religious exercises of the Temple Meeting House School, were allowed to absent themselves on Saturday for *the purpose of receiving religious* instruction *elsewhre.*" Are you aware that the Temple Meeting House School mentioned there was taken into connexion with the Board in 1832 or 1833?—I am not.

15819. That being the case, and the children permitted to receive the religious instruction elsewhere, did not such a distinction exist in these non-vested schools from the beginning?—I do not remember when it began. I take the letter of Lord Stanley, which prescribed a certain thing. I am not aware of particular cases. I know that the letter of Lord Stanley prescribed a certain thing—that the Commissioners changed it to another thing—and when they did that, I don't know.

15820. I ask did not the distinction exist from the beginning?—I don't know. One of the things that shook the bishops' confidence was that the changes should have been allowed.

15821. I wish to ask you do you rely on the late Archbishop Murray as an authority—are you disposed to take his evidence on a matter of that kind?—In connexion with the Board?

15822. Yes, in connexion with the Board?—I have a great respect for the authority of Dr. Murray, but I believe Dr. Murray was not able to prevent what the bishops wished he should.

15823. But in testimony as to a matter of fact should you rely on Archbishop Murray?—I don't think that Archbishop Murray stating a matter of fact, would state what he would believe not to be true. He might make mistakes.

15824. In a matter with which he was personally connected as a Commissioner of Education?—Scarcely so then.

15825. Should you be disposed to rely on the testimony of the Right Hon. Mr. Blake and Mr. Corballis?—Mr. Blake stated that he would require the compulsory absence of the children.

15826. Do you rely on their testimony? Do you think now this change was effected owing to the Presbyterian application?—I don't know to what it was owing. I thought it was owing to the application of the Presbyterians.

15827. I now read from the memorandum of 13th February, 1840, an extract from the minutes of the Commissioners of Education. There were present among others the Most Rev. Dr. Murray, the Right Hon. A. R. Blake, and J. A. Corballis, esq.—three Roman Catholic Commissioners—and it is stated in this document that at a conference between the Commissioners and the gentlemen of the Synod of Ulster, in presence of the Lord Lieutenant, "it was neither proposed nor hinted at, that there should be any change in the rules of the Board." Again it says—"It may be observed that the practice as to religious instruction

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in the schools is in substance, *mutatis mutandis*, similar to that in many schools under the direction of Roman Catholics." Do you still think it was owing to any application of the Presbyterians that this change, if any, took place?—I always thought so.

15828. Is that your opinion now?—I don't know as to dates.

15829. Have you modified your opinion may I ask? From having heard this statement read on such good authority, have you modified your opinion?—I should be unwilling now to suppose that what I said awhile ago as to dates was correct.

15830. May I ask have you modified your opinion?—So far as regards the dates, yes; and so far as the application of the Presbyterians may go, yes; but I do not modify my opinion at all regarding the fundamental merits of the question, which are the very thing that shook the confidence of the bishops, and it is a matter of comparative indifference when the change took place, or at whose solicitation it took place. The letter of Lord Stanley was to the effect that every clergyman should have the right to go in to give religious instruction to his own co-religionists. The change was, that in non-vested schools, which amounted to seventy per cent. of the whole number, that right should not be allowed if the patron thought fit, and the patron was to direct what religious instruction, if any, was to be given.

15831. You have said that the Roman Catholic bishops say, "let there be denominational schools for those who prefer it." What would you say with regard to very numerous districts where there are small Protestant minorities?—There may be an inconvenience, just as there is in England now where there is a small minority of Catholics; but so far as I know to the contrary in the South, the case is that *de facto*, just now, as a matter of course, there is a Catholic school, the Church Education Society has its own schools, and Presbyterians have their schools, and as there are no poor Protestants or Presbyterians scattered through the country, except an odd one in 10,000, they are near enough to the towns to have a school for themselves, and if I could not by-and-by meet every case, I would only say—consult for the advantage of the immense majority of the people, and leave the odd cases just as you leave them in England.

15832. Now, is it a matter of fact that these Protestant minorities are so few? Do they not occur in the south of Ireland, in country districts, in numerous cases?—That they are so few?

15833. No, that there are a large number of Protestant minorities?—No, it is not the fact, except in the towns.

15834. I refer to places outside the towns; for instance, there is a school near Limerick called Kishikirk; there is another school at Parteen, near Limerick, and Carnane, Birdshill, male and female, all near Limerick—all in different districts, with small Protestant minorities of, say, three children or more, and these cases can be multiplied by hundreds. What provision would you make for such small Protestant minorities?—I have not such cases to grapple with in my own diocese, except in very rare instances indeed.

15835. With the demand for alterations in the system of National education by Roman Catholic bishops before you, would you not say what provision you would make for these minorities?—It is very hard to make Catholics responsible for a state of things with which they had nothing to do. Protestant clergymen, by the law of Henry VIII., are obliged to have parochial schools. They ought to have, and if they don't have them, that is their affair. If there is a small minority still without a school of the kind, all that I could say is—let there be fair play for all, and come to some common understanding. Let these be provided for in the best way they can, but don't sacrifice the advantages of the large number.

15836. What would you do for small Roman Catholic minorities, also, to the extent of hundreds of cases in the north of Ireland?—I don't know; I am not sufficiently acquainted with the north. Much depends upon practical details, whether they are near a town or not,—so that they may come from various quarters about the neighbourhood, and form the school in the town. They might come a quarter, or half a mile, or a mile from different districts in the country, and make a school sufficiently large to be entitled to support from the Board.

15837. Having met Roman Catholic bishops from the north of Ireland, have you never learned that there are large numbers of Catholic minorities in country districts?—I believe there are, and I believe there would be a difficulty in meeting the case.

15838. If a Roman Catholic bishop differs on these subjects with his brethren, is he bound, notwithstanding, to identify himself in action with the majority?—I don't know that there is at this moment, I don't believe that there is a single bishop.

15839. It is well known that at the Synod of Thurles there was a diversity of opinion—taking for granted a diversity of opinion is a bishop of your Church differing in opinion from his brethren, bound to identify himself with the majority. I give a case by way of illustration—a well-known case. I wish to see whether the principle applies or not?—You assume now a different period. You put the question a while ago with regard to the present moment, and now you allude to the Synod of Thurles.

15840. I put the question now with regard to the present moment?—I do not believe there is a single bishop that does not wish for the denominational system.

15841. But if there was a dissentient bishop, is he bound to identify himself with the rest?—In synodical matters, yes. If there was a Synod to-morrow—just as the laws of Parliament are passed by large or small majorities, so in Synods, the majority decide and the minority accept the decision; but I should say with reference to the action of the bishops, that they had come out of a period of difficulty and persecution when this system was originated. Emancipation was granted. A better principle seemed to influence the councils of the Government of England, and there was a system proposed by Lord Stanley, free from the suspicion of proselytism. I believe men accepted it at the time, in the hope of not always remaining in a position of antagonism, which to them was unwelcome. They disliked it. They said let us at all events make the best we can of it. I have here the series of resolutions the bishops came to in 1826, before the system was introduced, the instructions they got from Rome in 1840, afterwards at the Synod of Thurles, and finally in 1862, 1863, and 1867, and the very last address sent in the name of the bishops the other day to the British Government. According as the thing was developing itself, and that those departures from the original outline, because so marked as to shake the confidence of the bishops, the bishops were obliged to come to resolutions which they were brought to by degrees. Distrust was gaining on their minds by degrees. They came to the resolution of saying, we can no longer have confidence in this mixed system—give us the denominational system. It is the system we ought to have.

15842. You said your clergy gave religious instruction in the schools. To what extent do they give it?—I don't know exactly to what extent it may go. It is catechetical instruction.

15843. How many visits will each pay to the school in a month, and give an hour's religious instruction or half an hour at each time?—I don't know.

15844. Do your clergy, as a rule, visit the schools once a month to give religious instruction for half an hour?—They are supposed to visit the school. They are recommended to do so once a week. I don't think they are able to do it, considering all their other duties.

15845. Is it that they merely call at the school, or to give religious instruction?—Both; and the religious instruction is given principally for six weeks perhaps, or perhaps for a longer time, day after day coming on the time for preparation for confirmation and first communion. It is every day then.

15846. Are not the duties of your priests very numerous?—Yes.

15847. They attend a large number of schools and have to go long distances?—Yes.

15848. Could you expect them to attend the schools to give religious instruction to any extent?—As far as they are able. I know they have a great many duties to attend to, and these duties interfere with the regular weekly visits of the school.

15849. Are you aware that Dean Meyler, a Commissioner of National Education, when examined before a committee of the House of Lords, in 1854, said that, owing to their other duties, they could not attend the schools to give religious instruction?—That may be from his experience, but I know the clergy do give the religious instruction, and I have the proof before me. When I go on a visit to each parish the children are all brought before me and before the vicar of the district—of the Deanery who accompanies me. Every child is thoroughly examined, and I find the children better and better prepared, year after year. I know the clergymen on these occasions give religious instruction either every day, or certainly two or three times a week.

15850. You have referred to the rights claimed by the bishops in their letter to Mr. Cardwell, and you say they have certain rights. Are these rights acknowledged in the different countries of Europe?—I think that question was put awhile ago. They are not acknowledged at this moment in several countries.

15851. In what sense are you prepared to admit the exercise of parental authority. To which parent would you give that authority?—By the law it was always understood the father was the head of the family.

15852. You recognise that right?—Yes.

15853. As inherent in the father?—Yes.

15854. Should you act upon that in the case of the mother differing in opinion with the father, and recognise his right in the case of a child she would bring to you for Catholic instruction?—There are common rights and duties between man and wife. There are rights and common duties between parents and children; but once we come to the question of religious duties—the salvation of the soul for all eternity—there it is a question between conscience and God. I will suppose the case of a pagan in past times:—a pagan father and mother. Their child, eight or ten years of age, old enough to know the difference between good and evil, believes that he is bound in conscience to become a Christian, and to give up paganism——

15855. Let us not go so far back, please?—I am taking this in order not to make an offensive supposition. It is one upon which all Christians are agreed.

15856. If you allow me, I will put it in a more practical way. Will you recognise the law as in France, giving the father the right to exercise his parental authority in reference to the education of his child?—To a certain extent I would, but not beyond what he is entitled to. I believe that the child, between himself and God, has duties and owes an obligation to his own conscience that no authority on earth can interfere with except the spiritual authority appointed by Heaven. For instance, here is a pagan child—he wishes to become a Christian, he applies to one of the apostles or one of their successors. The father of the child is opposed to it. That child applying to the bishop or priest is, say, twelve or fourteen years of age, and he is sufficiently instructed to know the difference between good and evil—if he goes before his God, to be judged upon his own responsibility, he will get an eternal reward, or suffer for ever according to what he does himself. In that case the conscience of the child certainly will override the authority of the father.

15857. Have not the bishops in their correspondence stated, and now state, their right to claim supreme authority in the matter of education over the people of Ireland?—Yes.

15858. In doing so, do you practically ignore the rights of the laity?—The laity have no rights in the religious instruction.

15859. You have already acknowledged there is no practical distinction between secular and religious education. What is the extent of interference or of action you are prepared to grant the State in the matter of education?—Finance, inspection, and administration.

15860. And no more?—It was stated at one time as an objection against the claims of the bishops that they wanted to get a sum of money into their own hands, and manage it as they liked without giving to the State any authority at all—they never had any such intention. They wish that all the advantages of literary education be retained and improved, that the advantage of inspection be retained, and that the State is entitled to see that it gets value for the money it gives for educational purposes—therefore inspection by the State as a matter of course——

15861. Do you expect under these circumstances, looking to the State to supply the money, that the Church will have all the control of education, and that the State will stand by and have practically no control?—The State controls its own department.

15862. To which party do you look to move the education machinery—the State or the Church?—The State to supply the sinews of war, and each religious body to work the education of its own.

15863. With regard to the present National system of education as a whole, do you regard it as at all dangerous to faith and morals?—I do.

15864. On that ground the Roman Catholic bishops have declared against the system?—Yes.

15865. Can you point to any matters of fact to establish that opinion?—Inasmuch as the influences exercised in the schools will change the religious opinions of the children.

15866. Have the opinions of the children been changed?—I have stated to you three cases, even in the south. I believe it is dangerous to the faith of Catholic children to have thousands of them, as admitted by an Inspector—one who is now high in the confidence of the Commissioners—to have thousands of those Catholic children receiving religious instruction from ministers, not of their own creed. The Inspector made a report to that effect to the Board which report——

15867. Do you refer to the South now?—No; I refer to the North. I refer to the report of Mr. Keenan, which report it is said was suppressed, and did not appear before Parliament until a motion expressly for the purpose was made by Mr. Monsell.

15868. Personally you are aware of one case in the South, where a Protestant became a Roman Catholic?—Yes.

15869. Might not that be attributed to other causes besides mixing in a school with Catholic children?—That I know nothing of. His parents were thoroughly Protestant.

15870. Have not such cases occurred not in connexion with schools at all, owing to the sympathy of numbers?—So they have; but that is no reason why the case I refer to would not, under the circumstances, be attributable to association with the children. When I find thousands of Catholic children in the North under Protestant instruction, hearing the Bible, and getting premiums in Scripture classes, and that Dr. Denvir, a member of the Board, complained.

15871. Are you sure Dr. Denvir complained?—The statement is made.

15872. By whom?—It was quoted by a clergyman in the South, who made a speech upon the education question, and said that Dr. Denvir complained that Catholic children in the North were at Scripture classes, and that they were refused the benefit of literary instruction because they refused to go to them.

15873. Can you state what clergyman made that observation?—Dr. Croke.

15874. Can you tell me when Dr. Croke made that statement?—December, 1859.

15875. I read from Dr. Denvir's own testimony before the committee of the lords. He is asked first whether he considers that the present system is an

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improvement upon any other that has received Government assistance in Ireland? His answer is:—"If your lordship will permit me to speak, as a Roman Catholic, I would say it is infinitely superior to any other system which has been carried out in Ireland"?—Clearly. He is again asked:—"In what particular is it superior?" Answer—"The schools for the education of the poor, which immediately preceded it, were considered to be conducted on what are called proselytising principles; and a great deal of perturbation of mind prevailed in society in consequence of the attempts at proselytism which were made. The Roman Catholic body considered it to be a great boon to have the system of National education established, according to which their children could have proper instruction without their faith being in any way endangered. Then they consider that the system itself of giving instruction is very superior to any that prevailed antecedently for the education of the poor. The class of schoolmasters which now exists is a very superior class, indeed, from that which formerly had existed. They are now much better trained as to the mode of imparting instruction, and they are much better educated as to the matter of instruction, which it is their duty to impart." His statement on the subject of proselytism is this:—"I must state that I never knew of an actual case, and never heard of an actual case of proselytism in any National school in Ireland. Wherever attempts may have been made by this master or by that master, or this mistress or that mistress, to influence the minds of the children—and I have heard that there have been some futile cases of that kind—I never knew one of them to be effectual." Having heard that testimony of Dr. Denvir, I ask—do you adhere to your opinion?—I do.

15876. Are you aware that Dr. Denvir, on the same occasion, testified that if any one such case existed the fault was the fault of the parties not applying to the Commissioners. Are you surprised to hear he made such a statement?—The complaint I made on the part of Dr. Denvir is:—"I find on examination of some of the children who attend the National school, Frederick-street, Belfast, that it is compulsory on them to attend to Scripture reading and singing Protestant hymns, and explanations of Scripture given by a Protestant mistress, and that if anyone refuse to be present at them such child will be denied secular instruction and other benefits of the institution."

15877. Who makes that statement?—Dr. Denvir, Bishop of Down and Connor, himself a Commissioner of National Education at the time, wrote thus to the Board, on the 2nd of February, 1855.

15878. May I ask you where you found that document?—From a speech made by the Rev. Dr. Croke.

15879. The testimony is not the direct testimony of Dr. Denvir?—Not to me.

15880. Allow me to read the following as his direct testimony:—

8681. "Would you yourself recommend the children of your flock to attend a National school of which a Protestant clergyman was the patron?—I should say if there was no other school in which a parent could obtain education for his children, and the Protestant patron were to adhere to the rules of the Board, I could see no objection. In point of fact, there are many Catholic children attending schools where the patrons are all Protestants in the counties with which I am connected, and *I am not cognisant of any single case of proselytism having occurred in any National school.* 8682. Are those cases where not only the patrons are Protestants but where the teachers are Protestants also? They are."

—But what I have read is a positive statement by Dr. Denvir.

15881. Is not what I have read a positive statement of fact by Dr. Denvir?—First as to authority, and secondly up to that time; but that does not at all go to disprove the complaint which he makes in what I have read. And under these circumstances, as the system was with thousands of Catholic children attending religious instruction given by those not of their own faith, the instruction must have been injurious to their faith.

15882. With regard to morality in connexion with the system, is not the large majority of the teachers and patrons or managers Roman Catholic?—Yes.

15883. Do you think they would countenance any interference with either the faith or morals of the children?—I take the system in its national——

15884. Answer the question. Do you believe they would countenance any interference with either the faith or morals of the people?—I believe the Catholic teachers would not allow, as a rule, any interference with the faith of Catholic children; but I believe that a Catholic teacher may interfere with the faith of a Protestant or the faith of a Presbyterian; and I believe that a Presbyterian teacher may interfere with the faith of a Protestant or a Catholic, and a Protestant may interfere with the faith of a Catholic or a Presbyterian; I think it the soundest system to place all in such a position as that their faith cannot be tampered with.

15885. With regard to the other department, is it your opinion that for several years past crime has diminished in this country?—As far as my experience goes, I believe there is an improvement in the education, in the religious instruction, and in the morality of the people.

15886. Then in your opinion the morality of the people is in the ascendant?—Yes.

15887. You have seen of course the addresses of the different judges of the land and the statistics of crime—have these confirmed you in that view?—Certainly.

15888. Then is not your theory of the united system of education being dangerous to the faith and morals of the people disproved by these strong evidences of your own acknowledgment?—I don't think it is, and for this reason. There are many avenues to the human heart, and there are many outlets by which passion will endeavour to seek for its coveted gratification. There are many influences that may be brought to bear upon the people at large. That system has been in operation now for thirty-seven years. During that time Catholics have been emancipated, during that time they have had on the whole, though not entirely, fairer play than they had before. Though there are many things to be complained of, still in a political point of view there is an onward movement of affairs, and the question is not, whether people are better now than they were when the system first began, but the question is, whether, if the system had been denominational, things would not be still better, and I believe that only for the extraordinary precautions taken by bishops and priests, that the faith of the children would have been tampered with to a greater extent than has occurred.

15889. You have referred to the authority for giving the sole control of education to the bishops, "Go and teach all nations." To whom is that addressed?—Addressed to the rulers of the Church.

15890. Which Church?—The Church.

15891. Which Church?—The Church founded by our Divine Lord.

15892. What is your idea of the Church?—Of course as a Catholic bishop, I say it was addressed to the Catholic Church, of which I am an unworthy minister. But at the same time when you have to deal with a mixed community, such as Ireland now presents, and when the Government interferes, it is only fair, as a matter of justice, that the Government could not take heed of the majority only. It could not give privileges to the Catholics that it would not give to Presbyterians.

15893. May I ask for information—do you recognise the Established Church of this country, or the Presbyterian Church, or any other section, as forming part of the Catholic Church?—No.

15894. Then your claim is for the section of the Church to which you belong to control the education of the people?—Yes.

15895. You have said that in this connexion you claim the education of the people—Now, "in all things I have commanded you"—what do you include in "all things"?—Every thing our Divine Redeemer taught.

15896. Reading, writing, and arithmetic, are these part of the all things which Christ commanded the Apostles to teach? Is it not on the ground of these being included in "all things" given to the Church to teach you claim this right?—Yes, with a view to secure the salvation of all souls.

15897. Do you regard reading, writing, and arithmetic as part of the "all things"?—If they were to interfere with the spiritual welfare of the children, and they may be made to interfere with it.

15898. Can you categorically answer the question?—I can. For instance, if I give a child a copy, and that he writes down "the Roman Catholic Church is wrong." There is writing used for the purpose of enunciating religious instruction. I am obliged to condemn the writing, that "the Catholic Church is wrong." In that way writing may be made subservient.

15899. Unless the Church at that time had overtaken the secular education of the people, reading, writing, and arithmetic, should the State have stood by doing nothing, till the Church overtook that?—The State would not allow it at all at the time. The State was Pagan.

15900. Was there not a Roman State?—There was, and the State would not think of allowing it at the time, because it persecuted the Christians.

15901. Would you as a bishop of the Church have thought the State was doing its duty in standing aloof till the Church taught all connected with the nation reading, writing, and arithmetic?—I think the Roman State would have done a great service to humanity at large, if it had accepted the Christian religion after the crucifixion of our Divine Redeemer—if they had all become Christians—if they had placed the education of the people under the guidance of those who would secure their faith and morals, and that it would have been of benefit to society at large.

15902. Would you, as a bishop of the Church, have thought that the State was doing its duty in standing aloof till the Church taught all connected with the nation reading, writing, and arithmetic?—I would not want the State to stand aloof at all. I don't want the State to stand aloof now. Let the State interfere, and give to the spiritual instructors of the people the aid which the State is in a position to give. I did not want the State to stand aloof at any time.

15903. You approve of the parents' paying fees for the education of their children?—I should be very glad of it. It secures attendance, and makes them value education more.

15904. Do the Christian Brothers receive school fees?—None whatsoever. Sometimes children may give a penny on Monday morning, for the purpose of keeping the house in repair. Some may give it; for those that cannot, there is no more about it.

15905. Do you regard the teachers of the schools as the servants of the managers, or of the State?—They are both. As far as their payment is concerned, they are paid by the State.

15906. Is not the party who pays entitled to regard the party paid as his servant?—Yes.

15907. Who pays the teacher?—The cheque is sent to the manager.

15908. From what source does the payment come for the teacher?—From the Board in Dublin.

15909. One other question, and I have done. You have referred to the case of an Inspector in the South, who was dissatisfied with a portion of the revised books, the "Angel's Whisper?"—I said there was a Presbyterian Inspector who objected to the "Angel's Whisper," merely because there occurred in it the words "Her beads while she numbered."

15910. Did you not mention some practical action taken by him in connexion with that?—I mentioned that this song was put out.

15911. Out of what?—Out of the school.

15912. The Inspector caused the books to be put out of the school?—That song to be put out.

15913. Was not the book put out?—I don't know where the song was found.

15914. Was it the book or the song the Inspector put out of the school?—The song.

15915. Was not the song in a book?—I don't know.

15916. Can you mention the name of the Inspector?—No.

15917. Do you know what district it occurred in?—I believe in Clonmel; I am not sure.

15918. You cannot verify the fact?—I read it.

15919. May I ask you where you read it?—I forget the document in which I read it.

15920. Was it from hearsay you had it?—No; I remember having read it. I forget the document in which it was reported.

15921. You are aware we read many things that are not true?—Of course we do.

15922. You should not be surprised if this turns out not to be a fact?—I don't know that it was ever denied.

15923. Mr. *Dease.*—At this hour I will not trouble you with more than one or two questions. If it was stated to this Commission by a high legal authority and a distinguished member of the Church Education Society that there is no district in Ireland in which there are not Protestant schools accessible to the Protestant minority, would you be prepared to accept his statement?—As far as I know of the south I believe that is substantially correct. The schools in the towns are sufficiently accessible to the Protestant minority to allow them to have, as they have *de facto*, a school of their own for each district. In order to qualify the answer I will say there may be one place in a thousand not so.

15924. On another point do the Catholic bishops of Ireland demand more than a veto on the appointment of teachers or Inspectors of Catholic schools?—They would be satisfied with that.

15925. They do not then, as I understand you, demand or ask that the appointment of Inspectors should vest in them. They would, I presume, be satisfied with the veto allowed to the Catholic bishops speaking through the Catholic Schools Committee of England?—They would be satisfied with the system, as I understand it, which now exists in England. There is a Catholic committee to assist in the arrangement of these things, and by-and-by the appointment of the Inspectors is approved of by the bishops. It is submitted to them for approbation.

15926. That is to say they have a veto?—Yes.

15927. With regard to the matters about which you were examined, referring to the demands of the Catholic bishops of this country, may I ask you whether the bishops of Ireland demand any right in any respect, concerning education in Ireland, beyond what is actually allowed to the Catholic bishops in England?—No.

15928. The *Chairman.*—Are you aware that in England the inspection of the Roman Catholic schools is confined to secular subjects?—I am, and objection was made when Inspectors interfered, I believe, as well as I remember, in the religious department.

15929. Do you contemplate in Ireland a system under which the Inspector would examine in religious matters as well?—No.

15930. Supposing the inspection to be confined to secular matters, do you think it essential that the schools should be inspected only by Roman Catholics?—I think it would involve a much greater amount of security—for I am sorry to be obliged to feel—and such is the general impression on the minds of the people, that whatever may be done they have a lurking suspicion that something or other is aimed at the uprooting of the faith.

[Adjourned.]

The following statement was subsequently communicated to the Commission by the witness:—

The Catholic Church has no special mission to teach secular or profane sciences, strictly so called. Her ministers are not sufficiently numerous, nor sufficiently qualified to fill the chairs in all the schools of the world. She has been charged

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Right Rev. Dr. Keane.

by her Divine Founder with the mission of teaching to all nations the faith, the Commandments, and the great duty of sanctifying their thoughts, words and actions, by avoiding evil, and doing good. For children, there may be danger the moment the learner goes beyond the mere mechanical part of the alphabet or the multiplication table. Thus a Catholic child may be taught by a Protestant master to spell or to write—"Popery is damnable and idolatrous." Thus a Socinian may ask a Protestant or a Catholic child, "Can one be three, or can three be one," and thereby shake his faith in the great fundamental truths of the Unity and Trinity of God. Hence, though parents are at perfect liberty to select any lawful calling for their children, and though they and the masters of their choice may teach the children profane or secular science, yet parents, masters, and children, must act in a spirit of due subordination to God; they must first look to the "one thing necessary;" they must sanctify their souls for heaven; they must guard against danger; and as God has appointed His Church to hold His place on earth, the Church, acting for Him, must require of all that the choice of position in life, the choice of teachers, and the matter and method of the lessons be such as will not injure their eternal interests. The passions of individuals, the jealousies of statesmen, and the prejudices of nations may totally forbid, or partially disallow, the exercise of this right on the part of the Church. That is their affair. The Church had often to submit to persecution and to insult; but she cannot forget the duty, she cannot abdicate the right, she has accepted from heaven.

Even in England, statesmen from the two great governing parties require that education be based on religion.

Forty-second Day.—Dublin, Tuesday, October 27, 1868.

Present:

The Right Hon. The Earl of Powis, *Chairman.*

The Right Hon. Lord Clonbrock.
The Right Hon. Mr. Justice Morris.
Sir Robert Kane, F.R.S.
William Brooke, Esq., M.C.
Rev. David Wilson, D.D.
Rev. Benjamin Morgan Cowie, B.D.
James Arthur Dease, Esq.
Scott Nasmyth Stokes, Esq.
William K. Sullivan, Esq., PH.D.
Laurence Waldron, Esq.

George A. C. May, Esq., Q.C., D. B. Dunne, Esq. } *Secretaries.*

Oct 27, 1868.

Jas. Wilson, esq.

James Wilson, Esq., sworn and examined.

15931. The *Chairman.*—Are you a graduate of the Queen's University?—I am.

15932. And now a practising Barrister?—Yes.

15933. For what period were you in the service of the National Board as Inspector?—I was appointed Inspector in 1854. I commenced my duties as Inspector on the 1st November in that year. I resigned on 1st December, 1857, and during these three years and one month I was engaged as Inspector in the counties of Kildare, Galway, and Cork.

15934. During that time did you serve in three separate districts?—Yes. In the county of Kildare I was assisting Mr. Molloy. Mr. Molloy had a very large district, and he sent me to the outlying part of it, so that my experience of that district is to a great extent confined to the Queen's County. In 1855 I was appointed to the sole charge of the Loughrea district, in the county Galway. I remained there until about the middle of November, 1855, when a vacancy occurred in the Dunmanway district, in the west of Cork, which was considered rather an important district, as it had a model school in it. I was removed to the Dunmanway district at the request of Dr. Newell, who wished to have me sent there, and I remained in that district until my resignation in December, 1857.

15935. Have you taken an interest in education matters with reference to the schools of the Presbyterian body?—My experience as an Inspector was principally in schools that were managed by Roman Catholics.

15936. I mean as an individual?—As an individual I take a great interest of course in the schools of the body to which I myself belong, but I have not had much experience of the working of those schools—I have been in a good many of them.

15937. What is your opinion of the working of the National system; is it favourable or otherwise?—I think the National system, if properly managed, and if the principle of united education were strictly carried out, is the only system for Ireland; at least I am not aware of any other system suited to what I conceive to be the wants of the country.

15938. In saying "if the principles of united education were strictly carried out," do you mean that there are certain points on which you would wish it to be carried out more strictly than it is at present?—I think it is capable of improvement—I allude more particularly to the way in which the Commissioners of National Education have, so far as my experience goes, managed the system. I think they are, if I may use the expression, "too squeezable"—too easily induced to give concessions to any person, who puts sufficient pressure upon them. I think that is wrong.

15939. Are there any special points on which you think undue concessions have been made?—The principle of the National system is laid down in Lord Stanley's letter, which I have before me in the first volume of the Commissioners' Reports. Lord Stanley says, "one of the main objects must be to unite in one system children of different creeds." I consider that to be the true principle upon which the National or united system of education is based. I beg to refer your lordship to the fourteenth page of the same volume, which contains the first Report made by the Commissioners of National Education. At the end of their Report the Commissioners state what they conceived then to be the duty imposed upon them:—"It shall be, as it ever has been, our constant object so to administer the system as to make it acceptable, and beneficial to the whole of his Majesty's subjects; to train up and unite under it the youth of the country together, whatever their religious differences may be, in feelings and habits of attachment and friendship towards each other, and thus to render it the means of promoting charity and good will amongst all classes of the people." That was the view, which the Commissioners, who were first appointed, took of their duty, but I think that has not been carried out during the last thirty-six years.

15940. Are there any specific points on which you consider that principle has been departed from?—In the commencement of the system it was departed from in the admission of schools under the management of monks and nuns. I conceive those schools are essentially *denominational* schools; and, I think, while Lord Derby, I believe, consented to the admission of those schools as a part of the system of united education in this country, he would have been carrying out the principle of the system more correctly by refusing to admit any such schools.

15941. While you were Inspector, did any cases come under your notice of any neglect on the part of managers or teachers of the Boards' rules relating to

religious instruction?—My experience was that the teachers were most anxious to carry out the rules of the Board with regard to religious instruction.

15942. Did any complaint come under your examination as Inspector of religious instruction being given illicitly to children of different denominations?—I never knew such a case—I may mention one case, which shows exactly the opposite. There is a school in the neighbourhood of Drimoleague. In the year 1857—shortly before I resigned my appointment under the National Board, I inspected that school: it was called Paddock male school. The Board had, just before that time, issued to the Inspectors a form of circular, which the teachers were directed to fill up properly, and send to the parent of any child, who might remain in the school during the time of religious instruction, if that religious instruction was given by a teacher of a different creed from himself. The teacher of the Paddock male school informed me that there were seven or eight Protestant children attending his school. I gave him the circulars, and directed him to comply with the rule of the Board. At my next inspection I asked him had he done so, and he informed me that he had; and that some of the parents, inasmuch as the children were very young, preferred that they should remain in the school, and come home with their school-fellows, the pupils from the neighbouring houses. I told him to inform the parents again, and, if necessary, to call upon them, because I considered, that though he might be strictly complying with the rule of the Board, in allowing those children to remain during religious instruction, and even in giving them religious instruction, it would be better to avoid anything like interference with the religious creed of any of his scholars; and that, perhaps, he might, no matter how strictly he complied with the rules of the Board, get himself into trouble. He told me he had not given them any Roman Catholic religious instruction; he had, in the first instance, asked them to bring their own catechism—the catechism of the Church of England—and taught that to them; but his manager, who was the parish priest, objected to that. The manager was not anxious to have Roman Catholic religious instruction given to them; but as he had a right to do, he said they should not be taught the Protestant catechism. The teacher was most anxious to do his duty, and, at the same time, avoid giving any religious instruction to children of a different creed. I left that district shortly after, and never visited the school again; but I mention this as an instance, showing how anxious the teachers were to avoid even the appearance of proselytism. That teacher was a Roman Catholic.

15943. Sir *Robert Kane.*—You mentioned that in that school there were seven or eight Church of England children; what was the total average attendance in the school?—To the best of my recollection there might be an average attendance of from thirty to thirty-five.

15944. So that those Protestant children constituted one-seventh or one-eighth of the entire?—Yes, more than one-seventh of the entire number of pupils in attendance.

15945. Was that the usual proportion in the schools of which you had inspection?—The proportion varied very much. In some localities there were scarcely any Protestant children attending the schools; in some there were none at all; in others there were a considerable number. I attribute that mainly to the operation of some Church Education Society schools, which were scattered through the district. The clergy of the Church of England were, at that time, and, I believe they are still, in that part of the country, advocates of denominational education, and they prevented their children from attending the schools of the National Board; but in a great number of the schools there were Protestant children in attendance. There was only one school in that whole district under the management of a clergyman of the Established Church. That was a school near Clonakilty.

15946. Master *Brooke.*—You mean only one school in connexion with the National Board?—Yes.

15947. Rev. Dr. *Wilson.*—When you speak of the district, what was its extent?—The district was, I should say, about 30 miles long, by about 20 in breadth, and included an area, to the best of my recollection, of between 500 and 600 square miles.

15948. Sir *Robert Kane.*—Were there any convent or monastic schools in that district?—There was one convent school taken into connexion with the Board during the time I was there. Previous to that there had not been any convent school in that district. I allude to the Clonakilty convent school, which was taken into connexion by the Board contrary to the report of the Head Inspector and mine.

15949. The Head Inspector, and you, as District Inspector, reported against that school being taken into connexion?—We did.

15950. On what grounds did you base that adverse report?—On the ground that the school was avowedly got up in opposition to a school vested in trustees for the Board, a school which, as I was informed by the patroness of it—a Miss Donovan, who is since dead—had cost the Board £600 or £700 of the public money. That school, "The Clonakilty Female School," was the best school I have ever seen in my experience, and I heard the Head Inspector of the district say that it was the best school in the South of Ireland. The Clonakilty convent school was got up with the avowed object of closing the Clonakilty female school. Miss Donovan was a lady connected with some of the best families in that part of the country. When I was acquainted with her she was, I should say, about 60 years of age. She had devoted herself to the education of the poor from the time the Commissioners of Education began to found schools through the country, and her school was, I think, taken into connexion in the first year, that the system was in operation. Its roll number was 491, and as the Commissioners took into connexion with them about 700 schools during the first year, I infer that this must have been one of them. It had an average attendance at some periods of the year of upwards of 200 girls. The school was very proficient in every branch of instruction, especially in needlework, some of the more advanced girls being able to make by their needlework as much as £14 a year. Miss Donovan used to receive large orders from England, to be executed in the school. Those orders were for needlework, and, generally speaking, of the finest class. I should mention that Miss Donovan was a Roman Catholic lady. The convent school was got up in the early part of the year 1857. The object of it was avowed, namely, that the Clonakilty female school under Miss Donovan should be closed, if possible. Miss Donovan declined to close her school. She told me, when I called upon her, after inspecting her school, that as she had stood by the Board, she hoped the Board would stand by her, and not allow her school to be put down, because the clergy of her own Church wished to establish a convent school in the town. When the application was made by the nuns, I wrote to the Commissioners, informing them, that there was great diversity of opinion in the locality with regard to this Clonakilty convent school. I have mentioned, that Miss Donovan was a lady of good family connexions. Her friends in Clonakilty took her side, and I conceived, no matter whether I reported for the convent school or against it, my efficiency as an Inspector in the locality would be very materially impaired, because I should give offence to one party or the other; and I urged that, as the case was a very important one, the Head Inspector should in the first instance report on it. The Commissioners accordingly sent down Dr. Newell, now the secretary of the Board, then Head Inspector, and he reported on the convent school, and he informed me, that his report was against its admission. On his report the Commissioners refused to admit the convent school into connexion with the Board, but after some time another application was forwarded, and one of the Roman Catholic clergymen of that district informed me, that he had been able to secure the necessary amount of pressure to put upon the Commissioners, and he used rather strong lan-

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guage as to what should be done to Miss Donovan, if she refused to close the old school, the Clonakilty female school. I was directed by the Commissioners of Education to visit the convent school. I went to the convent school, saw it, and made my report upon it, which was against its admission, except upon the terms of their giving a qualified grant, so as to prevent their emptying the old school.

15951. The *Chairman.*—What do you mean by a qualified grant?—I mean that they should not get the ordinary capitation grant, because that, I considered, would be an inducement to them to gather as many children into their school as they could, and thus the old school would be emptied; and I said, if the Commissioners were not prepared to do that, I considered they ought to refuse the convent school; but, contrary to my report, the Commissioners took it into connexion.

15952. Was it the habit of the Commissioners, in certain cases, to give what you describe as a qualified grant?—No; I never knew of any such case having occurred, but I suggested it as a means of meeting the difficulty. The Commissioners did not make any change, and, contrary to my report, which was, that unless they were prepared to give a modified grant of that kind, they should refuse to take the convent school into connexion, they gave it a grant; but, I presume, the statement of the clergyman who told me pressure would be applied, was correct, for the Board yielded.

15953. What became of the original school?—I resigned my inspectorship in the same year, and the only means I have of informing your lordship as to what became of the original school is an extract I have taken from the Report of the National Board for the year 1866, and I think I will be able to explain to your lordship, from the statistics in that Report, what is the present state of education in Clonakilty.

15954. Rev. Dr. *Wilson.*—You mean compared with the state of education at the time to which you have referred?—Yes; the Clonakilty female school was attended by Protestants and Catholics. In 1855 there were on the roll of that school (I am speaking now of the old school) 365 girls during the first half year; during the second half year there were on the rolls 367. The average attendance during the first half year was 160; during the second half year 229. The payments to the teachers in salaries and gratuities amounted to £64 1*s.* 8*d.*; the amount derived from local contributions, £10 15*s.* 8*d.* In the year 1856, the year before the institution of the convent school, there were on the rolls, during the first half year, 388, and during the second half year, 293. The average attendance during the first half year was 212, and during the second half year 183. The amount paid by the Board in salaries was £77 3*s.* 4*d.*; the local contributions were £5 1*s.* 8*d.* I now come to the year 1857. I may mention that these statistics are taken from the reports of the National Board. During the first half year Miss Donovan had on the rolls 97 little boys (she had taken, having the prospect of the convent school being opened, a few boys, small children, to fill up vacant forms), and 530 girls. During the second half year (the convent school having been opened in the month of May or June), the number on the rolls of the old school was 96 males and only 244 females, being less than half the number of girls that were on the roll for the first half year. The average attendance for the whole year was 203; the salaries received from the Board were £85; the local contributions entirely ceased. I attribute that to the fact that, from the rivalry between the two schools, the children were taken for nothing. Previously they had paid something. I left the district in the end of 1857, and have never been at Clonakilty since, but I may refer you to the Report of the Commissioners for 1866, whereby it appears that the Clonakilty female school (that is the old school) has now on its roll 114 boys and 249 girls, making a total of 363; and the average attendance has fallen down to 128.

15955. Master *Brooke.*—That is 128, including both boys and girls?—Yes, that would be taking two-thirds as the proportion of girls, an average attendance of about 80 girls, instead of 200 in 1856. The salaries now paid by the Board amount to £108 10*s.*—the salaries of teachers have been raised. The local contributions are still *nil.*

15956. Sir *Robert Kane.*—Can you state the numbers for the convent school?—Yes, they are also given in the report. The convent school has on its rolls 605 girls, the average attendance is 358; amount paid by the Board in salaries, £213 7*s.*; the convent school receives no school fees or other local aid. The result of this is, that the Commissioners of National Education are supporting two rival schools entirely out of the public purse, there being no local contributions towards either.

15957. Rev. Dr. *Wilson.*—Are there any children of respectable parents, who are in comfortable circumstances, in the neighbourhood?—Oh, Clonakilty is a town of fully 3,000 inhabitants, and with a great number of shopkeepers, and those people I presume send their children to the schools.

15958. Mr. Justice *Morris.*—You have not been there since 1857?—No.

15959. Then what you have last stated is merely an inference, which we have all the same material to arrive at?—Yes. I may mention that the capitation grant, according to the rules of the Board, for the attendance at the Clonakilty convent school, would be £73 15*s.*; but in actual payments out of the public purse they get £213 7*s.*

15960. Sir *Robert Kane.*—Taking the schools as they at present stand upon the figures you have given, that there are some eighty girls in actual average attendance in the old school and 358 in the convent school, that makes altogether some 450 girls in actual attendance at the two schools?—Yes.

15961. Is not that a much higher number than was originally in attendance at the old school even at its most flourishing time?—Yes, but when the convent school was opened, the National schools all around for three miles were drained of the girls by the convent school.

15962. Then the operation of the opening of the convent school was not limited to Miss Donovan's school?—It was not.

15963. It operated on all schools within a certain radius around?—Yes.

15964. And which were also within your region of inspection?—Yes.

15965. Then is it your opinion that Miss Donovan's school and the National schools in the immediate neighbourhood of Clonakilty, had originally supplied all the reasonable requirements for education which that town and district presented?—The school of Miss Donovan was a very large school, and would have accommodated a great many more children than were in actual attendance at it. In my opinion there was ample accommodation for the female school-going population in Miss Donovan's and the other schools in the neighbourhood.

15966. Within what distance were those other schools?—There was one within a mile, I think, from Clonakilty; there was another within about two miles and a half, and there were others at a somewhat greater distance.

15967. Then do you think the establishment of an additional school—putting out of the question whether it was a convent school or not—do you think the establishment of an additional school in that district was not called for by any natural requirement of the population?—The establishment of a school of the magnitude of the convent school certainly was not required. The convent school of Clonakilty is a building something like a factory—a three-story building, with immense long rooms, and I venture to say it would hold about 600 children at a time.

15968. Then you wish the Commission to infer that it was not for the purpose of supplying a want or completing the educational means of the district, but for the purpose of absorbing the attendance of the existing schools, that the convent school was established?

—That was the avowed object. I was told so myself by the clergy of the district.

15969. As Miss Donovan was herself a Roman Catholic, and her school was originally founded with the cognizance and approval of the Roman Catholic clergy of the district—are you aware of any circumstance that led to their wish to supplant it by the establishment of the convent school?—I am not aware of any reason why Miss Donovan's school should be disagreeable to the clergy of her own Church; it was an excellent school, and her teachers were all Roman Catholic, and she was herself a Roman Catholic. I am not aware of any reason why her school should be supplanted, except the desire to introduce the convent into Clonakilty. There may have been other reasons, but I am not aware of them.

15970. Rev. Dr. *Wilson.*—Did you ever hear any other reason assigned?—None. I may mention here that since I left the district I find that the Commissioners have established in Clonakilty a Presbyterian school, that is, they give aid to a school under Presbyterian management; and they also give aid to a school, which is under dissenting management. I believe it is a Wesleyan school, but I am not able to say so positively—so that you have now in Clonakilty denominationalism, pure and simple.

15971. Are those schools included in the returns from which you quote?—They are set down as a Presbyterian and a Dissenting school. They are mentioned thus in the Report: one is the "Shannon-square school," under Presbyterian management—he is a lay manager; the other is "Clonakilty school No. 2," in which the manager is a layman, and he is put down as a dissenter. I believe it is a Wesleyan school, but I am not, as I said before, positive. Those two schools each contribute in local aid considerable sums; the dissenting school, which I believe to be Wesleyan, contributes £26 a year, while the amount it receives from the Board is only £24 a year. The other school, the Presbyterian, contributes £30 a year from local sources, and the amount it receives from the Board is £51 18*s.* 4*d.*

15972. Mr. *Stokes.*—What is the attendance at that school?—The average attendance at the dissenting school is only twenty-one; the average attendance at the Presbyterian school for the year 1866 was fifty-eight.

15973. Sir *Robert Kane.*—In the Commissioners' return, is not the religion of the manager or patron of the school given in every case?—It is.

15974. For instance, in the case of a Roman Catholic manager the religion is given?—The religion is given of course.

15975. Then you would not necessarily infer from the religion of the manager being given, that the school was necessarily and exclusively a denominational one?—I do not infer that, but I infer that if you have four schools in the same district, one managed by the Roman Catholics, the second by the Presbyterians, the third by the Church of England, and the fourth by the Wesleyans—I think you will find that the children of each denomination will go, whether from compulsion or choice, to the school supported by its own religious persuasion.

15976. Mr. *Waldron.*—Are there none but Presbyterian children in the school under Presbyterian management?—I am unable to say. The return does not give the religion of the children at all.

15977. Did that school exist when you were Inspector?—No; those two schools, the Presbyterian and the Wesleyan, did not exist, when I was Inspector.

15978. Sir *Robert Kane.*—Would you infer that there were fifty-eight children of the class of society that would attend such a school in the district?—I am aware from my personal knowledge, that there is a considerable number of Presbyterians in Clonakilty; but I should be inclined to think there are not fifty-eight poor Presbyterian children in Clonakilty.

15979. Is that Presbyterian school a mixed one?—It is attended by boys and girls.

15980. What proportion of boys and what proportion of girls?—There are on the rolls forty-nine boys and forty girls.

15981. What provision is made in the town for boys in the way of National education, corresponding with the large school carried on for girls?—There is no other male school in the town except the Clonakilty male school, which had in the year 1866 a total of 396 boys on the roll, with an average attendance of 161.

15982. Is it not likely a good many boys from other religious denominations go to the Presbyterian school?—It is quite possible.

15983. Mr. *Waldron.*—Under the rules of the Board are they not open to all?—Under the rules of the Board the teacher or manager dare not refuse admission to any child who asks for it.

15984. Does it not appear to be the fact, from the number of girls on the rolls of the convent schools, that there must be a want of schools for boys?—The want is not felt. I infer, that, if the want was felt, the Commissioners would, if they were applied to, supply it.

15985. Has it not been evidenced by the fact that two schools have started up since you were there, and that they have an attendance?—Those two schools have been established since I was there, and I dare say they, to a certain extent, supply a want. It is evident, from a comparison of the attendance at the Clonakilty male school, with the attendance at the female schools, that the attendance of boys is much smaller than the attendance of girls.

15986. Mr. *Stokes.*—How much did the National Board contribute towards the erection of the large convent schools?—They contributed nothing.

15987. Don't they give a local contribution. They give a contribution towards the support of the school, but not towards the building of it.

15988. Does the Board not keep those schools in repair?—No; the Commissioners, according to my belief, do not keep even schools vested in trustees in repair. The trustees are bound by their deeds to keep them in repair. The schools vested in the Commissioners are kept in repair by the Board of Works.

15989. Rev. Dr. *Wilson.*—Did the Board contribute anything to the erection of the schools under Wesleyan and Presbyterian managers?—I should say not. I think the Board would not contribute anything towards the erection of a school, unless it was vested in the Commissioners.

15990. Master *Brooke.*—You stated to Lord Powis that the Commissioners were too facile, that they yielded too easily to pressure, and you gave one instance of it. Have you any other instance to mention?—I have heard of a great many cases similar to that which I have just stated.

15991. Similar to the aiding of the Clonakilty school?—I have heard of a great many cases similar—perhaps worse, than the case I mentioned. I mentioned that case, because it was within my own experience.

15992. We will take that case as representing a class of cases—is there any other class of cases in which they departed from the principle?—The Commissioners, in their Report for 1867, at page 15 avow "that they have always given the most liberal interpretation to their rules in favour of any small minority desirous of establishing a school for themselves." Now the Commissioners, I consider, have been unnecessarily indulgent in allowing the establishment of a large number of small schools, where one or two good schools would be amply sufficient. I have heard of a case in Larne, where the Commissioners granted aid on the application of the Roman Catholic clergyman to either one or two schools—I am not able to state whether it was a school where boys and girls attended, or a male school and a female school. They granted that aid, as I have heard, in opposition to the report of their Inspector. In Larne you will find by the returns of the Board there is a model agricultural male school, a model female school, and an infant school, and I believe there were at the time in question two or three ordinary schools in the same town, and they have nevertheless granted aid to the new schools in opposition to their Inspector's report.

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I have heard he stated that there was ample accommodation in the old schools for all the children in Larne and the neighbourhood.

15993. You very justly said that to bring up the children of this country of different creeds together in schools where they may form friendships, was one great principle in Lord Stanley's letter—but was there not a principle paramount to that? I mean that united education may be a very good thing, but that if that cannot be accomplished, it is better to have separate education than no education?—I differ with you in this—I say the people of the country are being educated in the National schools, and it is only a small minority of the people of the country, who persistently hold out and will not take advantage of the greatest boon that England has ever conferred upon Ireland.

15994. I am speaking only of the abstract point—if it comes to be a question whether we are to have united education or no education, which is to give way? Will you hold to your united education, though you thereby exclude, say a minority—a small minority, but still one including thousands of children from education?—I do not think a united system excludes any child from participating in the benefits of secular instruction, it gives ample opportunity to the different religious persuasions to teach their own peculiar tenets to the children belonging to them, and I think the National system excludes no child.

15995. But suppose the parents or their religious leaders are so blind, obstinate, and bigoted as to think that they ought not to permit united education, then the poor children will be practically excluded from the benefits of education?—I think it is the right of the parent to direct how his child shall be educated, and I think the parents of the children in this country are perfectly satisfied with the National system; it is only the extreme party in the Protestant Church, and the extreme party in the Roman Catholic Church, that are anxious to uproot the National system.

15996. I am willing, for argument's sake, to admit that, still I press the question, if from some unhappy obliquity of vision on the part of those religious leaders, and the parents who submit to them, thousands are practically excluded from the National Board, on the principle of united education, is it not a paramount principle to endeavour to give education to those children who have the misfortune to be so (as you would say) misled?—I think it is not the duty of the State to pay for the education of a stubborn minority.

15997. You think not?—I think not.

15998. You admit there may be a difference of opinion on the subject?—I am aware there is a difference of opinion.

15999. Would it not be charitable to the Commissioners to suppose that they gave way to a pressure of that sort, and that, finding they could not carry out united education, they gradually yielded to the pressure of circumstances, and reluctantly gave in to the principle of denominational education?—I think it was the duty of the Commissioners not to have yielded to any pressure, and if they had pressure put upon them at one time by Presbyterians, at another time by the Church of England, and at another time by Roman Catholics, I say it was wrong for them to yield to such pressure. They are trustees of the public purse, and have no right to open the doors of any school to one denomination more than another. I consider it is the right of any taxpayer to send his child to any school supported by the State, to be there educated, without any interference with his religious principles, and I consider it is the duty of the State to protect that child while in that school so supported by the State.

16000. In order to carry out that system of united secular education and separate religious instruction, did not Lord Stanley contemplate, as you understand it, that each minister of religion should have access, at certain regular hours, to the school, to instruct the children in their own separate faith?—I believe that is so, because Lord Stanley contemplated originally, that all schools should be vested schools (and all vested schools at the present time are open to the clergy of the different religious persuasions at the hour fixed for their religious instruction), and in proof of that I may refer to the estimates contained in the first volume of the Commissioners' Reports.

16001. Was it not essential to the success of united education that the minister of each religion should have access to the school, at a regulated hour, to instruct the children of his own persuasion?—If Lord Derby's original intention had been carried out, and all the National schools of Ireland had been vested schools, the minister of each religious denomination would have ample access to those schools. That original scheme was not carried out because, from my investigation into this little book (the first volume of the Commissioners' Reports), I find there were a great many school-houses already built through the country; and the clergy of the different denominations were anxious, that these school-houses should receive aid in the way of salary from the Board. The school-house was there. It was not necessary any building should take place; consequently those parties said—"we will not vest those schools in the Commissioners," and that was, as I believe, the first introduction of the non-vested system. The Board seem to have yielded to that, and in the non-vested system no provision is made for the clergy of different religious persuasions coming into the school against the wish of the patron. The patron has a right to exclude them. The earliest application on the subject of non-vested schools seems to have been made by Dr. Doyle. There is a letter of his printed in the book, from which I have already quoted, dated in 1831, in which he directs his clergy to make application to the Board for aid for each of their parochial schools, "whether to build, furnish, or support, as the case may be," thus showing that there were parochial schools in existence at the time.

16002. You have not answered my question; do you consider that provision essential to the success of united education?—I think not. I think that the system of united education would be greatly improved if the clergy of each denomination had access to each school.

16003. Then, you would prefer that system?—I would prefer that system.

16004. Do you think the establishment of non-vested schools was a violation of, or departure from, Lord Stanley's original plan of united education?—It was a departure, certainly, from his intention; he seems to have intended, that all schools should be vested schools.

16005. Was it a departure from his principle?—I think not.

16006. Did the Synod of Ulster, at any time, give in to that mode of carrying out united education; did they ever give their consent that the Roman Catholic priests should visit Roman Catholic children in any of their schools to give them instruction?—In a non-vested school, do you mean?

16007. In any school?—If a school be vested in the Commissioners, or in trustees for the Commissioners, the Synod of Ulster could not refuse its consent.

16008. Did they ever unite themselves with any such schools? Have they ever sanctioned vested schools?—I am not sure whether they have or not.

16009. Have they permitted, in non-vested schools, at any time, the Roman Catholic to enter and instruct the children?—They are not bound, under the rules of the Board, to admit Roman Catholic priests into non-vested schools, but I cannot say what individuals may do.

16010. I am not asking you about individuals, I am asking you about the Synod of Ulster?—I am not aware whether the Synod ever did, by any resolution, express any opinion for or against.

16011. Is there any other departure from the principle of united education that you can mention; I am not speaking of instances, but of classes of cases?—I am not aware of any other departure from the principle.

16012. I thought you stated to Lord Powis that departures had taken place from the principle, especi-

ally during the last five or six years?—I am not aware that I said that.

16013. From the principle of united education, I mean?—I am not aware that I said to Lord Powis, that the Commissioners had departed from the principle within the last four or five years.

16014. Perhaps not: at all events are you able to recollect anything occurring within the last five or six years which was a departure from the principle of united education?—Oh! there was the Fortescue letter: that would have been a departure from the principle of united education, if it had been carried out, but it was not carried out.

16015. What was the purport of that letter?—It is a letter from Mr. Fortescue to the Commissioners of Education, advocating a variety of things—amongst others the establishment of denominational training-schools for teachers, and the appointment of chaplains to model schools; the chaplain to have a *veto* on the faith and morals of the teacher.

16016. That has not been acceded to?—No, because I understand the present Government declined to carry it out.

16017. Was it acceded to by the Board?—It was. The Board acceded to it, but the Government declined to carry it out, consequently it was not an actual departure from the principle. The Commissioners were very willing to depart, if the Government had been inclined to allow them.

16018. Rev. Dr. *Wilson.*—With regard to the questions put by Master Brooke, may I ask was not the principle of Lord Stanley's letter that the system should be one of united secular and separate religious instruction?—That was the principle of Lord Stanley's letter.

16019. Are you aware whether or not the Synod of Ulster ever approved or disapproved of the vested system as contemplated by Lord Stanley, or whether they ever expressed an opinion upon that subject?—I find at the eighth page of this little volume, to which I again refer, four propositions, which were submitted by the general Synod of Ulster to the Government and the Commissioners. I find also an extract from the Board's minutes thereon, dated August, 1833. The propositions have no date, but I presume it was in that year they were made.

16020. These propositions or resolutions of the synod had reference to the schools which were in existence under ministers or committees of the Presbyterian Church previous to union with the Board?—The first resolution evidently contemplates giving aid to schools previously in existence.

16021. But as a matter of fact, though the Synod of Ulster expressed no opinion on the subject of vested as against non-vested schools, are you aware that by a return which I hold in my hand, issued from the office of the National Board, it appears some of the *earliest vested* schools were under Presbyterian managers, and that of the thirty-three vested schools in the counties of Antrim and Down alone, fifteen were under Presbyterian managers, and sixteen under Roman Catholic *previous to* 1840, and beginning with the year 1832. Does not that show that Presbyterians had no objection to vested schools as such?—I should say, of course, that return must be correct, and if there were vested schools under Presbyterian management, I would say it is a proof that there was no objection on the part of some of the Presbyterians to the vested system.

16022. Reference was made by a witness on a former occasion to the gentlemen appointed as Inspectors under the National Board connected with the Queen's University. Did you belong to that class?—I received my university education in the Queen's College, Belfast, and graduated in the Queen's University in 1852.

16023. Have you any objection to state your university distinctions—statements having been made?—Well, if you consider it necessary, I will.

16024. You are a graduate of the university?—I am. I have no wish to put forward any statement connected with myself, unless you think it desirable, but, of course, I have no objection to do so.

16025. You said you had experience as an Inspector in different parts of the country. How was it you were appointed to the west of Ireland or to the south of Ireland?—I was appointed to the west of Ireland by the Commissioners of Education, without asking me whether I liked that district or not. I was sent to the south of Ireland against my will, because Dr. Newell requested I should be sent to it to take charge of a model school. I liked the Loughrea district very much, and I did not like to leave it.

16026. We have had it stated to us that Presbyterian Inspectors like to be appointed to districts in the neighbourhood of their own friends and people. Now, had you any desire to be sent to the north of Ireland, or would you prefer the south or west?—I did not care where they sent me. I should, however, have preferred living in a good town, but unfortunately for myself they sent me to a small town, and I did not like that. I had no objection to the south and west of Ireland at all.

16027. Loughrea and Dunmanway were Roman Catholic districts?—They were.

16028. What was the opinion of the Roman Catholic people generally as to the mixed and National system of education?—In the whole course of my experience as Inspector of National schools I never heard a single complaint from any Roman Catholic gentleman, clerical or lay, against the National system of education; they seemed to be perfectly satisfied with the system as it existed, and I believe the Roman Catholic laity are satisfied with it still.

16029. Did you ever hear any objection on account of the inspection of those schools by Protestants?—I never heard the slightest objection.

16030. Was there, so far as the circumstances of the country admitted, a mixed attendance of Protestant and Roman Catholic children during your time?—I think so; the only cause of the attendance not being more mixed than it was, consisted in the opposition given by the Church Education Society, and the anxiety of the clergy of the Established Church to have their own schools wherever it was possible, so that they might teach the Scriptures at any hour of the day they thought fit. That caused, in the districts in which I was, the Protestant children to stay away a good deal from the National schools.

16031. Having given your attention to the recent reports of the Board, do you think the mixed education of Protestant and Roman Catholic children on the increase or otherwise?—I think it is on the increase. I beg to refer you to the Commissioners' Report for 1867. In page 7 of that report you will find a table showing the per centage of schools, from which returns were received exhibiting a mixed attendance of Protestant and Roman Catholic pupils for the years 1863, 1864, 1865, 1866, and 1867. I have added in myself from the Report of the Board for 1864 the return for 1861, and I find that while in 1861 the average was 53·6 per cent., it is now 59·8 per cent. an increase of six per cent. in the six years, the increase being at the rate one per cent. per annum.

16032. Considering the action of the Commissioners to which you have referred as taking the line of denominationalism, is not that direct proof that the mixed system of education is acceptable to the people of the country?—I think so. The object was, as I understand Lord Stanley's letter, to train up children of different creeds together, and thereby, as far as possible, to mitigate the sectarian feelings, which have always been, in my opinion, the curse of this country. I think the National system has succeeded to a great extent in doing that, and I think it a great pity, when the tree has grown nearly to perfection, that it should be cut down.

16033. I take it that your opinion is that each school supported by the State should be open to all the children of the State without any risk of interference with their religious principles?—I think so.

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16034. Has the State, in your opinion, any further duty in regard to minorities?—I think it is the duty of the State to protect minorities from any interference with their religious opinions. I should also mention, that in a very able paper read before the Association for the Promotion of Social Science, by Professor Nesbitt, of Belfast, he instanced another advantage arising from the mixed system, in addition to the protection of minorities, viz.: that it teaches a lesson of forbearance to the majority, which I think is a very important thing.

16035. From your experience of the south and west of Ireland, do you think there are frequent Protestant minorities whose educational interests should be attended to in connexion with a united system, and who should be protected?—I think there are in the Dunmanway district, with which I was familiar in consequence of living there two years, many parishes where, if you have denominational education, you shut out all the Protestant children from being educated at all.

16036. Have you mixed much with the Roman Catholic laity?—I have, in different parts of the country. During the three years I was Inspector, nearly all my acquaintances were Roman Catholic gentlemen. I have, since that time, met with many of the Roman Catholic laity, and, as a member of the Bar, I meet Roman Catholic barristers every day.

16037. Have they turned their attention to this subject of education, and if so, what is their opinion of denominationalism?—In my opinion, judging from conversations I have had with Roman Catholic gentlemen, I believe the Roman Catholic laity are perfectly satisfied with the mixed system, and would, to a very great extent, deplore the introduction of the denominational system. I may mention an instance. I came here on Friday last, being summoned by the Secretary of this Commission to give evidence at two o'clock. The Commission were not prepared to hear my evidence, and I was requested to come back at four. While walking up Rutland-square, I met a Roman Catholic gentleman whom I knew, and the conversation turned upon this Commission—I having stated to him that I was to be a witness. He told me that in his opinion, as an educated Roman Catholic, he believed the National system was the best for this country, and that any change would be a change for the worse. He instanced a case which occurred in Cork. He said Sir John Arnott instituted an agitation, about six or seven years ago, for the establishment of a model school in Cork, under the National Board, and asked my friend to act as secretary for the Roman Catholics of Cork, in connexion with that agitation. My friend complied. He told me that 200 Roman Catholics in Cork signed a requisition to have the model school established; but before the requisition was forwarded, Dr. Delany, the Roman Catholic bishop of Cork, came to Sir John Arnott, and induced him to withdraw his name from the requisition, although he was the person who started the movement.

16038. Mr. *Sullivan.*—Have you any objection to name the gentleman?—Not the least; for he told me he was perfectly willing to come here, and state it himself. The gentleman was Mr. Barry, Professor of Law in Queen's College, Cork.

16039. Master *Brooke.*—Proceed with your statement?—He told me that Dr. Delany came to Sir John Arnott, and induced him to withdraw his name from the requisition; but notwithstanding the withdrawal, they had prosecuted the matter, and the Commissioners had consented to establish a model school in Cork. He told me the model school was now attended by a very large number of children. I think by the last report there were on the rolls something like 200 Roman Catholic children, and between 700 and 800 Protestants of all denominations.

16040. Rev. Dr. *Wilson.*—The Commissioners' Report for 1867 gives the number specifically?—Yes; 688 children of the Established Church, 173 Roman Catholics, 62 Presbyterians, and 134 of other denominations.

16041. Mr. *Sullivan.*—Do you happen to know how many Roman Catholics are on the roll now, and what is the average attendance?—I am not able to state. I take the numbers from the Commissioners' Report for 1867, the last issued. There were then 173 Roman Catholic children on the rolls of the Cork model school, notwithstanding the opposition of Dr. Delany, which has since continued.

16042. Rev. Dr. *Wilson.*—With regard to this Cork model school, did you hear that pressure was brought to bear upon parties who had previously signed the memorial, to induce them to withdraw their names?—I did not hear of any pressure, except the pressure brought to bear upon Sir J. Arnott himself. Sir John Arnott was then M.P. for Kinsale. I am not prepared to state what the nature of the pressure was; but I infer it was some pressure of a Parliamentary kind.

16043. Are you aware that in addition to Professor Barry, Dr. Lyons, late M.P. for Cork, and Mr. Donegan, J.P., were parties to the memorial, and refused to withdraw their names from it?—I was not aware of that.

16044. With regard to convent schools, do I understand you to say you regard their connexion with the Board as opposed to the principles of Lord Stanley's letter?—I do not know what Lord Stanley's intentions were. Convent schools are open, like all other schools, to the children of all creeds, if they choose to go; but I consider convent schools must, from their nature, be denominational, and that no Protestant child could, with safety to its creed, attend a convent school: not that the ladies of the convent would break any confidence reposed in them; but all the concomitants of the school are denominational.

16045. Have the convent schools any special advantages under the Board?—They have.

16046. What do you regard as their special advantages?—They have this special advantage, that there is no examination of the teachers. A teacher may be wholly incompetent, but the Board ask no questions, whether she is competent or not. They have also an advantage, I think, in their mode of payment.

16047. To what do you refer?—In the first place they have the capitation grant, and in addition to the capitation grant, they have monitors provided to aid the teachers. I made inquiries, and found that, according to the returns of the National Board, there are altogether 138 first class female monitors, and I am informed that ninety of these are in the convent schools throughout Ireland—that is, about two-thirds of the first class female monitors are in convent schools. I have made a calculation with regard to the payment of the convent schools in the year 1866, in the county of Dublin, and if the Commission wish I will lay it before them.

16048. Does the mode of payment by capitation grant give anything like a fair representation of the amount they receive?—It does not.

16049. Will you show how it differs?—I have taken the figures from the Commissioners' Report for 1866. You will find in that Report from page 475 to 480 a list of the schools in the county of Dublin. I have extracted from them the convent schools, and I have also made a calculation from the rules of the Board of the amount the capitation should be for each school, and I have extracted from this book the amount of actual payments in salary, premiums, and gratuities, to each convent school. Booterstown Convent school has an average attendance of 107, the capitation grant for that number, according to the rules of the Board, would be £25, whereas the amount actually paid is £39 10*s.* 10*d.*

16050. Mr. *Dease.*—To whom is that paid?—To the nuns.

16051. To the nuns individually, or to the monitresses?—The monitresses, of course, get part of it.

16052. What is the total amount paid at that school?—£39 10*s.* 10*d.* in that school, though it is a small one. The next convent school on the list is Clondalkin, the average attendance in which is 131; the capitation grant

for that number would be £30; the amount actually paid is £60 8*s.* 4*d.*

16053. But who gets it—is it the monitresses or the nuns?—Where there are monitors, of course they get their salary. My object is to show that the convent schools get the capitation grant in addition to getting paid teachers to do the work. The next on the list is Dalkey Convent school, with an average attendance of 119; the capitation grant for that number would be £25; the actual payment they receive is £53 13*s.* 4*d.* The next is Blackrock convent; it has an average attendance of 242; the capitation grant for that number would be £50; the actual payment is £92 18*s.* 4*d.* Glasthule Convent has an average attendance of 172; the capitation grant for which would be £35; the actual payment was £64 18*s.* 4*d.* Kingstown Convent has an average attendance of 460; the capitation grant for that number would be £89 15*s.*; the amount they actually receive is £192. Loretto Convent, Rathfarnham, has an average attendance of 123 scholars; the capitation grant for that would be £25; the amount actually paid is £63. Baggot-street Convent school has an average attendance of 739; the capitation grant would be £132; the amount actually paid is £460 12*s.* 6*d.*, that is more than three times the amount of the capitation grant. Golden Bridge Convent school has an average attendance of 234 pupils; the capitation grant for that number would be £50; the sum actually paid is £148 1*s.* 8*d.*, nearly three times the amount of the capitation grant. The next is Warrenmount Convent school, average attendance 279; the capitation grant would be £60; the amount actually received is £152 15*s.* 10*d.* King's Inn-street school has an average attendance of 851; the capitation grant would be £141; the amount actually paid was £556 5*s.*

16054. The *Chairman.*—Is that a convent?—It is.

16055. Rev. Mr. *Cowie.*—Where do you get those figures?—I have extracted them from the Commissioners' Report for 1866—the last report published by them which gives any statistics. The next school in the list is George's-hill Convent school, average attendance 529; the capitation grant would be £102 10*s.*; the amount actually paid is £316 4*s.* 7*d.* Tranquilla Convent school has an average attendance of 62; the capitation grant would be £15; amount actually paid £33 10*s.* 6*d.* The last is the Fir House Convent school; the average attendance is 55; the capitation grant would be £15; the sum actually paid is £12 10*s.* In the last instance the sum paid is less than the capitation grant. The general result is this—there the fourteen convent schools in the county of Dublin, including the city: the total average attendance at them is 4,105 children: the entire amount of the capitation grant, calculated according to the rules of the Board, should be £795 5*s.* The total amount of actual payments is £2,136 9*s.* 3*d.*

16056. Mr. *Stokes.*—Do you say that these schools receive from the Board a larger amount in the aggregate than other schools of equal size usually receive?—I do not.

16057. Mr. *Sullivan.*—What would be the average amount received per pupil?—It varies.

16058. Rev. Mr. *Cowie.*—Take the highest payment, *e.g.*, King's Inn-street, how much would it be per head?—The average on all the convent schools would be about 10*s.* per head, more or less.

16059. Mr. *Sullivan.*—Do you know what the average for each school all over Ireland is?—I believe it is higher than that.

16060. Is it much higher?—I am not able to tell you.

16061. Should you be surprised to learn it is 15*s.* 0¾*d.* per head?—I should not.

16062. That is to say the ordinary schools get 50 per cent more?—The ordinary schools are better schools.

16063. We are not discussing which is the better—that is a different question; are you able to state whether the cost per pupil is more or less in the two classes of school?—I understand the cost in ordinary schools is higher, but as to the exact figures I am not prepared to say, not having made the calculation. Allow me before leaving this subject to state, that I have taken the cost of the convent schools in 1856 and the cost of the convent schools in 1866, and I find, that in the year 1856 the cost of supporting King's Inn-street school with an average attendance of 535, was £97 8*s.* 9*d.* In the year 1866, I have taken a different school, because King's Inn-street school has greatly increased in attendance since 1856. I have taken George's-hill school, which is also in the city of Dublin, which had in 1866 an average attendance of 529, or nearly the same number that King's Inn-street school had in 1856; and I ascertain that while King's Inn-street school was supported in 1856 for £97 8*s.* 9*d.*, the salary paid to George's-hill school in 1866 was £316 4*s.* 7*d.*, something more than three times the amount, showing that in the last ten years the amount paid to convent schools of the same size has largely increased.

16064. Is it largely increased in the case of other National schools?—It is increased, but not in the same ratio.

16065. Will you give the ratio in both cases, if you please?—I have not gone into that case, but I will do it in two minutes.

16066. Rev. Dr. *Wilson.*—Have you gone into that case—I refer to the case with regard to which Professor Sullivan now inquires—have you entered into that calculation?—No.

16067. Mr. *Sullivan.*—Then it is a mere guess? When you say it is not in the same proportion you make that statement as a mere guess?—No; not as a guess by any means. I am aware that the cost of ordinary National schools has increased, because I am aware, that the salaries of the teachers have been raised, and I am not aware of any other cause for the increase except that; and I should say, from my knowledge of the present salaries of the teachers and the former salaries of the teachers, that the cost has not by any means doubled.

16068. But that is not, still, an answer to my question. You stated that the ratios in which the two increases had taken place were not the same. Is that the result of a calculation, or is it a mere guess?—It is the result of my knowledge of the present mode of paying teachers and the former mode of paying teachers.

16069. Is that founded upon calculation, that is my question?—It is founded upon this:—In the year 1856 the salary paid to a first-class teacher of the first division was £46, and in the year 1866 it was £52. There is the same ratio observed in the lower orders of the teachers—that is, an increase of about one-eighth in the teachers' salaries, and there is not any other increase in the cost of an ordinary school that I am aware of.

16070. Have you taken the cost per head of pupils, exclusive of the convent schools, in 1855, and also in 1866 or 1868—the year you refer to. Do you mean to say that there is no more increase than the addition to the salary in the cost per head?—There may be, perhaps, in consequence of there being additional teachers or additional monitresses appointed—more now than then. There may be some small increase in that respect.

16071. Is not that an addition to the cost—the teachers' salaries?—Of course it is.

16072. Is that increased to the same extent in the other schools as in the convent schools?—The other National schools have not had the same indulgence extended to them as the convent schools.

16073. I come back to the question again. Do you come to that conclusion by calculation, or is it a mere guess?—I come to that conclusion from the fact that in the year 1864 there was a letter from Sir Robt. Peel to the Right Hon. Alexander Macdonnell, Commissioner of National Education, objecting to certain alterations in the rules of the Board; and what was objected to, as appears by the answer of the Commissioners, printed in this parliamentary return, was this rule:—"In the case of a few very large and highly-efficient schools, the Commissioners are prepared

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to appoint young persons of great merit to act as first-class monitors, with a rate of salary somewhat higher than that of paid monitors of the above grades." That was objected to by Sir Robt. Peel, and it is now one of the rules of the Board, and as I have stated, about two-thirds of these first-class monitors are in convent schools.

16074. That is not an answer to my question. Is that ratio generally the result of calculation or of guess work?—I have not estimated the exact ratio of the increase in the ordinary National schools, but I say it is not by any means double.

16075. My question was, is that the result of guess or of calculation?—I have told you what it is the result of.

16076. Lord *Clonbrock.*—Would not the calculation be very simple to arrive at the same result with respect to the ordinary, as the convent school?—I should think it would.

16077. Rev. Dr. *Wilson.*—Could not any Commissioner make it for himself?—Any Commissioner can make it for himself in five minutes.

16078. Mr. *Sullivan.*—Do you think it is a proper thing to put on evidence mere guess work in matters of figures—merely general impressions?—I have stated that it was not guess work.

16079. Rev. Dr. *Wilson.*—May I ask, have you been attempting such a thing—have you offered to give us the proportion in reference to ordinary schools?—I am quite willing to enter into it, but it would take a little time.

16080. You have not done so?—I have not done so.

16081. Now you have referred to the Clonakilty case. Have you heard of similar cases to that at Clonakilty—you were stationed in Loughrea for some time?—I have; worse cases than the Clonakilty case.

16082. In what district?—I have heard of a case in Oughterard, in the county of Galway, which, I believe, is a worse case than the Clonakilty case. A vested school was there shut up altogether.

16083. And a new school taken on in connexion with the Board?—A convent school was taken on in connexion with the Board, there being a vested school in the place, which was shut up afterwards.

16084. Were the Inspectors at that time required to make any inquiry upon the subject?—Well I can only speak from what I have heard about the case generally. I was not in that district myself; but I heard that the Inspector had reported against it. That is a matter, which this Commission can very easily ascertain by asking for the Inspector's report, which I am sure would be furnished by the National Board.

16085. From your experience are you of opinion that the Commissioners of National Education have made grants to new schools, the effect being to injure the previously existing schools in several cases?—Certainly. I mentioned the case of Clonakilty, where the attendance in the old vested school was reduced to about one-third of what it used to be. The average attendance of 200 girls was reduced to 80. I mentioned the case of Oughterard, where a vested female school was shut up; and there was a case at Oranmore where a vested female school was shut up altogether too; and I may mention to you that in one Presbyterian place the Board granted aid to one Presbyterian school to the prejudice of another Presbyterian school.

16086. In what place?—In Antrim that case occurred.

16087. In the town of Antrim?—In the town of Antrim.

16088. Was the manager of that school a Presbyterian minister?—He was. I had a letter from him the other day, in which he complained about the way in which he was treated.

16089. But did any other Presbyterian minister make a fresh application?—My correspondent was the minister of one of the congregations in Antrim; and the Presbyterian clergyman of another congregation made an application for a school. It was stated that there was no room for the two schools; that was stated to the Board; but there was some special influence brought to bear there, and the new school was taken into connexion to the prejudice of the old school.

16090. Did you hear that the Head or District Inspector in that case also reported against the establishment of that new school?—My correspondent stated that they did.

16091. And who is your correspondent?—The Rev. George Magill, of Cork. He is now in Cork; he was then in Antrim.

16092. And did he, as the manager of the old school, also object to it?—He objected to the establishment of the new school, and he tells me, that in consequence of the establishment of the new school his old school was very seriously injured. The average attendance was necessarily reduced, and his teacher was fined for the attendance being reduced.

16093. Mr. *Sullivan.*—Were the two patrons of the same branch of Presbyterians?—Of the same branch.

16094. Rev. Dr. *Wilson.*—Both belonged to the General Assembly?—Yes; I mention it merely as an instance of the facility, with which grants can be obtained from the National Board.

16095. Now, do you regard this as the action of a Board desirous of promoting either a united or efficient system of education?—I think it is very undesirable for a Board to do such an act as I have stated they did in Antrim, because instead of having one efficient school, such as they ought to have in the place, they establish two probably inefficient ones—that is the attendance would be small and the schools insufficiently supported to remunerate a good teacher.

16096. It has been stated again and again that some special favour was extended to the Presbyterians at an early period. What is your opinion on that subject?—I do not think they ever got any favour extended to them, and the proof of it is contained in this little book, to which I have referred so often.

16097. And what is the book to which you have referred?—The first volume of the Commissioners' reports. The usual charge against the Presbyterians is this, that they were the cause of the introduction of the non-vested system; but I find here the four propositions submitted in 1833, and the printed answer of Mr. Kelly, then Secretary of the National Board, to the application made by a Presbyterian clergyman in the case of the Temple Meeting-house School; and it is quite evident from that, that the grant was made upon the ordinary principles of the National Board, which were extended at that time to all other parties. And again in 1840 there was a deputation, as it appears, to the Lord Lieutenant, and the Commissioners, in their report for 1839, alluded to it, and there is a letter from the Rev. Dr. Stewart, Presbyterian clergyman of Broughshane, making an application on behalf of a school at Correen, and this application was exactly the same sort of application that was formerly made by the Rev. Dr. Killen, on behalf of the Temple Meeting-house School, and the Commissioners stated, that they granted the aid to the Correen School, it being clearly in accordance with their principles.

16098. Mr. *Stokes.*—Had not the Presbyterians made an arrangement with the Lord Lieutenant before they went to the Board with that application?—It appears from the Report that the Presbyterians had a deputation to the Lord Lieutenant, which is stated in the previous page (page 145), which deputation was received on the 24th of January, by the Lord Lieutenant; and the Commissioners then stated the result of that deputation, and that the understanding come to was that a special application should be forwarded to the Board by that deputation, and, on that same day, the 24th of January, 1840, there was a special application forwarded by the Rev. Dr. Stewart, of Broughshane, to the Commissioners; and then there is given a statement of the Commissioners, that they thought that the application was in accordance with their principles, and that it was only what they had done before in the case of the Temple Meeting-house School, and they reprinted the letter which had been previously written by Mr. Kelly in 1833.

16099. Rev. Dr. *Wilson.*—Their object in referring to the previous case was to limit their line of action to that?—Yes; it was indicating what they had all along been doing. I believe there were many Presbyterian schools connected with the Board at that time.

16100. Now, keeping in view Master Brooke's question, refer to page 149 of the report, and read there the first part of paragraph 26.—(Witness reads.)

"It may be proper to add that before granting aid toward the building of a school we have, ever since the appointment of our District Superintendents in 1838, required them to ascertain whether any arrangements had been made for giving religious instruction in the school, should it be established; but we have never required this information from them before granting aid by way of salary or of books to schools already in existence."

16101. Now, previous to 1840 did not the same principle apply to non-vested schools, whether they were under Presbyterian, or Episcopalian, or Roman Catholic management?—That is so.

16102. The principle being that ever since the appointment of superintendents they have required them to ascertain before granting aid towards the building of a school whether any arrangements had been made for giving religious instruction in the school should it be established, "but we never required this information from them before granting aid by way of salary or of books to schools already in existence." That was the principle acknowledged in that report of the Commissioners in 1839, and previous to 1840, the supposed time of the union of the Presbyterians with the Board?—The sixth report of the Commissioners was not written until the year 1840, though it is the report for 1839, as the deputation alluded to in that report did not take place till 1840, and therefore it could not have been signed by the Commissioners till well on in the year 1840. That deputation occurred in January, 1840.

16103. But in that report did they not refer to their previous line of action?—They did. They stated their previous line of action with regard to non-vested schools.

16104. Have you formed any opinion as to the position of the teachers of the National system—is their position a proper one, or does it demand improvement?—I think it ought to be greatly improved.

16105. In what way?—The teacher is at present appointed by the patron or manager of the school, subject to the veto of the Commissioners in the event of his being found incompetent, when examined by their Inspectors. If he be incompetent, of course he is not appointed; but the teacher may be dismissed by the patron without any communication whatsoever with the Commissioners. I think that is a power, which ought not to be vested in a local manager.

16106. But are we not to suppose that those cases will be very rare?—Well, it is to be presumed that they are very rare; but they should be impossible, and I believe the teachers complain very much, that they are left so much under the control of the local managers.

16107. Do you refer to teachers of all denominations?—Of all denominations. I believe it is a universal complaint.

16108. Have you had any case that brings the matter under your special attention?—I never had a case, where a teacher was to my knowledge dismissed without cause by the manager; but the fact that he is liable to be dismissed without cause makes him the submissive tool of the manager, in case the manager chooses to make a tool of him; and I have known a case where a teacher has been obliged by the act, not exactly of the manager, but of the manager's curate, to break a rule of the Board, and get himself dismissed for doing so.

16109. By the Commissioners of Education?—By the Commissioners of Education.

16110. And what became of that teacher?—He was afterwards, although dismissed by the Commissioners of the National Board, promoted to be the head master of a reformatory in England.

16111. Mr. *Dease.*—Mention the names of the parties?—I forget the name of the teacher, but I can mention the whole circumstance, if you think it necessary.

16112. I think it desirable?—Well, it was a case that occurred in Clonakilty, the same town that I alluded to before. There was some local dissension in connexion with the workhouse. I, at the present moment, forget the exact origin of the quarrel, but it ended in what are well known as the Clonakilty riots of 1856. The mob went through the town of Clonakilty smashing the windows. The teacher of the Darrary National school in the neighbourhood of Clonakilty, a school in the parish in which Clonakilty is situated, was made to act as the secretary of a public meeting, where some of those matters were discussed, and where resolutions were passed of a nature which a teacher of the National Board ought not to have been in any way a party to.

16113. When you say "made," by whom was he made?—I was informed, that he was made to act in this capacity by the curate of the parish priest, who was the manager of his school. The parish priest was the Rev. Morgan Madden; the curate was the Rev. Michael Molony; and my authority for making this statement is the Rev. Morgan Madden, parish priest. Those resolutions were of an inflammatory character to some extent. They were published in the Cork paper; as they came under my observation, I considered it necessary to bring the teacher's conduct under the notice of the Board. Before doing so, of course, I had an interview with his manager, the Rev. Morgan Madden, parish priest of Clonakilty, and told him that the teacher having been secretary to this meeting had committed in my opinion a breach of the Board's rule, which directed him not to take part in any political or local discussions. He stated that he believed it was not so much the fault of the teacher as the fault of his own curate, Mr. Molony. I said that that was a matter, which I could not enter into; that the teacher had acted as secretary, and that those resolutions had been published, and that it was my duty to bring the matter before the Board. The Rev. Mr. Molony used all the influence he could bring to bear upon me, to induce me to refrain from reporting the teacher. Amongst other things he got the nephew of one of the representatives in Parliament for the county of Cork, to come to me and offer me the advantage of that gentleman's aid in my own career, if I declined to forward this report. I told him I could look upon his offer as nothing else, than an offer of a bribe, and that I should feel bound, in addition to stating the case of the teacher, to state the fact, that such an offer had been made to me, as I thought it was most insulting. I reported it to the Board, and the teacher was dismissed from that school, not from the service of the Board.

16114. Lord *Clonbrock.*—Does your report appear in the published records of the Board—does this matter appear in your report for the year?—It was not the habit of the District Inspectors to make any mention of such matters in their yearly report. My letter will be found amongst the education papers.

16115. Was it published as part of the records?—No, it was not.

16116. Rev. Dr. *Wilson.*—What became of this teacher?—Another teacher in the same town had pleaded guilty to being party to the Clonakilty riots, at the Cork assizes. I cut out the extract from the newspaper, and sent it forward to the Commissioners, and he was dismissed. He was teacher of the Clonakilty male school, which is a much better school than the Darrary school, and in the meantime the teacher of the Darrary school having been dismissed from Darrary, was promoted to be first teacher of the Clonakilty male school. When I inspected that school, I refused to recognise him without the sanction of the Board, as the teacher of that school. I said, I conceived that it was not the intention of the Commissioners to promote a man for misconduct, and on my report to the

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Commissioners, they made an order that he should not be appointed to be teacher of any school, within fifteen miles, I think it was, of Clonakilty, whereupon, as I heard, he was appointed head teacher of a reformatory school in England.

16117. Mr. *Sullivan.*—Was that school in England under the Government?—I am not aware. I was told at the time, that he had been appointed to be teacher of a reformatory school in England, and I am not aware of the name of the school or anything more than that.

16118. Mr. *Dease.*—In fact the proposed patronage was transferred?—I presume so. I instance that case as showing that a teacher ought not to be in the position of being liable to be dismissed by the patron, if he declined to break a rule of the Board, or declined to act in any improper manner. I say that the teacher at that time, if he had declined to act as secretary, was liable to instant dismissal.

16119. Lord *Clonbrock.*—Do you believe that he would have been dismissed if he had refused to act in this improper manner?—I cannot say, but he would be liable to be dismissed; and I say, that he should not be in that position. It is unjust to the teacher, and unjust to the State, and I shall explain why. The teacher enters the service of the National Board, and spends the early part of his life in making himself familiar with the practice of teaching in a National school; and at the age of forty-five or fifty, it is not right, that that man should be liable to be dismissed without cause, as he is at present liable to be dismissed. I say it is unjust to the State, that that should occur, because the State has spent on the education of the man and in his training large sums of money, and it is unfair to allow the manager of a school to deprive the public of that man's services at his caprice.

16120. Rev. Dr. *Wilson.*—Now you have had experience of the Dunmanway Model School—was it largely attended in your time?—It was and is still.

16121. Were there children of different denominations there?—Yes.

16122. Protestants as well as Roman Catholics?—Protestants as well as Roman Catholics. In fact it is attended by everybody in the town.

16123. May I ask what class of children attend it—I refer to their social position?—The Dunmanway Model School is attended by, I may say, all the school-going children of the town of Dunmanway, and its immediate neighbourhood. It is attended by the children of some few shopkeepers, but the greater part of the children are of the class, who would attend an ordinary National school; and the Board, or the public rather, have no right to complain, if a few children of shopkeepers attend, when the effect of establishing a school like the Dunmanway Model School must of necessity be to extinguish all other schools in the place, to which these people would naturally go.

16124. Is there any other school in the district to which such children can go?—There is not.

16125. Is there not a National school existing at Dunmanway?—There is a small school in Chapel Yard.

16126. Under the management of the parish priest?—Yes. The parish priest of Dunmanway was always in the habit of attending, and his curates used to attend the Dunmanway model school, and look after the place, and he was perfectly satisfied with it. I am not aware that he is changed since 1857.

16127. Do you think that the action of the Commissioners, owing to the pressure of the Presbyterians, Episcopalians, and Roman Catholics, thereby increasing the number of schools, operates injuriously to the system?—I think it does, because if you allow, in a small country village, a Presbyterian school—a school in connexion with the Church of England, and a Roman Catholic school, you have three small schools, where one would be quite sufficient. Each school in itself receives of course a salary proportioned to the class of the teacher; but the local emoluments of such a school are next to nothing; and you have not—you cannot have, the same class of teachers, that you would have if you have a large school, with a considerable amount of local aid. If large schools existed, it would be worth the teacher's while to remain in the service of the Board. Now, a teacher only remains in the service of the Board, until he gets something better; and I was surprised to find from one of the Board's reports, the other day, that the great majority of the teachers have been less than five years in their service. The teachers leave, if they can get anything better.

16128. Now, with your views on the subject of National education, may I ask if such a small village school were under a Roman Catholic manager, and a Roman Catholic teacher, should you, on that account, have any objection to send your children to such a school?—Should I, personally?

16129. Yes?—I should have no objection in the world that my children should be taught reading, writing, arithmetic, algebra, and mathematics, by a Roman Catholic. A Roman Catholic would teach these just as well as a Protestant. Of course I should object to his teaching them religion.

16130. Have you turned your attention to the constitution of the Board of Education?—Its constitution is very well known.

16131. What do you think of the present constitution of the Board of Commissioners for the management of the educational institutions of the country?—The number of Commissioners was increased by Mr. Cardwell, when he was here as Chief Secretary; and he raised the number of Roman Catholic members, I believe, to one-half. There had been previously, I believe, something less than the half Roman Catholics.

16132. But, independent of that, do you not regard the number of Commissioners as too large?—Oh, decidedly.

16133. And as representing Churches, and to use a phrase that has been used already, too *squeezable* on that account?—It is impossible for a man, when he is appointed to a position like the Commissionership of National Education, (to which he is appointed solely on account of his creed,) to forget his own religion, if any question of creed arises. It is but natural, that he should recollect that he is there as a member of the Presbyterian Church, or the Roman Catholic Church, or the Episcopalian Church. I think it would be better to have a small body of two or three, directly responsible to Parliament, and having no discretion whatever—a mere executive body, but having no discretion as regards alteration of rules. At present, the Commissioners assume to themselves the right of spending the public money in any way they think fit, once it is granted to them.

16134. What proof have you of that?—I refer to their own letter. Sir Robert Peel wrote to the Resident Commissioner in 1864, to the effect that the Commissioners had no power to alter any fundamental rule of the system without the sanction of the Lord Lieutenant; and in their reply to that letter the Commissioners state what they consider to be the fundamental rules:—"The Commissioners consider that their fundamental rules, in none of which has any change been made, may be classed as follows—first, those rules which protect the children from any interference with their religious opinions. On the faith of these rules parents send children to the National schools. Second, those rules, which entitle the pastors to give religious instruction to children in vested schools. Third, those rules, which regulate and confirm the rights of the patrons, and the succession in case of a vacancy. A grant of land is often given on the faith of these rules. Fourth, the rules, which give to managers the right to use the schools, or to the public the right to visit them in order to see that they are properly carried on. *On the other hand, nothing in the nature of an increase of salary or an expenditure of money,* can be considered as involving the change of a fundamental rule. Matters of this nature must be subject to frequent changes. They affect only the taxpayers, who are protected by the necessity on the part of the Board of obtaining the consent of the

Treasury and of the House of Commons for any alteration in the expenditure." They say nothing in the nature of an expenditure of money is a breach of a rule, and that they have a right to expend money in any way they think fit without the interference or sanction of the Lord Lieutenant.

16135. You have already referred to Mr. Fortescue's letter; did it in any way affect the fundamental principles or rules of the Board?—I think it would have a strong tendency to introduce denominational education, which would be an upsetting of the fundamental principle of the National Board.

16136. At what time did this letter appear?—I can only speak from its date. It is dated the very day, that Mr. Gladstone resigned in the House of Commons, the day after he was defeated on Lord Dunkellin's amendment.

16137. And at that time was Mr. Fortescue Chief Secretary for Ireland?—He was Chief Secretary for Ireland then. The Government was just going out.

16138. Should you regard that as in any way an indication that a Government may use the system of education for certain political purposes?—I think it is a clear indication that a Government may use the system of education for political purposes; and I think that the education of Ireland is a matter of so great importance, that it should be settled by Parliament, and that it should not be a weathercock to be turned round by the breath of the Chief Secretary for the time being.

16139. Did the Government which succeeded, adopt the letter signed by Mr. Fortescue?—The present Government refused to sanction the estimate for the purposes, which were contemplated by Mr. Fortescue.

16140. Had the Commissioners of Education taken any action in the matter in the meantime?—The Commissioners of Education were very energetic, in order to have the matter carried out at once, and from this parliamentary return which I have before me I am able to state, that on the 22nd of June, three days after the letter, a special meeting of the Commissioners was summoned to take it into consideration. They had another special meeting on the 26th of June, another on the 30th of June about it; and another on the 17th of July; in the meantime Lord Naas had come over to this country.

16141. The meetings seem to have been very frequent. What was the decision of the Board viewed in relation to the parties attending?—There may have been divisions at these meetings, but they are not given, except in one instance, and that is at the meeting of the 30th of November, 1866, when, as stated in the return, the questions came before the Commissioners, first, whether provision should be made in the additional estimate to be sent forward for the erection of vested model schools under local management; and secondly, the maintenance of model schools under local management (non-vested). The Commissioners being divided in opinion on this point, the question is put to the vote, when the following members vote in favour of provision being made in the additional estimate for the above:—For—The Lord Chief Baron, the Right Hon. Maziere Brady, the Right Hon. Judge Fitzgerald, John Lentaigne, esq., John O'Hagan, esq., the Right Hon. Alexander Macdonnell. Against—the Rev. John Hall, D.D., James Gibson, esq., James W. Murland, esq." There was a small minority of three.

16142. In fact the action of the two Governments seems to have been distinctly different with regard to this letter of Mr. Fortescue?—As I have said, Lord Naas refused to carry it out.

16143. And do you think it is a desirable state of things that the education of the country should be placed in such a position?—I think it is very undesirable. It should be well settled, and there should be no alteration in it without very serious consideration.

16144. Would you propose a Board more of an executive character than the present Board?—I think a Board to administer in this country a system of education should be purely executive, and that they should be responsible either to a Minister of Education, if Parliament chooses to appoint one, or if Parliament does not choose to appoint one, I think that they should be directly responsible to Parliament for their acts.

16145. Why not to his Excellency the Lord Lieutenant for the time being?—Because that would leave the Board exactly in the same position as it is now. His Excellency of to-day differs from his Excellency of to-morrow in opinion.

16146. Would you propose that the Lord Lieutenant should not have power in any case to change a fundamental principle?—I think he certainly ought not to have power to change a fundamental principle.

16147. There is a rule of the Board which requires that new books should have the sanction of the Lord Lieutenant. Are you aware that the books were lately revised?—I have heard that they have been revised, since I was in the service.

16148. Have you heard whether they have received his sanction or not?—Well, I heard it stated that they had not, but I am not able to say, whether they have or not. The rule of the Board referring to that is the 5th rule:—"The Commissioners will not withdraw or essentially alter any book that has been or shall be hereafter unanimously published or sanctioned by them, without a previous communication with the Lord Lieutenant."

16149. Rev. Mr. *Cowie*.—Mr. Wilson, I should like to ask you one or two questions. I think you told me that it was some years since you were connected with the National Education Board?—I resigned in the end of November, 1857.

16150. Ten years ago. Then the experience that you have gained of the National Board's proceedings since that time, has been probably derived from public sources, such as we all have at command?—And from the books, to which I have referred, and statistics. I may add in addition to that, that having been an Inspector of the National Board, I was acquainted with all its principal officials, and that acquaintance has continued, and occasionally I have been in the habit of meeting those gentlemen, and have, perhaps, heard of things I would not have heard of if I had not been an Inspector.

16151. But as you have not had any personal experience, you cannot tell us things that you know of your own knowledge since that time?—Not connected with inspection.

16152. Is what you have told us based on public documents which are accessible to us all?—Certainly.

16153. Have you any particular sources of information from which you can give us any information on points for the last ten years, except what we have ourselves?—Except what I have heard from gentlemen connected with the Board, who are aware of a great many things that are not in public documents.

16154. Are you in favour of the present system of mixed education carried on by the National Board?—Yes, if properly managed. I am in favour of the present system, provided you appoint a paid Board, directly responsible to Parliament, who will be an executive Board, not assuming to itself any discretion in the altering of the rules, but merely carrying out the rules to be laid down by Parliament for their guidance.

16155. Do you mean the rules as they exist at present, or do you wish to see those rules altered in any particular?—That is a matter of arrangement, whether the present rules are carried out or not.

16156. Is there any one rule you wish to see altered, or do you think the present system of rules is a just, fair, and equitable system?—I have stated that the rule, which was objected to by Sir Robert Peel, is now one of the rules of the Board. I presume it was sanctioned by Mr. Fortescue, when he was here.

16157. Do you approve of that or not?—I think it is giving the convent schools a decided advantage, considering the way it has been administered by the Board.

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I have no objection at all to any amount of teachers being paid by the State, when those teachers are necessary, but I think that other schools as well as convent schools should have the advantage of such a system.

16158. Is your chief objection to the rules at present, the undue advantage they give to convent schools?—I think so. I have stated that I think convent schools have an undue advantage, and they are the only schools that have an undue advantage.

16159. Do you think that it is an objection that ought to be removed?—I think the children ought to be educated more in accordance with the intentions of the founder of this system, that is, that children of different creeds should be educated side by side.

16160. What has that to do with the payment to convent schools?—I consider that the payment made to convent schools is a payment made to a species of school not originally intended to be a National school.

16161. Do you wish that convent schools should not be paid at all?—I don't think it is easy to get rid of an institution like convent schools, now that it has been so long established, but I think the children of Ireland might be educated better than by being connected with the convents.

16162. What is the use of discussing a Utopian idea since we must have convent schools. The only question is, whether we ought to pay them or not; whether we ought to pay them if we must have them?—The evil has gone far enough, and I think it ought not to be further encouraged. I would not advocate the withdrawal of the grant from convent schools already established. I think it would be a harsh thing to the convent schools to withdraw the public money from them, but I would administer it to them solely on this condition, that proper education was given in those schools.

16163. Surely; but does not the State provide that already by inspecting convent schools? You can always ensure that proper education shall be given by inspection. If the Inspectors did their duty, I gather from you that convent schools would not get this money. Is that what you mean?—Not exactly. In my opinion the convent schools are not as good schools as the other schools under the Board.

16164. Still the question is this—you approve of the present system of administration by the Board, or you do not. You say in general you do approve of it, that there are some things you take exception to, and some you do not. For instance, you object to maintain the payment made to convents. I wish to know from you in what way you would provide that payment should be made. You tell us it is not by examination, not by capitation grant; give us something that is tangible?—I think convent schools should be conducted in the same way as other schools. If the ladies of a convent establish a school, they should submit their teachers to examination, to see that they are competent for their work, and have the teacher paid in the way the teachers of ordinary National schools are paid, according to their class.

16165. Is not that a matter for fair discussion under the head of administration?—I maintain that the point to look to is, that the convents shall not have an undue advantage over other schools.

16166. Mr. *Dease.*—Would it not ensure the State getting full value for its money if in convent schools payment were made by results?—I understand that the system of payment by results has been introduced into England, and as far as I have learned, it has not been a success there.

16167. Does it not stand to reason that such a mode of payment would ensure the State getting full value for its money in convent schools?—That would depend on the mode, by which you regulate payment by results. For example, if you give payment from the result of examination in certain branches, you would find that these branches alone will be taught. I should say that scarcely anything but these branches would be taught, at least, great attention would not be paid to other branches.

16168. But by paying according to certain scales for all the different branches the pupils would be examined in?—It might have the effect of securing proper attention to the different branches of education.

16169. You think on the whole it would be satisfactory that they should be paid by results?—No; I did not say so.

16170. Rev. Mr. *Cowie.*—There is another thing I should like to ask you; outside the present regulations, do you think that more local aid should be given in support of National education? I refer particularly to a rate in aid?—Do you mean a compulsory rate imposed on the parish.

16171. Yes, compulsory, something like the way the poor-rate is paid, half by landlord, and half by occupier?—It is desirable that additional aid should be provided.

16172. With or without local aid?—That local aid should be provided; but it seems to me, that, if you make it payable by a rate imposed upon the people of the parish, it is very much the same thing as giving it out of the public purse. What I think should be done is this, there should be more attention paid to fees being received from the children; the parents of the children are well able, in many cases, to pay for the children's education at a low rate, but such payments, are not enforced, and if there is competition between two schools, such as exists in Clonakilty, you will find no fees whatever are paid for the children.

16173. I quite agree that it is desirable that parents should pay for the education of the children so far as they can, but do you think it would be a fair thing in the circumstances of the country, to impose a still further burthen on the locality, just in the same way as you impose a burthen on a locality for the maintenance of its poor?—It comes, as I said, to very much the same thing, whether you impose it in that way on the people, or it comes out of the Consolidated Fund, except that it makes Ireland pay what otherwise would come out of the Imperial Exchequer.

16174. Well, do you not say Ireland for the Irish?—I have not said so.

16175. Judge *Morris.*—You complain, as I understand, Mr. Wilson, that the National system has gradually, by pressure or otherwise, degenerated rather in a tendency to a denominational system in some places. As I understood, these are the grounds of your objection?—I think the Board have been too easily seduced.

16176. In that direction?—In that direction.

16177. Has not all the pressure that you complain of been in that direction—to a denominational system, or to a tendency that way?—I complained, I think, of other cases of pressure besides that—for example, the case I alluded to in Antrim—the case between two Presbyterian clergymen.

16178. There has been at all events a strong pressure brought upon the Board, or a tendency towards a denominational system—practically there has been?—I believe there has, but more particularly, when the case of a convent arises.

16179. Doesn't that show a very strong pressure has been brought to bear on the Board, to which they have been obliged to yield, for, as you have said, it is yielding?—No, it does not; it merely shows, that there are two or three influential gentlemen, who have to be conciliated, and they have a strong feeling on the subject. It doesn't show that the feeling is so very general amongst the other classes.

16180. How do you arrogate to yourself an opinion on that subject, more accurate than the fact that the pressure or attempt has been brought to bear and yielded to? Don't you set up yourself as a judge on that matter?—I am merely giving expression to an opinion.

16181. But in giving that opinion, don't you arrogate to yourself and those who advocate your views—don't you become a judge, and decide on your wish, as being the wish of the country?—I merely state that it is my opinion, and the opinion of those who think with me, that it is the best way to act fairly towards all classes. The Presbyterian body, with which I myself

am connected, are satisfied with the National system, provided that it be fairly carried out. A large body of the Church of England is satisfied also. I hold in my hand a list of 2,754 members of the Church of England, including the Primate of Ireland, the late Lord Justice of Appeal, forty-five noblemen, five bishops, 146 deputy-lieutenants, 636 justices of the peace, 733 clergymen, 800 barristers, physicians, &c., and about 387 miscellaneous signatures, all setting their names to a declaration, that the principle of united secular education as opposed to denominational education should be maintained in Ireland, and they say, "without pledging ourselves to an approval of the National system in all respects, we entirely admit the justice and policy of the rule which protects scholars from interference with their religious principles, and which enables the members of different denominations to receive together in harmony and peace the benefits of a good education." That is the opinion of 2,754 members of the Church of England. I have also given you my opinion, that it was the wish of the great majority of the Roman Catholic laity.

16182. In your opinion?—In my opinion, I don't assume to speak for anyone except myself.

16183. On what theory do you find it is the opinion of a great majority of the Catholic laity?—I have lived all my life in Ireland, I have been educated at a school, where I had Roman Catholic school-fellows, and when in College I had Roman Catholic companions. I have been three years an Inspector of schools, mixing with Roman Catholics; I have been seven years and a half a member of the Irish bar, mixing with perhaps the most liberal-minded Roman Catholics in Europe, and it is my opinion that denominationalism is not wished for by them. I have talked with a great many members of the bar, and so far as I can form an opinion from their conversation (and I consider them to be proper exponents of the opinion of the Roman Catholic laity) I believe, and they state to me they believe, that denominationalism is not sought by the laity.

16184. Lord *Clonbrock.*—You say that this pressure that has been put on the Board to make the system denominational has come entirely from one party?—I don't mean to say that, because I think it is the natural wish of the clergy of all denominations to have the control of education; and I should say that the clergy of the Church of England are just as anxious as the clergy of the Church of Rome, that they should have their separate schools, and are quite as willing to exercise pressure in that direction, if they thought they could establish anything for their own advantage.

16185. You believe that generally speaking the country is in favour of mixed education?—Such is my impression.

16186. And I think you stated that in your experience as Inspector you never heard of objections to mixed education?—None whatsoever.

16187. I think you also stated that your experience as an Inspector was in the west and south nearly altogether?—Yes.

16188. Now, with respect to the system itself in the west and south, has it brought itself pretty nearly to a denominational system in the west and south. In a good many schools, in all the rural schools, it is denominational at this moment, is it not?—I cannot say that it is, for by the Board's reports I find that 50·5 per cent., more than half the schools in Connaught, are attended by children of different denominations.

16189. That is all through the country?—All through Connaught. In Munster the proportion is 40·5; in Leinster it is 48 per cent.; in Ulster it is 83·9.

16190. In Munster?—In Munster I have said the proportion is 40·5; in Leinster it is 48 per cent.

16191. Now, you appear to us to be rather singular in your opinion as to the inferiority of convent schools on which we have had a good deal of evidence of other Inspectors, who spoke very highly, and gave very fair reasons why they should be rather better than other schools?—I think you will find, that if you examine all the Inspectors in Ireland, the majority will agree with me. I don't know what Inspectors you have had before you.

16192. And many of the reports also are most favourable to these schools. As to the attendance at convent schools, can you say it is a great deal better than it is at other schools?—The average attendance?

16193. The average attendance?—Of the pupils on the roll?

16194. An average attendance?—I should say not if you compare them; I have not directed my attention particularly to that subject, but the number of pupils on the roll of convent schools is generally very large.

16195. I dare say the convent schools may have improved; it is ten years since you were an Inspector?—It is.

16196. Mr. *Dease.*—You stated a strong opinion that the general feeling amongst Roman Catholic laymen is in favour of mixed education rather than of denominational, and you said in answer to a question, that you have heard statements of that nature in private conversations amongst Roman Catholics of your own acquaintance; may I ask you whether any large number of lay Roman Catholics, or even influential individuals amongst them, have ever given any public expression to an opinion favourable to mixed education in preference to denominational education?—I believe the Roman Catholic laity have not given any general public expression of their opinion; the laity do not wish, I believe, to put themselves in opposition to their clergy.

16197. Would they not be likely to do so if they held a very strong opinion on the subject?—Permit me to add, the laity of the Roman Catholic Church have not expressed any opinion either, in favour of denominational education.

16198. We are at this moment on the eve of a general election; and the question of education is introduced into all the addresses of all the candidates in almost every part of Ireland. Can you point to any instance of the suffrages of the constituencies being sought on the grounds that the persons seeking their suffrages were strongly in favour of mixed education in preference to denominational?—I have not read the election addresses of many gentlemen, but I can very well understand, how a candidate would be very glad to get the approval of the Roman Catholic bishop, if it was a Roman Catholic locality.

16199. In point of fact, do you know of a single instance of any person addressing either what is supposed to be a Conservative majority of electors, or a Liberal majority of electors in Ireland, who has declared himself strongly in favour of mixed education?—I have stated I have not read the election addresses, but I will tell you what I think—if the candidates for Belfast stated in their addresses, that they would advocate in the House of Commons a denominational system of education, they would not have a chance of being returned.

16200. Then Belfast is the only constituency in Ireland where you think such an opinion would be likely to find favour?—I have not said so. I think there are many other constituencies in Ireland, that would think the same.

16201. How do you account for the fact that no candidate has endeavoured to gain favour by expressing himself in favour of mixed education in preference to denominational?—In the north of Ireland I think that the opinion is general, that the mixed system of education should be continued, and I think that the candidates for the representation of Ulster have not said in their addresses—*dare not*, I should say, in their addresses say, they would advocate denominational education.

16202. Lord *Clonbrock.*—Is not the real reason, practically, that the bishops and priests rule the elections of Ireland, and they are in favour of denominational education?—I think that is so.

16203. Rev. Dr. *Wilson.*—You are aware, as a matter of fact, how the candidates for the representation of Dublin have appealed to the constituency on this subject?—I received, as I happen to be an elector

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of the city of Dublin, copies of the candidates' addresses, but I have not read one of them as yet.

16204. Should you be surprised that at a meeting yesterday of the supporters of one of the Liberal candidates who declared for "*freedom* of *education*," when asked to declare his views fully, friends interposed on the ground that it was not judicious to expound the meaning of the phrase; or should you be surprised that a M.P. who had previously declared himself to me a friend of mixed education, when ecclesiastical pressure was brought to bear upon him, stated that he had to yield in order to secure his return at the last election?—I would not be surprised at anything in politics.

16205. Mr. *Dease.*—Are you aware that as regards the question of university education, those of the Roman Catholic laity who have held opinions differing on some points, not so much of principle as of detail, but nevertheless involving material consideration from those expressed by the Roman Catholic bishops, have not hesitated publicly to avow those opinions?—I am aware, that there has been a great deal of diversity of opinion with regard to university education, more particularly regarding the university with which I, myself, am connected; and I believe the graduates, at all events, of the Queen's University were not anxious that the Supplemental Charter should be carried into effect; and I include in the term graduates, Roman Catholics, as well as others.

16206. Mr. *Sullivan.*—May I ask how many of the Roman Catholic graduates had expressed an opinion unfavourable to that Charter?—The Supplemental Charter was brought before Convocation of the Queen's University, on the 12th of October, 1866, when it was rejected. There were about twelve to fifteen gentlemen, who, during the debate, got up and left the room—Roman Catholics—but there was a very considerable number of Catholics who remained in and voted against the Supplemental Charter.

16207. May I ask, as a matter of fact, how many were there? How many took part in that division?—I did not count the number.

16208. Were there ten?—Yes, and more.

16209. Are you quite certain?—I have the name of every graduate who was present. I was clerk of Convocation. I was appointed on that day, and have the name of every gentleman who was present. There were but twelve or thirteen who went away.

16210. And you are sure, now, that twelve or thirteen went out?—I am quite certain of it; quite certain there were not more than fifteen.

16211. Mr. *Dease.*—It being the case that where there was a divergence of opinion on certain points between some lay Roman Catholics and the Catholic hierarcy, with regard to the university question, the Roman Catholic laity did not hesitate to express that diverging opinion, would you not believe it likely that there cannot be a very strong opinion, with regard to the general question of denominational education in primary schools, amongst lay Roman Catholics differing from that of the hierarchy, judging from the fact that the Roman Catholic laity have never publicly expressed any such opinion on that subject?—The Roman Catholic laity have not expressed any opinion one way or the other, as far as I am aware. As I said before my opinion is, they do not wish to set themselves in opposition to the clergy. I don't like to make use of expressions of which some gentlemen have made use, for I would rather you would hear those expressions from Roman Catholics themselves; but I confidently appeal to the opinion of any independent Roman Catholic layman to bear me out in what I say. I may mention, that yesterday morning I was walking with a gentleman, a Roman Catholic, and having told him that I had been summoned here, he said, "Don't forget to tell the Commissioners Lord Derby's memorable words, that education in Ireland should be without the suspicion of proselytism." That is a friend of mine, and a member of the bar.

16212. Mr. *Sullivan.*—Would you be surprised to hear that the bishops and other Roman Catholics do make use of those very words, and have expressed them here?—Precisely; they want education in a different form. They want to have it without any mixture of creeds at all.

16213. Does the expression you heard from that gentleman you allude to, warrant you in saying that he is in favour of mixed education?—He had previously expressed it, that he was in favour of mixed education.

16214. Rev. Dr. *Wilson.*—Was the conversation a lengthened one?—It was not a long one. We walked along Stephen's-green. I was going down to court.

16215. And was it on the subject of education throughout?—Throughout.

16216. So that you could not have mistaken his opinion on the subject?—I could not have mistaken his opinion, because he deliberately expressed himself in favour of mixed education, and he said that the people were perfectly well satisfied with it.

16217. Mr. *Dease.*—On another point. You expressed an opinion that the teachers of National schools were too much under what I may call the capricious control, liable to the exercise of caprice, on the part of managers. How would you propose to make them more independent of the managers than they are now?—I would propose to do it in this way. As the Commissioners have a veto on appointment, I would give the Commissioners a veto on dismissal, and I would not allow a local manager to dismiss a teacher without sufficient cause.

16218. Then, do you contemplate making the teachers the servants of the State, instead of as now, the servants of the managers—do you propose to make them the direct servants of the State?—I think it would be a great deal better to make them direct servants of the State.

16219. The *Chairman.*—How could you practically work a school with a teacher employed in it who was permanently in antagonism to and independent of the master?—It would be a very unpleasant position of course, but I think the teachers have just ground for complaint as regards the present system. I don't think there would be much difficulty in arranging a scheme, so as to put the teacher in a proper position.

16220. Rev. Mr. *Cowie.*—Ought not that be left as a bargain between the teacher and the manager?—Unfortunately the teacher has the worst of it in making the bargain; he is, generally speaking, a very humble man, and has to make the best bargain he can.

16221. Is it not the fact that teachers are scarce, and that it is not very easy to replace a teacher who is dismissed, so that they have the command of the position at present?—I believe teachers get better positions if they can. The position of the teacher ought to be improved; and if you improve the position of the teacher, you will retain him in the service of the Board, after he is trained, longer than at present.

16222. Mr. *Sullivan.*—How long were you an Inspector?—I was three years and one month.

16223. What were the districts that you were in during that time?—I was first, as I said before, assisting as District Inspector in the Athy district, until the districts were re-organized by the Commissioners, after the increase of Inspectors, in 1855. I was assisting Mr. John Molloy, a Roman Catholic Inspector, in the Athy district. I afterwards went to Loughrea, and after that to the Dunmanway district.

16224. In the Loughrea district how many convent schools were there?—There were two in Loughrea, and one in Ballinasloe. I think that was all.

16225. In the Dunmanway district how many were there?—None, except the Clonakilty.

16226. Then your experience of convent schools is derived from the two in the Loughrea district, and the new one erected in Dunmanway?—No, because there is a large number of such schools in the Athy district.

16227. How long were you in the Athy district?—From sometime in November until April.

16228. And you had four months experience of the schools there?—Yes.

16229. Now, is it on your experience of these three schools and four months in the Athy district, you found your opinion that the convent schools are inferior to others?—Upon that, and upon what I have heard from other Inspectors, as regards their experience.

16230. Would you inform us who those Inspectors were?—It would be impossible to fix on the names of the gentlemen I have been in the habit of meeting from time to time.

16231. Then your information is from second-hand—from hearsay?—That is all, and I only give it as such.

16232. The town of Clonakilty is in two baronies, part of it is in Carbery, and part of it in the barony of Ibane and Barryroe?—I am not aware; it is all in the parish of Kilgarriff.

16233. The school of Miss Donovan, which is it in Clonakilty or Desert?—I cannot say. Would you oblige me by repeating that question?

16234. Which is Miss Donovan's school in Clonakilty or Desert?—Miss Donovan's school is in the town of Clonakilty.

16235. That is, the school on the Carbery side of the town would be returned as in the town of Clonakilty?—It may be so.

16236. That is a National school?—It is.

16237. Are you aware how many Protestants attend that school?—I am not, nor am I aware, whether there are any Protestants.

16238. Should you be surprised to find that there is only one mixed school in the town of Carbery, and that is the convent school?—It should surprise me very much, and I would say the number of Protestants in the convent is very small.

16239. However that may be, should you be surprised to hear that there were none at all in the school that was Miss Donovan's—not a single Protestant attending it?—You are not to take that as my statement.

16240. I say, should you be surprised to hear that a conscientious Protestant parent would send his child to the convent school in preference to the other?—People may think differently. I heard of the case of a Protestant gentleman sending his children to a convent school out of spite to his clergyman.

16241. You reported to the Board?—I reported to the Board that the convent school was got up, and that the effect of their giving a grant would be to put down the old school. The old school was a good school, and I thought it ought to be supported by them, and that unless the Board were prepared to give what I call a modified grant—that is, not exceeding a certain sum, that they ought not, under the circumstances, to take the Clonakilty Convent school into connexion.

16242. What was your ground of objection to the erection of a new school?—I thought it was the duty of the Board to protect its own school.

16243. Did you think that that school supplied all the wants of the locality—did you think that that school and the other schools around Clonakilty, supplied to a great extent the wants of the locality, and that there was not room for another school?—Certainly not for a school accommodating 600 children.

16244. It appears from your statement that, previous to the erection of the convent school, the number on the roll in the early portion of the year was 365, and the number in the other portion of the year 367, the average being, for these two half-years, 160 and 229 respectively?—That was taken from the Board's report.

16245. That represents all the Catholics. There was no Catholic school in the town, I believe, at that time—no special Catholic school?—No; there was no school but the one, I think.

16246. And that school represented the wants of the town fully, according to your view of the case?—There was no other school there prior to that, to my knowledge, for many years.

16247. Well, on the 25th of June, this year, there were 601 females in all the National schools of the town, of whom there were present at that convent school 393. Now how does that agree with your statement? These were present in the National schools of the town, exclusive of the two belonging to the endowed schools; that is, in all the National schools of the town on that day there were 601, whereas on your own statement the highest number on the roll was 367 in your time. How will you bring that in accordance with your statement that there was not a necessity for another school?—I have stated the number of children on the roll at the time I inspected it. I don't know whether Clonakilty has increased or not; it may or may not. I have not been there these ten years.

16248. Is it not more likely that it has decreased in population like all the other towns of the country?—I should say not. Clonakilty is a very flourishing little town.

16249. Are you aware whether it has increased or decreased of your own knowledge?—I am not aware whether it has increased or decreased.

16250. Supposing it has not increased, how do you account for the great improvement of an actual attendance of 601 children in the National schools on the 25th of June, 1868, compared with a maximum average attendance in your time of 229?—It may be that the children are coming in from the outlying localities, it may be that a larger number of the children attend than formerly. I am aware that where convent schools are established great efforts are made to gather in the children who are not attending elsewhere, and it may be that the inducements which are offered to them in convent schools, such as food and clothing, will bring in children, that would not otherwise attend school at all.

16251. Then you cannot explain that discrepancy according to your theory, that no new school was necessary?—I don't know what is the cause of the increased attendance. I tell you, what may be the cause.

16252. Would not that fact, that they were able to get a class of children to attend who never attended school before, alone prove that there was a necessity for a convent school?—It would prove that a convent school would be useful for training the children that would not otherwise attend school. I have stated the reason, why those children attend convent schools and not other schools.

16253. Is it not the object of the State to educate that class who will not attend otherwise? Is it not one of the most legitimate objects to which the State grant can be applied?—I understand it to be one of the objects of the State to educate all Her Majesty's subjects.

16254. Is it not one of the most legitimate objects to educate those children who will not attend elsewhere?—It is very proper, that these children should be educated.

16255. To come back again to this question of the convent schools. On what is your opinion of the inferiority of convent schools based?—My opinion, as I have told you, is based on the experience I have had myself, and on what I have heard from other Inspectors. In matters of reading, writing, and cleanliness convent schools are superior to all other schools. The ladies themselves read with a better accent; the children imitate them; the ladies write better than ordinary teachers, and they teach writing better; great attention is paid to cleanliness; and in some convents needlework is attended to. But I think, if you take out those branches, that the convent schools are not equal to ordinary National schools in other branches.

16256. What would you call the other branches?—There is grammar, there is geography, arithmetic, and a number of other things, that are taught at school.

16257. Rev. Mr. *Cowie.*—Did you consider the convent schools inferior in arithmetic to ordinary National schools?—I think so.

16258. Mr. *Sullivan.*—Is that your experience of the three you inspected, and of others which you never inspected?—I give my opinion from the experience I have.

16259. Rev. Mr. *Cowie.*—I suppose you have seen a great deal of difference in convent schools. It is a

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rule that convent schools are worse, or are some better and some worse than others?—Some are better and some are worse.

16260. There are grades in those schools as well as in other schools?—There are very excellent convent schools in Ireland.

16261. You would not be prepared to say that writing and geography are worse in convent schools than in other schools?—I said that writing was better. I mean arithmetic, grammar, and geography.

16262. Do you consider, generally speaking, they are worse in convent schools?—My impression is, from what I saw and what I heard, that they were not as well taught.

16263. With regard to arithmetic, it is very possible that girls' schools fail in that respect. But should you think that in grammar it would be so. In the little experience I have had I find grammar better in girls' schools. I think that ladies teach it better. They understand teaching grammar, when they cannot teach arithmetic?—I have not found it to be so in convent schools.

16264. Mr. *Sullivan.*—I think, if I collected rightly, that you gave the average cost of pupils in convent schools at 10*s.*?—I took my average from the convent schools in the county of Dublin. With respect to the increase in the cost of ordinary National schools between the years 1856 and 1866, I made a statement in the earlier part of my evidence, which you alleged to be a guess. Now, during the interval, while I was out of the room, I have substantiated my opinion from statistics. I take the first twelve schools in the county of Dublin for the year 1856, and I have set out the cost to the State of each school for the year 1856, and the cost of the same school for 1866. I find that these twelve schools in the year 1856 cost £322 15*s.* 4*d.*, and in 1866 they cost £405 4*s.* 4*d.*, that is an increase in cost of twenty-two per cent., or between a fourth and a fifth of the cost in 1856. You recollect, what I stated about the increase in the cost of the convent schools in the same time.

16265. Rev. Dr. *Wilson.*—What was the increase of convent schools?—Something more than three times as much. That would be 200 per cent. of an increase. Lest there should be any error in that calculation, as it includes all ordinary schools, I took twelve schools in 1856 which had an average attendance of over 100, so that you might apply pretty much the same rule to them as to convent schools. I found that twelve schools in the county of Dublin, with an average attendance of over 100 in 1856, cost £656 11*s.* 8*d.*, and in 1866, £931 8*s.*, being an increase of nearly forty-two per cent. over the cost of 1856, so that I was quite right in my estimate, that the increase in the cost of convent schools was much greater than in ordinary National schools.

16266. Mr. *Sullivan.*—Do you recollect what year the Board introduced into their reports the calculation of the cost per child?—I don't know.

16267. In the year 1852, that is only four years before the year you have selected, should you be surprised to learn that the cost of a school was then 9*s.* 7*d.*, and in 1866, the common school was £1 2*s.* 6*d.*' What was it that occasioned the increase. Does that accord with your calculation, not of the whole schools, but of twelve select schools?—

16268. Rev. Dr. *Wilson.*—May I ask you are they twelve *select* schools?—They are not twelve select schools. They are the first twelve schools on the list in the county of Dublin.

16269. Mr. *Sullivan.*—You said the Board was elastic, and yielded to pressure from without. From whom has the pressure been strongest?—I think I have already stated, that I think the pressure has been strongest from the clergy of the Roman Catholic Church.

16270. Do you complain also that the Board multiplied schools owing to this pressure?—I did not complain.

16271. You said that it was one of the results of that pressure that they multiplied schools?—I said I believed it was very easy to get from the Commissioners, if you show a sufficient average of attendance, a grant for a school.

16272. Now, who introduced that pressure first, who brought it to bear for the multiplication of schools?—I am unable to state that.

16273. Was it the Roman Catholics?—It may have been. You asked who first did a certain thing; I state, I don't know who did it.

16274. Do you think the late Mr. M'Creedy would be a very good authority on that point?—He was a gentleman, for whom I had a great respect.

16275. Here is his evidence before the House of Lords:—Question 3,736, (Viscount Hutchinson is examining him)—"Do you wish to make any statement with respect to the schools under the Board conducted by Presbyterians?—I mentioned certain things which have been objected to by Presbyterians, and which were conceded or modified or explained in a satisfactory way to them, upon which they joined the Board, but I omitted to state that after that junction was formed it seemed to be demanded by the Protestants, at least by the clergy, and, to some extent, it appeared to me to be acquiesced in; I do not know that it was formally done, but to some extent it appeared to me to be acquiesced in by the Board—that applications from Presbyterian schools should be considered on their own merits alone irrespective of the consideration whether National schools already existed in the locality or not, and without reference to the proximity of such schools being near, or to the amount of accommodation available in them." Question 3,777—"That was conceded by the Board?—I say it was demanded as a change and insisted on by the Presbyterian ministers; and, apparently to me, it was conceded; and since that it seems to be conceded to other parties as well." Now, what do you say to that as to the pressure from without?—Mr. M'Creedy doesn't speak very positively there. He uses the expressions, "*it seemed,*" "*it appeared,*" and "*apparently.*" I observe, that he doesn't speak very positively. He says it appears to have been acquiesced in—not that it was.

16276. We are discussing not the concession but the pressure from without. Does it not prove the pressure? Is it not positive as to that?—I have no doubt that pressure may have been from time to time used by Presbyterians, as well as Roman Catholics. I have already stated I consider it natural for the clergy of every church to try to have the control of education. It is the experience I believe of modern times that the clergy are very anxious to get the control of education, and unquestionably I consider it ought not to be conceded to them exclusively.

16277. Mr. M'Creedy was himself a Presbyterian?—I rather think he was connected with the Remonstrant Synod. I am not quite sure. He was called a Presbyterian.

16278. Rev. Mr. *Cowie.*—Now in the country, supposing the clergy were excluded from managing the schools, who could you possibly get to manage them? In towns you might form committees of laymen who are willing to devote their time. In England we find the greatest difficulty in forming committees of managers, although there are plenty of resident gentry. If you exclude the clergy from managing schools, who is to manage them?—I have a theory of my own on that subject, but I fear it would not be possible to carry it out in practice.

16279. What is the theory?—I would increase the number of Inspectors, and make the Inspector the local manager. I think the Board ought to take more direct control of the education into their hands. But I feel confident, however beneficial that would be, it would not be tolerated by the clergy nor by the laity.

16280. Would not that be a despotic system; would not that be as despotic a system as you could possibly introduce into a country?—I should merely make an Inspector the manager—the man who would pay the teacher—and, perhaps, recommend the appointment of the teacher, or take suggestions from the clergy on the appointment of the teacher, but I would not throw the whole of the management into the hands of the Board. I think what I have said was that it would be advantageous, if the Commissioners

would take more of the local management, but I think the clergy would not submit to it, and that there is little use in suggesting a theory, which cannot be carried out.

16281. Another plan has been suggested, that the parents of the children should take part and elect a committee of management. Do you think that would answer?—I think it would answer for some places. I say no person has a right to direct the education of the child except the parent. It has been recognised even by the law of France in 1833. The other day I glanced over the report of Mr. Arnold, and it is there stated that in France the law says the wish of the father of the family should be consulted and followed on every religious matter.

16282. Does not every system profess to do that now? You profess to meet the wishes of the parent. You say the child shall receive such religious instruction as the parent wishes, or that he shall be withdrawn. Is not that the system of the mixed or National schools?—Yes.

16283. Could you give an ignorant parent further control of the child's education?—Yes, of religious education.

16284. The *Chairman.*—In schools frequented by children of different religious persuasions, would not an election of a committee by the parents of those children lead to more confusion than a municipal contest?—I think it is very probable it would.

16285. Rev. Dr. *Wilson.*—With regard to the testimony of Mr. M'Creedy, do you think it is very *decided*, or is it not very doubtful?—I think it is doubtful, on the face of it it is doubtful. He says *it seems*, and *he thinks*, and the like phrases.

16286. Under these circumstances would you attach much importance to that testimony?—I would not. Mr. M'Creedy was a gentleman, who was very conscientious, and if he knew these things as a matter of fact, he would not have put the matter in that doubtful way. He was an honest straightforward man, and would have told the truth.

16287. Mr. Sullivan has referred to the school at Clonakilty, was anything paid to that convent school?—There doesn't appear to be anything paid for fees in Clonakilty school.

16288. Is there anything paid for Miss Donovan's school?—There was not in 1866.

16289. Should you be surprised to hear of a case in Limerick, where several children attend the convent school, the children of a father who receives a respectable income, withdrawn by him from the model school because of payment of fees, and who now receive their education in the convent school free?—I am not surprised at it. I am not aware of its being a fact.

16290. Mr. *Sullivan.*—Do you consider it is of very great importance that the people should be educated, do you not?—I do.

16291. Do you think that generally the government of a country can be successfully carried on on mere theory?—The government of a country cannot be carried on on mere theory.

16292. The British constitution is not the result of theory, but the result of many years' labour to get the rights of the subject established—the result of a series of compromises from time to time. If you were to start a theory of government, and rigidly applied that theory, the doctrinaire view of the case, do you think it would succeed as well as the series of compromises which have resulted in the British constitution?—I should say of course, that you could not expect, that any theory of government, started by any individual, will be acquiesced in by the general body of the population. I see what you are about to apply your question to. I may say that when you have the British constitution established as it is, which every one admits to be the best constitution in the world, I would be sorry to see another compromise engrafted on it. I think the British constitution might not be improved but perhaps made worse.

16293. Do you think the British Constitution has given its final answer on the subject of education?—I don't think so. The British Government has established a system of united education in Ireland, which I consider to be the best for Ireland; and in that a great many people concur with me, and if the British Parliament, for the last thirty years, have been unanimous respecting it, I think they should be very slow in introducing into that system any changes which essentially would alter it.

16294. Then you stated that you thought the present Government had different views from the late one on this subject?—What I stated was this, that the Board of National Education had introduced an estimate for the purpose of carrying out the object of Mr. Fortescue's letter, or the letter called Mr. Fortescue's letter—it is generally supposed not to have emanated originally from him; and that the present Government refused to adopt that estimate.

16295. I think there was a subsequent answer, in which you said there was a difference of view between the two Governments?—Of course there must have been a difference of view, when one Government refused to carry out what the other proposed. I said there was a general feeling, for the last thirty years, on both sides of the House of Commons, amongst both the Liberal and Conservative party, that the system was the best for Ireland.

16296. That is what I understood by it. Why has the Conservative Government issued this commission at such an expense, if that is the case?—The present Government has issued the commission, because the commission was asked for; and the Government is always anxious to satisfy the wishes of people who ask for information; but the object of the present Government in issuing the commission, I don't know, for I am not in its secrets.

16297. Do you not think that Government yields sometimes to pressure, because some people have made them think that what is asked is the general wish of the whole community?—I say that generally Governments are very anxious to obtain popular support; and I may allude to the fact that Mr. Gladstone's Government issued three documents after they were defeated, and while they only held office until such time as their successors should be appointed—one was Mr. Fortescue's letter, which was to remodel the whole system of primary education to a certain extent; the second was the Supplemental Charter to the Queen's University, which was issued a week after the Government was defeated; and two days later again, they issued the patent to the six Senators who were appointed to carry the Charter in the Senate. I think these facts show, that the Government can use the Irish education question as a means of obtaining support for themselves.

16298. But it implies, does it not, that there is a popular party to be satisfied?—It implies that there are the Roman Catholic bishops, who are said to control the Irish elections, to be satisfied.

16299. Rev. Dr. *Wilson.*—Were all those documents issued under the advice of Earl Russell's Government?—They were.

16300. And was Mr. Fortescue's letter issued the day the Government resigned?—It was.

16301. And the other paper?—The other paper, the Supplemental Charter, was issued on the 25th of June.

16302. You have said it was generally supposed Mr. Fortescue was not the author of it?—I have said so.

16303. Is there then a doubt expressed as to the authorship?—I have heard it said that the Fortescue letter was prepared in the office of the Commissioners of National Education.

16304. And that there was a distinction between Mr. Fortescue's letter and the Fortescue letter?—It is commonly called the Fortescue letter.

16305. Mr. *Sullivan.*—You know that of your own knowledge?—I do not.

16306. You have given your opinion about the Roman Catholics having certain views with regard to education. I would just like to ask you one or two questions. Why is it that the great proportion of the Presbyterian body, especially that portion of it which is represented by the graduates of the Queen's Univer-

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sity, always chose to put forward the opinion of the Roman Catholic laity? On what do they ground their knowledge of that?—I am not aware what you state is the fact.

16307. You have put yourself as an exponent of that body?—I have put myself forward as an exponent of my own opinions, not as the exponent of the opinions of the graduates or of the Presbyterian people.

16308. I would like to repeat a question put to you by another Commissioner; how many Catholics had you as acquaintances when you were a student?—That question was not previously put to me.

16309. It was not in that form. In answer to another question you stated that you were acquainted with Roman Catholics in the Queen's College at Belfast. How many Roman Catholics attended that college?—The number of Roman Catholics attending the Queen's College at Belfast was very small.

16310. On an average, can you say how many Catholics at any moment?—I cannot say.

16311. Was there ever more than eighteen under-graduates at any time present?—In Belfast?

16312. In Belfast—Roman Catholics?—That is a matter of statistics I am not at present prepared to answer.

16313. Are there many under-graduates—are there fifteen?—I am not prepared to state.

16314. How many are in fact in the Queen's College of Belfast?—I am aware, as a matter of fact, that one-third of the under-graduates in the three colleges are Roman Catholics.

16315. Were you ever brought in contact with them at all?—I was brought in contact with those who were in attendance in Belfast.

16316. And the number that attended in Belfast is very small?—Very small in proportion to the number of Protestants.

16317. Could they represent the Catholic opinion of the country?—I stated I had experience of the system of mixed education—that I had been at school where there were Roman Catholics, and in a college where they attended, and afterwards as an Inspector.

16318. Do you think the expression of the opinion of the Roman Catholics you were brought in contact with while you were passing through the Queen's College, and afterwards as Inspector, is the expression of the public opinion of the Roman Catholics of this country. Is that your opinion that they fairly represent the Roman Catholics?—I am acquainted with a great number of Roman Catholics, and I must say that my impression from conversations I had with them is that what I have stated is correct—that the Roman Catholic laity are satisfied with the system of National education.

16319. In the south of Ireland it is entirely denominational?—It is not. In Munster there are 40.5 per cent. of mixed schools.

16320. I merely want to ask you whether the opinions of the Catholics of Ireland on the present system is, that they are satisfied with it because it is denominational?—I think it is not because they are denominational. The people express themselves satisfied with it. I think the Roman Catholic laity, like liberal-minded Protestants, are disposed to become liberal towards those, who differ from them in faith; and they are not disposed to exclude Protestants from education, but are willing that their children should be brought up in the same school with Protestant children.

16321. But do you think that any man, not a member of another religious body, who have a great many things to take into consideration, is a fair exponent of the religious opinions of that body?—I am quite willing to admit that you would find there are better exponents of them; for instance, if you could get some of those Roman Catholic gentlemen to come forward, it would be better. I would prefer you should hear a liberal-minded Roman Catholic. I think if you poll Ireland, you will find a large majority in favour of the present system.

16322. Has that question been asked by any Roman Catholic; have you been called on to express an opinion on this point?—Certainly not.

16323. I put the question again.—Do you think it is fair for Protestants to be continually obtruding their belief on the public that they express the opinion of the Roman Catholic laity on this question of mixed education?—I think if a member of my persuasion, or of the Established Church, is asked what his personal experience is—what he thinks of the Roman Catholics— he is justified in saying what he thinks; his opinion may be taken for what it is worth.

16324. I think you have stated there was no expression by Roman Catholics on the subject of mixed education. Am I correct in saying that you are unaware of any expression of the lay Catholics on the subject of mixed education?—I am aware of this, that there was an expression eight or ten years ago with relation to the Queen's University, when Sir Robert Peel issued a circular to different people in Ireland, to collect subscriptions for what are called the Peel scholarships. There was then a circular sent round from the Catholic University to get an expression of Catholic opinion against the Queen's University; and I saw attached to that circular, condemning the Queen's University, the names of two gentlemen, who now are upon the Senate. I am not aware that there was any expression of Catholic opinion on the subject of mixed education outside the University.

16325. Rev. Dr. *Wilson.*—What circular do you refer to?—To the circular of Dr. Woodlock, the president of the Catholic University, to the Roman Catholic noblemen and gentlemen of Ireland.

16326. Mr. *Sullivan.*—That has nothing to do with primary education?—Nothing whatever.

16327. I am asking you of education not connected with the University. Are you not aware that numerous meetings were held in the south of Ireland in the large towns quite independent of anything connected with the University?—I am not aware.

16328. Rev. Dr. *Wilson.*—May I ask, Mr. Wilson, do you attach importance to that point of meeting Roman Catholics in the College of Belfast?—No, I do not attach much importance to it.

16329. Is your acquaintance with Roman Catholics confined to the graduates of the Queen's University?—It is not.

16330. You don't presume then to express their views, but simply your view of what the opinion of the Roman Catholics generally is?—I mean to express merely the view, which I have formed from my having met with Roman Catholics occasionally, not merely the graduates of the Queen's University, but members of my own profession.

16331. In reference to the establishment of the convent school at Clonakilty—was your objection to that new school, that it was to destroy the old school?—It was in a great measure owing to that, and I thought it was the duty of the Commissioners not to allow their own school to be put down.

16332. Your attention has been directed to the large number of children attending the schools in Clonakilty on the day on which the return was made—should you be surprised to find that the Constabulary have gone into schools in the morning when the attendance was small, that they have been asked to retire and come later in the day, and that they have done so, and that in the meantime a whip was made, so as to have a larger number in attendance. The Constabulary return was made to us on the day quoted by Mr. Sullivan—that is the day of the large attendance—should you be surprised to know that the Constabulary on that day were asked elsewhere when they went in the morning to retire and return later in the day, and that a whip was made; would that having occurred modify your opinion as to the large attendance?—It would account for it altogether—if that be so.

16333. Mr. *Sullivan.*—That is on the assumption that what is stated by Dr. Wilson is correct?—Quite so.

16334. If you learned on the contrary that the return was properly taken by the police entering the schools and taking the numbers themselves, how would that affect your opinion?—It would make a very serious difference.

STEWART BLACKER, Esq., sworn and examined.

16335. The *Chairman.*—Where do you reside?—In the north of Ireland, at Carrickblacker, in the county of Armagh.

16336. Are you the patron of schools under the Church Education Society?—Yes.

16337. What is your general view as to the efficiency of those schools?—Well, I could wish them to be a great deal better. They are not all we could desire, but so far as our means go they are wonderful for the moderate amount we have to distribute amongst a very considerable number of schools.

16338. Do you consider it good, but crippled by want of means?—Exactly.

16339. Master *Brooke.*—How many schools have you an opportunity of knowing?—There are a good many in my neighbourhood, but there are only three or four I am in the habit of going into or seeing pretty often.

16340. On your estate?—Yes.

16341. Have you a knowledge of all those schools. What is the general salary given to the masters or mistresses?—It varies very much. I should think about £30 a year from all sources is looked upon as a considerable salary amongst them.

16342. Is that for a master?—Yes; sometimes it rises by a clerkship and other things to £40 a year.

16343. Do you consider £30 a year sufficient remuneration for a well trained man?—Certainly not. It is little above labourer's wages. A labourer gets £20 a year, and sometimes up to £40, according as he is the slightest degree skilled, and for an educated man or woman of respectability, it is very poor payment for them to expect to take for teaching.

16344. With that salary have you been able to obtain competent teachers?—Strange to say we have. There seems to be a sort of *esprit de corps* among the teachers, that they would prefer scriptural schools, and in the Church Education schools they will sometimes work for less than in schools under other systems. We have in some instances very competent teachers, but the general run of them have been of late years of an inferior class as compared to the general mass of teaching and education throughout the country.

16345. You speak with reference to the schools of the National Board?—Yes.

16346. The teachers there are better paid?—I believe so very considerably.

16347. What would you propose to seek for from the State for the relief of such schools?—Well, that question raises the difficulty, in consequence of which they have separated from the National Board, and I should suppose that the first thing would be to consider what makes the Church Education system separate itself from the National education of the country. It arises simply from the clergy feeling themselves bound and under obligations to uphold the Holy Scriptures as the basis of education at all times and to all men. They feel that the National system of education by lowering that standard, and putting a restraint upon it has been antagonistic to their principles and opinions, and they have therefore withheld themselves from joining the Board. A large number of the laity, nobility, and gentry, and the various other classes sympathize with them very strongly in this, and though not bound by the same obligations that the clergy feel, they consider themselves bound morally and on principle to uphold it, and therefore the division of opinion with regard to the Church Education schools and the National Board. In trying to find any remedy for that, I don't think there can be the slightest chance of any remedy, unless the Government are in some way prepared not to insist upon that principle of debarring or resisting the Holy Scriptures, in fact the result might be arrived at if the Government would not meddle with respect to religious restrictions. If the Government point out to themselves a path by which they require a certain amount of education in the country upon primary matters, such as reading, writing, and counting well and good.

16348. Secular education?—Yes, secular education. Let them go direct to that point, but hold out no deterring or insisting points repugnant to the principles and opinions that individuals may hold on religious matters. That might bring matters to some sort of general accordance to sink other matters, and to go direct upon the primary education of the country.

16349. You would wish the State to confine itself to the support of secular education, and the control of it, and to let drop their rules concerning religious teaching?—I don't mean it in an offensive way; but I would say particularly not to hold out an obstruction, and a deterring of Gospel or Bible teaching from the Holy Scriptures. It seems almost ostentatiously put forward as if that was to be obstructed as a vital matter in the country. The other party, of course, think it is a vital matter to uphold the religious teaching as combined with secular teaching. Two such parties so opposite can never come to any union, unless they agree mutually to drop the obstructions thrown on the religious portion of it. If the Government wish to arrive at secular teaching in the most elementary form, let us understand it honestly and fairly in this country, and don't let the public mind be impressed with the feeling that a system is brought forward with the view of favouring a particular line of religious feeling in this country, or particular religious principles.

16350. Has any good plan occurred to you by which the State might aid your schools effectually, so as to bring out only the secular element as the object of their care, leaving the religious to be dealt with by the ministers or patrons of the schools?—I have been a member of a committee of an Educational Society for many years. We have not very large funds. We have only about £10,000 a year. I am speaking of the Incorporated Society for Protestant schools throughout Ireland. It was formerly called the Charter School Society. They had Charter schools until the Government grants were withdrawn from Charter schools, and then they were obliged to go upon their own income, which they derived from money in the funds or in lands. That amounted to about £10,000 a year, and they have managed, by a very judicious plan, to do more good with that £10,000 than they did for many years with a very large income from the Government and their own combined. The system is this—that instead of keeping large schools, which in former days were very like our poor-house schools, with the addition of some industrial work given in them, they have now rather superior institutions—a sort of intermediate school, between the parish schools and the collegiate schools, or grammar schools. They teach nothing but science, and English, and book-keeping, and other matters connected with ordinary life; but they teach all in a first-rate manner. The pupils are elected into these schools by examinations through the districts where the Society possess property. In any county where they possess property they hold an examination once a year in some town, and they give a number of scholarships for the institution. The consequence is that they get not only superior boys for their institutions, but the boys in preparing in the ordinary parochial schools or other minor schools through the country, are remarkably well prepared when trying to gain admission into the institution. All these schools are strictly conducted upon Scriptural basis. Our own institutions are conducted on Scriptural basis, and so are the other schools that we select from; and we have latterly managed to raise funds from the Government in a peculiar way. We have received from the Kensington Museum very handsome allowances for our masters by the results of the answering of their pupils.

16351. That is the Science and Art Department?—Yes, the Science and Art Department. I can give instances of a couple of schools, one in Dundalk, where the master got upwards of £200 for the premiums his pupils received by their answering, and a boy called Gilhooly, educated there, won the only gold medal in science given

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over the three kingdoms—England, Ireland, and Scotland. In Santry training school, to which the boys of the other institutions in the country are raised, after remaining for four years in institutions in the country they get some additional years in Santry, near Dublin, the master there received £181 by the answering of his pupils; and another institution at Athlone upwards of £50.

16352. Was that for one year?—Yes, for one year's answering. The boys got mathematical instruments, paint boxes, medals of bronze and silver, and so on, and certificates; but the master was paid in hard cash for the admirable answering of his pupils. He pocketed upwards of £200, which is a very good addition to his salary. I think we give him only £100 a year, and we allow him to instruct a number of other pupils, by which he makes something more, but it is a great fillip to a man to receive £200 a year by the result of his pupils' answering. Now it strikes me, that if we can bring our consciences and our principles to this point—so as that they are not interfered with by the Kensington Meseum plan—I don't see why in primary education we cannot chalk out something by which the respective schools can be examined, and results in some degree paid for—not in such a way as higher class institutions would pay, but still that there would be something that would very fairly compensate a man for additional exertions and trouble, and aid the subscribers in the country in having a really good school. Here is no interference at all with regard to religious matters, and so we have had the advantage of being able to receive Government aid and of spreading over the country an extraordinary class of really well-educated young men in various departments. I am fully persuaded that three of them are now in such a position that they may be Fellows of Trinity College. They have worked themselves into a knowledge of classics, independent of science.

16353. Were they boys of humble rank?—Boys of humble rank, whose parents could not support them at a high class school. There is only one science sizarship in Dublin University, and three of our training school boys have successively got that sizarship.

16354. And those boys began at a primary school?—They began at a parochial primary school. I just throw that out, as it struck me if in one department under Government we can work so freely, and without any restrained feeling, that there might be some method struck out by which primary schools might be acted on also in the same way.

16355. Which could be stimulated in the same way?—Yes, paid by results and encouraged in the same way.

16356. Sir *Robert Kane.*—I believe that two or three of the pupils of the Santry school obtained two or three of the Royal Exhibitions in the Dublin branch of the Science and Art Department?—I believe so. The money from the Science and Art Department has been a considerable addition to the salaries of the masters of our schools.

16357. The *Chairman.*—Could any alteration be made in the system of the Church Education schools by which the Roman Catholic children might be enabled to absent themselves from the Scriptural reading and lessons?—That is just the knotty point. We have laid it down as a rule that the Holy Scriptures must be read by all who are able to read, and it is upon that the principle hinges.

16358. Master *Brooke.*—If there be almost everywhere in Ireland a school open to Roman Catholic pupils, and approved of by their clergy, it is not likely they would be so perverse as to make the selection of a Church Education school, seeing that they have schools of their own?—They have, and upon the door of our schools is generally written the words, "Scriptural schools."

16359. On one side of the street there may be schools under the superintendence of the Roman Catholic clergyman of the parish, and then of course they are Roman Catholic schools; while on the other side of the street, perhaps, there is a Protestant school—a Scriptural school—in which the Scriptures form part of the subject matter of every child's instruction. There can be no fraud in that case?—No. It is an open and free and aboveboard transaction.

16360. It is notice to the parents to take their own line of action in that case?—Yes.

16361. The *Chairman.*—In places where there are no Catholic children, or separate Catholic schools, I presume it would be immaterial to the scholars of the Church Education schools at what period the Scripture reading and lessons were given?—I believe the matter hinges more upon the absolute freedom to take their own course. The restriction they feel is to be bound down to any time not to use the Scripture, or to hide it out of sight. The real objection is to the principle of being obliged to hide it, or to have to put it out of sight. In fact they consider that a sort of dishonouring of the Word, and I think it is on that point our whole principle hinges.

16362. Sir *Robert Kane.*—Do I understand your answer to Master Brooke aright, that you mentioned you thought it would be a desirable arrangement if the Government limited its functions entirely to the secular part of education?—My own opinion is that the Government should not do so. I think it should be their highest duty and principle to give a proper religious education, but under the painful circumstances under which we live in this country, I think we have almost no alternative, if we are to get any share in a public grant, but that we must agree to drop the point on both sides, and to do the best we can with elementary education or primary education.

16363. And to consider separately the religious education on one hand, and the secular education on the other, and for the Government to secure that, the schools should have an efficient means of giving a secular education, examine as to the results of that education, contribute towards the expenses in proportion to the results, and leave the religious education to the care of the managers of the schools, leaving them entirely free as to the kind and amount of religious education that they would give?—That is what I am afraid we must do under the circumstances of the country.

16364. Would you in that prefer that the hours of secular instruction should be defined, so that you would have your religious instruction at certain periods, giving it as you like, and in what quantity you like, but not poaching, if I might use the expression, upon that which you acknowledge to be the proper function of the Government, of the determination and measuring of the secular instruction?—I would not have the Government to interfere in any way as to the hours and arrangements of a school. All I would ask of the Government authorities would be to go into a school, and see what it has produced with regard to the particular departments they are looking after. They are only looking for reading, writing, and arithmetic, and other secular matters. Let their Inspectors or examiners see how that school has progressed in these particulars; and if it has been in proper hands, and well managed, and pay accordingly; but with regard to any restriction, as to times and hours, and laying down regulations when the Scriptures are to be read, or religious instruction given, I think on the one hand it would be at once rejected, and on the other hand I think it would be an interfering with matters concerning other communions, which might also be thought inquisitorial and troublesome.

16365. The *Chairman.*—Is it not the essence of a well ordered school to have stated hours set apart for the different branches taught?—Yes, but the question amounts to this—whether suppose I, as a general examiner go into a school, and ask a Scriptural question at all, or allude to anything on the subject, I commit a breach of the regulations and laws of the system as it at present exists. I feel myself restricted or restrained, and so would any person who managed a school. He has given his promise, or his implied promise, that such and such matters for a certain number of hours shall not be touched upon. Our ideas

and our principle are that they should always be touched upon—that we should be always free and open to take up these departments when we like; and that just makes the difference that now exists between the two opinions.

16366. If you were visiting a school frequently, or at stated hours, should you not take up in your examination the questions connected with the portion of instruction you found the school engaged upon?—Yes.

16367. Do you think it would be a serious impediment to a visitor in any school to suit his examination of the children on religious topics to certain fixed periods of the day or week?—That is just what I wish to impress upon the Commission. That is the rock on which we split. We wish to be perfectly free and unshackled as to what we consider our duty in that matter, and we do not consent to receive the Government money, or to be bound up by the system, because we have a feeling against that restriction on principle. Actually, we find in every well organized school, that there must be times and seasons for everything, and it might be highly injudicious to thrust in a religious matter in the middle of a merely secular examination; but at the same time those who uphold Church schools do not wish to be shackled by any feeling that they cannot do so, that they are to be in fact gagged, or that the book is to be interdicted or shut up. It is a feeling of that more than, perhaps, the actual necessity for it, for we cannot do more than one thing at a time, if we do it properly; and therefore I agree with what your lordship throws out, that there must be times we ought to do one thing, and times we ought to do other things.

16368. On that basis which you have just expressed, do you think that the practical value, and that that liberty is so great as to necessitate the standing out for it to the full extent which has hitherto been the case?—I think that has been evidenced by the number who have stood out for it against their own good fortunes in many ways, and for many years have upheld it. They felt it of the highest importance not to let go that principle.

16369. Do you think that some concessions on that point would, as a matter of practical business, interfere seriously with the working of these schools, in which there happens to be an admixture of Roman Catholic pupils?—I scarcely think it of any value giving my opinion upon that subject, because I do not think that that being the hinging point, the party who look upon it as their principle, and deeply feeling it, would at all consent to give it up. I myself as I said before to your lordship, think we can only do one thing at a time if we wish to do it well.

16370. Rev. Dr. *Wilson.*—Is not that party in your Church, to which you refer, a gradually diminishing party?—I am not aware of it. All parties for whom inducements are held out in various ways to join another will lose loose and indifferent supporters, but the funds of our society are still kept up under very great and deterring influences to their full amount.

16371. Are not many of the clergy in your Church formerly connected with the Church Education Society, and many of the leading laity, formerly in connexion with the Church Education Society, now giving their influence and support to the united system of education?—I believe a certain number have deserted their first principles, but not to such an extent or of such a class as to make one feel, from the peculiarity of their leaving it, that the principle itself is wrong; while, at the same time, the party having got rid of its indifferent members gets more firm on its principle of a free and open Bible for all.

16372. Mr. *Waldron.*—So that the distinction is that instead of having a fixed hour for religious instruction you wish the teachers in your schools to be at liberty throughout the instruction to give any religious instruction that occurs to them at the moment?—I wish the shackles to be removed, that they may be at liberty in the matter, and not to have it a high crime or misdemeanour to allude to Scriptural matter. Under the present system they feel compelled to obey certain restrictions and certain laws; and though they do not find it of necessity to keep the Bible teaching always in their minds or before their pupils, I think the objection is chiefly to the restrictions in the matter.

16373. Sir *Robert Kane.*—You do not consider that in your schools there is any mixture of Roman Catholics. You don't take them into account?—There are some Roman Catholics, but we never take them into account particularly.

16374. I suppose, as I understand the principle of your schools, you assume that every child coming into them is a member of the Church of England, and you instruct them as such?—Yes—the one system is for the whole school.

16375. And that system is an education in the formularies of the Church of England?—Yes. In fact in the part of the world where I reside there is very little controversy.

16376. I mean as a matter of school management. Then your school is strictly denominational?—It is.

16377. It is strictly a denominational school?—Yes.

16378. And although it is strictly denominational in that way, you would not feel comfortable under any arrangement by which the religious instruction would be regulated to certain hours, and the secular instruction to a portion of certain other hours of the day?—I am speaking of the general feeling. I was asked what was the objection we had to the National system, and I gave what I considered to be the principal objection—the feeling of restraint upon an important principle on which education should be based.

16379. That is, even considering the school as a strictly denominational school—a school as much denominational as it could be if the whole system of education in the country was denominational—still the body whom you represent you consider would not be satisfied with the division of the school hours between secular instruction, on the one hand, and religious instruction on the other?—They would not be satisfied with the shutting up of the Bible, and turning any children out, or warning them off. That is the objection they would feel in conducting a school of that kind under the Government system.

16380. What do you mean by "shutting up the Bible," and "warning them off," in a school where all are of the same religion?—It amounts to the same as the plan that I believe exists in the National education system—that of putting up a card, when it is understood that any child can retire from the school.

16381. Any child of a different denomination?—Yes. But that would not apply to your case, where the school is, by its very nature, all of one denomination, and where the division would simply be a matter of administration—a matter of convenience in having the religious instruction at one hour, and the secular instruction at another. Your impression however is, that the body you represent would still not be satisfied with that?—They could have it all their own way in such a case as you lay down; but they would still, under the system, go under rules and points of which they could not approve, and which they could not think so advantageous to the country and to education. Suppose they call them National schools, though they happened all to be denominational, yet they would give the countenance of their *prestige* and favour to a system of which they do not approve in other places.

16382. That is, the system of having secular instruction at one time, and religious instruction at another?—Well, practically, they must have that to a great degree; but still they do not wish to be shackled in not being at liberty to ask questions connected with religious matters, should they arise in other instructions.

16383. Then you require practically that even where the school is denominational—where the pupils are all of the same religion, and where the management is exclusively of that religion, you would still require that there should be power to introduce religious instruction, and references to religious matters, and religious books at any time while the school was open, and in the midst of any subject of secular instruction

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that the teacher might have in hand?—We would like to be perfectly unshackled in that point. What prevents us going on with the others is the feeling of the shackles, or the responsibility of excluding God's word at any time, or countenancing a system that permits it anywhere.

16384. Mr. *Waldron.*—You wish to have the power, though you don't use it?—We wish both to have the power and to use it.

16385. May I ask is the return in "Thom's Directory" of the number of Roman Catholic children correct—7,855 last year?—I could not tell. I have not looked into details of statistics, or furnished myself with proper data.

16386. Master *Brooke.*—Would you object to inspection by the State of your schools?—Certainly not.

16387. Would you consider it rather as a boon?—It would be a boon and an advantage even that persons of contrary opinions should inspect them.

16388. You don't insist on Protestant inspection for Protestant schools?—No, I think not on topics the Government would take up.

16389. On the subject of secular education you would welcome Inspectors appointed by the Government?—Yes.

16390. May I ask, so far as your experience goes, have you known of any instance of direct attempts at proselytising Roman Catholic children in any of your schools?—Certainly not. I have not heard of any controversial teaching whatever.

16391. I am asking as to your own experience. Have you ever known such an attempt in the schools?—I have not a single instance in my mind.

16392. Do you think that the fact of reading the Scriptures in presence of Roman Catholic children has any tendency to make them change their profession of faith, or is it not rather calculated to instruct them in a book which all acknowledge to be the charter of our salvation and rule of our life? Do you not consider it is as much the right of a Roman Catholic child to be instructed in the Scriptures as it is for a Protestant?—Yes; that is a point we wish to maintain. We think there are certain laws laid down in the Bible, and laid down by God, that no human being should be ignorant of. In the common and ordinary teaching in the school, even with regard to the Commandments, the society feel it a great shackle not to be allowed to allude to the Commandments about stealing, or slandering, or lying, or taking God's name in vain. It is principally on that account that I think the stand is made with reference to Bible teaching. The principles taught in our schools are those which should govern all humanity, under God's direction, without any sectarian differences or controversy. I don't know any of the schools in which any of the controversial subjects are specially taught. It is chiefly the broad doctrines of religion and morality—loving their neighbours and loving their God.

16393. Rev. Dr. *Wilson.*—Is it your opinion that the teacher in the ordinary National schools of the country may not at any time of the day refer to the moral law in teaching a child his duty as regards lying or stealing?—I should say that I am totally incapable of giving any evidence against or for the National schools, or the National system.

16394. Are you not aware that there is a printed copy of the Ten Commandments hung up in every National school in the country for the inspection of every child, and for reference by every teacher?—I have been in some National schools, but I don't remember having seen that.

16395. Have you visited many of the schools?—Not very many.

16396. Did you ever find an exceptional case where a copy of the Commandments was not hung up?—I don't know that I ever saw a copy of them in any of the schools.

16397. And do you know that there is a special lesson for every child to read as to loving their neighbours?—I hope so.

16398. Do I understand you to say that you don't wish to receive Government money for the support of your schools?—I believe we have shown that we are unwilling to receive Government money under certain restrictions, but if those restrictions are withdrawn, of course any objections to receiving grants would come to nothing.

16399. Which, in your opinion, should undertake the education of the poorer children, at least, in the community—the Church or the State?—It depends much upon what we consider the Church or the State. We consider that in England the Church and State are combined, and that the National education there is under the Church and State.

16400. Is not the National education here under the Church and State also?—Well, a vast body in the Church object to the manner in which it is conducted, and they do not consider that they are fairly treated.

16401. Is that in view of the statement you have made that you don't consider you get a fair share of the public grant?—We think in the first place that our principles and opinions are not respected, and that we have not a chance of getting a fair share of the public grant, as we won't take it under the peculiar restrictions put upon us.

16402. Was there a time, not long since, in the history of the country, when there were no restrictions put upon you in regard to education?—May I ask clearly when you allude to?

16403. Are you aware that there were royal free schools, charter schools, diocesan free schools, parochial schools, and schools founded by Act of Parliament—all in the interest of the Established Church—previous to the establishment of the present system of National education?—Yes.

16404. Was there a law to the effect that the minister of the Church—the rector or vicar—should provide a school in the parish or vicarage as a condition of his getting his salary—a school to which children would have access in the country?—Yes, I believe that is the case, and is generally carried out not with regard to merely one school but several.

16405. Is the law in existence still?—I think it is.

16406. If your ministers are bound to come under such an obligation as that, provided with funds as they are, independent of the present grant, have they not every facility for giving every instruction that may be required in their respective parishes?—They have not actually the facility, for if we go into each individual case, we find there are many in which the funds are not provided either for the clergyman, or for the payment of parochial schoolmasters. In fact, most parochial schools are maintained by a combined effort on the part of the clergy and parishioners.

16407. You have said the Government insists on debarring the Holy Scriptures from the National schools of the country?—I think I said they put a restriction which our views and principles did not allow us to agree with.

16408. Would such a rule as this meet your view of the case:—"that it shall be the right of all parents to require of patrons and managers of schools to set apart for reading the Holy Scriptures, a convenient and sufficient portion of the stated school-hours, and to direct the master or some other whom the parents shall appoint and provide to superintend the reading;" and again—"that all children whose parents and guardians shall so direct shall daily read the Holy Scriptures during the period appointed, but that no compulsion whatever be employed to induce others to read, or remain during the reading;"—would that meet your view of the case in giving religious instruction?—It would not.

16409. In what way?—We feel it the right of every human being to have a knowledge of, and to profit by, the Word of God.

16410. Is not the right acknowledged in what I have read?—Yes; but at the same time you are to hold out a period in which they are to be debarred, or to be absent, and to give some human being, I suppose, the command to debar them.

16411. Do you claim the right of requiring all children of all denominations, who receive secular instruction from you, to receive your religious instruction?—We say that a certain amount of religious instruction must be given in all our schools daily, and that all who attend our schools must receive it. We don't parcel out a particular portion of time in which that is to be given, so as to prevent any person being present.

16412. Are you disposed to recognise parental right at all in the matter of education?—I think a parent has no right to prevent his child from reading the Scriptures, or being taught from the Scriptures. I think he is going in direct opposition to the Word of God, and those who uphold him are doing the same.

16413. Do you hold that the patrons of your schools have a right to constrain a child on account of receiving secular instruction, to read the Bible contrary to the will of the parent?—No; we hold a peculiar line of duty—we put up what we are, we put up our rules—we say it is a Scriptural school, and that if a child goes to it he must abide by the general rule.

16414. May I ask do you regard your society as a particular organization for Church purposes?—No; I think not. We have been obliged as a body to take up the Church as an organization that was already in existence; but there are Presbyterians, there are other Dissenters, and there are Roman Catholics largely through our schools.

16415. Now, is the design of your society to teach all children reading, writing, and arithmetic, and the ordinary branches of an English education. Is that the main design of your society?—The design is to give an ordinary parish education, based on the Word of God.

16416. And do you claim the right to give religious instruction to all?—We claim perfect freedom with regard to religious instruction—reading the Bible; and the Church schools certainly have the Church catechism, and other matters connected with the Church teaching brought forward.

16417. It has come out in evidence, and in connexion with the Report of the Church Education Society, that you have many schools with an average daily attendance of five, six, eight, or ten children. Should you expect the State to aid you where the schools are so small?—I could not possibly go into the detail of that. I think to warrant an application for assistance to a school, there ought to be a certain number—a stated number—required to attend that school. There should also be a responsible committee, or a number of respectable and responsible persons to answer for the conduct of the master, and the general management of the school. These are all details that I am sure can be easily arranged; but I certainly do not think that four or five or any other small number should be asking a grant. It is a mere tuition, not a school.

16418. At this moment, as far as the religious element is concerned, are you not in a position to have your schools placed under the National Board, and enjoy every facility to give religious instruction to all children who attend, unless parents and guardians object?—Well, a certain number of Protestant communities think so; the Methodists have under that idea, accepted the grant; the Presbyterians have done so; but we beg leave most respectfully, but firmly, to say, that as long as the shackling process remains, with regard to the points upon which we differ, we would prefer to stay out altogether, than to receive any grant or emolument.

16419. Rev. Mr. *Cowie.*—Supposing the State made some concessions to the necessities of the case in the country, so that the Church Education schools should receive aid according to the good they did in the way of secular instruction, would you be prepared to agree to such a rule as this, that you would exclude from your schools all but the children of your own religious communion?—I don't think they would take any amount of grant, any amount of money, to exclude what their principle is based upon—the teaching of the Bible. We would not receive any amount of money or grant to exclude these principles in any shape or at any time.

16420. Judge *Morris.*—You were asked by Sir Robert Kane and Dr. Wilson whether, according to the system you advocate, of the Church Education Society, you would be satisfied with a division of the hours for secular and religious teaching, or satisfied with the rule of the National Board to set aside a time for Scripture; and I understand you to say that your objection is to any portion of the time in which a child is at school being debarred from carrying out religious practices founded on the Scriptures if it was desirable to have them?—You are quite right. These are the feelings and opinions.

16421. And that, although as a matter of convenience, you would probably yourself allocate hours peculiar for religious instruction, you object that during any portion of the time the child is at school the Bible or any religion you profess to teach should be a sealed book?—Decidedly; you have explained correctly the feelings and opinions of the supporters of the Church Education Society.

16422. And I suppose you believe that the fact of taking State aid for religious teaching does not meet the objection that there should not be any time at which the teaching of religion should be a crime?—Exactly.

16423. You have been asked whether you have been in a National school where the Ten Commandments were posted up. You are aware, I believe, that, according to the mode in which the Roman Catholic Church and the Church of England, at all events—I am not acquainted with any other Protestant body—there is a substantial difference in the way they make out the Ten Commandments?—Yes.

16424. Are you aware, therefore, that in order to try and meet this fanciful danger—the verses of the Bible have been hung up in the National schools, and instead of there being Ten Commandments, if you were to follow them literally (just look behind your back) you would think there were seventeen commandments? Do you observe them?—That is the first time I had seen them hanging up, and at this distance they appear certainly as seventeen!

16425. And what do the National Board hold as the Ten Commandments? Knowing that there is a difference between the two Churches, and in some respects a substantial difference as to the mode of division, the way in which they meet the difficulty is not by making them ten but by making them seventeen?—I should say I have been in a National school when a Roman Catholic clergyman had been teaching his class, and he has taught the whole class who were present. The Roman Catholic method of dividing the Commandments by the omission of what we call the second commandment, and the dividing of the tenth into two; that I heard when we were coming through the class; but I never saw the Ten Commandments placed up in the school.

16426. Well, as I understand you, Mr. Blacker, what you state, whether rightly or wrongly, may be a matter of opinion with others, is founded on the notion that teaching of the Holy Scriptures must be embodied with the teaching of the schools. Is that so?—Yes.

16427. And therefore, that any child coming into the school comes voluntarily—comes, as it is called, as a purchaser with notice?—Exactly; we put up our principles and our name in the schools, and we don't find it any objection.

16428. Then your plan, as I understand, to meet the difficulties of the position would be that the State should, through their Inspectors, ascertain a certain standard of proficiency in secular matters, and that the religious teaching should be left to the person who had the management and conduct of the schools?—Exactly.

16429. And I presume, under the circumstances of the country, you would be prepared to grant the same facility in favour of other religious bodies?—I must in that case do so. I would not be a fair, honest man if I claimed a certain thing for myself and refused it to others.

16430. Mr. *Dease.*—Now, with regard to the ques-

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tion of inspection, Mr. Blacker; if you had your choice between two Inspectors for one of your schools of the Church Education Society, would you prefer a Protestant or a Roman Catholic Inspector, if you had a preference?—It would be perfectly immaterial on the points we look at, as to reading, writing, and those secular matters.

16431. It would be perfectly immaterial?—Perfectly immaterial if they are men of character and ability.

16432. I take for granted you never have had a Roman Catholic Inspector for your schools appointed by your own body?—No; we go on a different system.

16433. With reference to a question that was asked by one of the Commissioners, and to which you replied that you had never known an instance of proselytism taking place in the case of Roman Catholic children attending Church Education schools, may I ask you to define proselytism in the sense in which you answered that question?—I think my answer was with regard to whether any controversy or controversial matters, or any attempt was made at proselytism.

16434. Exactly. How would you define proselytism?—An attempt to bring over a person of other religious opinions to your own.

16435. Do you consider it necessary for the person proselytised to come over? In defining proselytism, would you say that it consists in absolutely bringing over, or in the doing of that which would be likely to have that effect?—I could not draw any particular distinction between the time of doing it and the act. If you lead to a transaction taking place you must of course be doing it in some measure.

16436. Then when you made use of that expression proselytism, you merely meant where any teaching had been followed by the result of a Roman Catholic child becoming a Protestant?—I meant to convey that the schools were not used for proselytism, that they merely leave the Word of God to do its own work; they leave it to be read, but as for direct proselytism or bringing over children from one faith to another, I don't think there is, so far as I can see, any authority for it; there has not been the slightest indication of it. I think the masters and mistresses of schools feel in some degree in honour bound not to use any expression to bring their youthful minds on more controversial points. They leave the Bible to them, give them the use of their judgment, and they trust the growing of grace to God Almighty.

16437. Then proselytism would necessitate the change of religion according to your definition of it?—Yes; going from one set of religious opinions to another.

16438. May I ask you, in reference to another answer to another question, I think put by the same Commissioner, whether you consider yourself or the bishops of the Roman Catholic Church to be the fittest judges of the religious duties of Roman Catholics, as to what they should learn or what they should avoid?—I cannot exactly gather the proposition—whether the bishops and teachers of the Roman Catholic Church——

16439. Are you or the bishops of the Roman Catholic Church the fittest judges of the religious duties of Roman Catholics as to what they should learn and what they should avoid?—We don't pretend to any such distinction, but we simply say that God has given us a revealed book to teach us our duties, and how to come to Him. We say no shackle should be put on that book, and that no man has a right to put a shackle on it, be he a bishop or teacher of any Church, and therefore anyone who pretends to do so is doing a great wrong to the individual, and it is against that wrong we stand up.

16440. Mr. *Stokes.*—In reference to inspection, suppose gentlemen well qualified for the office, don't you think they would discharge their duties as impartially as persons charged with judicial functions?—I think so. It depends a great deal on the class and respectability of the persons appointed.

16441. Would you be so kind as to listen to this scheme for the management of schools, and say how far it would suit the Church Education Society:—

"We are authorized to frame our own rules, promising to adhere to them, and if these rules meet with the approval of the Board, we are bound by nothing else. Our schools begin with prayer; we have the Scriptures and our Catechisms freely in school-hours, and while we will not provide by our rules any penalty compelling any child to attend during the reading of Scriptures or repetition of catechism, we will not be accountable for their leaving the school. When we build our own school-houses we reserve the right of having every use of them out of school-hours or school-days, whereby I mean that we may have them for Sabbath schools, or we may have them for week evening meetings, for prayer, or for preaching. There is no local and extern *ex officio* power over our schools."

Would rules of management, of which this statement forms the basis, be likely to be adopted by the Church Education Society?—I would ask you to read that passage again with regard to the exclusion. That is the only point that strikes me.

16442. Mr. *Stokes.*—

"We are authorized to frame our own rules, promising to adhere to them, and if these rules meet with the approval of the Board, we are bound by nothing else. Our schools begin with prayer; we have the Scriptures and our Catechisms freely in school-hours, and while we will not by any rule, privation, or penalty, compel any child to attend during the reading of Scriptures or repetition of catechisms, we will not be accountable for their leaving the school."

I don't know whether that is practicable that part. The children must know the time certain matters are to take place, and he would get a warning that he might leave. If the child chooses to walk out he may do so.

16443. Would you expect more freedom?—We would expect complete freedom on that one point, that the Scriptures may be read, and should be read by every child that can read.

16444. Mr. *Dease.*—Would you exclude the child from the school after it had taken the course supposed by Mr. Stokes—that is, going out of school when the time for reading the Scripture Lessons commenced?—I cannot understand how it would apply to the principle we are standing up for—that is, if the child refuses to listen to the Scriptures, of course he cannot attend our school, and if he does attend to them it is all right; but we could adopt no rule practically, directly or indirectly, giving anyone an option of refusing to hear the Scriptures, or receiving them.

16445. Lord *Clonbrock.*—The fundamental rule of the society is that every child who goes to your school must read the Scriptures?—Must read the Scriptures.

16446. Mr. *Stokes.*—These rules which I have read to you, and which were described by the Rev. Dr. Cooke as the basis of an arrangement under which Presbyterian schools were admitted to aid from the Board, would not meet your view?—No, they would not.

[Adjourned.]

FORTY-THIRD DAY.—DUBLIN, WEDNESDAY, OCTOBER 28, 1868.

PRESENT:

The Right Hon. The Earl of POWIS, *Chairman.*

The Right Hon. The Earl of DUNRAVEN, K.P.
The Right Hon. Lord CLONBROCK.
The Right Hon. Mr. Justice MORRIS.
Sir ROBERT KANE, F.R.S.
WILLIAM BROOKE, Esq., M.C.

Rev. DAVID WILSON, D.D.
Rev. BENJAMIN MORGAN COWIE, B.D.
SCOTT NASMYTH STOKES, Esq.
WILLIAM K. SULLIVAN, Esq., PH.D.
LAURENCE WALDRON, Esq.

GEORGE A. C. MAY, Esq., Q.C.
D. B. DUNNE, Esq. } *Secretaries.*

Rev. FRANCIS PETTICREW, sworn and examined.

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Rev. Francis Petticrew.

16447. The *Chairman.*—What is the Presbyterian congregation of which you are the minister?—Faughanvale, in county Londonderry, about six miles from the city of Derry.

16448. Have you had much experience of the working of the system of the National Board?—I am manager of only two National schools, but I am acquainted somewhat with it over a considerable portion of the country.

16449. Exclusively in the North?—I know the North a great deal better than the South. I know very little about the South.

16450. Have you been manager of a school under the Board anywhere except in your present district?—I have not been manager of a school anywhere except in my present district.

16451. Rev. Dr. *Wilson.*—Do the poorer classes of the community avail themselves of education as they ought in your experience?—The poorer classes do not avail themselves of the education as much as they might do, but there is a decided and progressive improvement as compared with the past.

16452. What are the chief causes of neglect?—Where there is neglect, I believe the chief causes are ignorance and poverty on the part of the parents. Not having, in many cases, received a good education themselves, they don't set a proper value on it, and I know that the children of small farmers are sometimes kept at home when they ought to be at school, for the purpose perhaps of attending to cattle, or assisting in rearing the younger members of the family; and sometimes at the busy season of the year they are kept at home for agricultural work. Then, in the case of labourers, some of them put their children to service for a part of the year.

16453. For part of the year?—Yes; and some of them, on the other hand, being poor, complain of want of suitable clothing for their children. This complaint is more frequent if the school be at a considerable distance than if the school be near at hand.

16454. Does your statement apply, to any extent, to the children of small farmers in your district?—Yes; the children of small farmers are, in many cases, very irregular in their attendance at school.

16455. Do you think the children are in the habit of remaining a sufficient length of time at school?—No; I believe that the children both of small farmers and labourers are withdrawn too soon from school.

16456. Have you turned your attention to any mode by which a better attendance could be secured?—I think that if payment of school-fees were insisted upon generally, except in the case of the destitute, it would have a good effect, and I believe not only in the payment of school-fees, but in payment in advance, if possible.

16457. Payment in advance?—Yes; payment in advance.

16458. Do you not regard that as rather an impracticable thing in Ireland?—Well, I don't think it is. I know it is adopted in model schools, and in some ordinary schools, with a good effect, and although it might be objected to at the first—just as would be the case with anything new—yet afterwards, the people would become reconciled to it, and I have no doubt that the best results would flow from it.

16459. Should you suggest a system of premiums in order to obtain a better attendance, and a more lengthened attendance of the children?—Yes; I believe that premiums for answering and attendance would have a very good effect on the regularity of the children.

16460. Do you mean answering on a particular day, at a particular season of the year. Is it the result of an examination at any particular period of the year?—I think it would be better to have the premiums determined by the daily answering of the pupils, at least in the senior divisions, and in this way the attendance would be indirectly taken into account.

16461. Should you not anticipate any difficulty on the part of the teachers keeping a proper record of the answering?—No. It is quite an easy matter. I have had experience of it in a school under my own management, and it had the best results.

16462. In what way, may I ask?—In securing a more regular attendance on the part of the children, and also in getting the lessons better prepared. I know, as a matter of fact, that when this system was carried out, some of the pupils could scarcely be kept at home a single day.

16463. Are you an advocate of compulsory education, which is sometimes spoken of?—I am not sure that we are quite prepared for a compulsory system of education, and I think that in the absence of such a measure many things might be done to remedy the evils that have not been yet tried.

16464. What things?—Such things as those that I have indicated; for example, the offering of premiums for good answering and attendance, and pre-payment of school-fees.

16465. I mean have you anything additional to propose?—Nothing occurs to me at present.

16466. The system of education at present administered by the State in this country professes to be a united one. Do you regard that as a beneficial system for Ireland?—I think that a united system is the right sort of a system for Ireland, and that indeed it is peculiarly well fitted for such a country as Ireland is.

16467. On what grounds?—On the ground that many districts are thinly inhabited, and the people poor, and there would not be room in many cases for more than one school in a district; and I think that educating the children together has a very good effect in training them to respect each other's conscientious convictions, and also to avoid anything that might be calculated to hurt each other's feelings.

16468. You think that it would teach them the lesson of forbearance—mutual forbearance?—Yes, I do.

16469. Does that exist largely in this country, do you think?—Not so largely as is desirable.

16470. Do you think has the National system of education operated to any extent in the direction you seem to indicate?—I believe it has; I believe that, bad as we may be in the matter of religious feuds in some districts, we would have been much worse but for the healing influence of united education.

16471. Now, in your own schools, or those schools

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in the North of Ireland with which you are familiar, is there mixed education to any extent?—As far as my experience goes, the rule is that there are mixed schools where there is a mixed population, except in some cases in towns, and in a few cases where clerical intolerance has carried the day.

16472. Are your own schools mixed?—They are.

16473. Now, from your experience, have you learned that there has been, at any time, to any extent, religious dissension between children of different creeds?—I have inquired from teacher after teacher, in different parts of the country, and I have never heard of a single case of dissension amongst different denominations of children in a school, on the ground of religion.

16474. Is that testimony from both Catholic and Protestant teachers of Ireland?—That is from teachers, irrespective of creed.

16475. May I ask, does it include teachers of different creeds?—Yes.

16476. What do you think is the view of the laity generally, with whom you have come in contact, with regard to united education?—The laity, in general, are strongly in favour of united education.

16477. Do you think that the State should keep *that* as a principle before it in the education of the people?—With regard to the wishes of the laity, do you mean?

16478. Of course, but I refer to the principle itself—the principle of union in the education of the people?—I believe that is an object that the State has, or ought to have in view—the union of her people; and, I think, that educating them together is not only eminently conducive to that end, but I might almost say, essential.

16479. In what way essential?—Because, if trained up in separate denominational schools, they would be more likely to look upon each other as the representatives of rival creeds, than as citizens of a common country.

16480. Viewed in relationship to the principle of civil and religious liberty, what is your opinion with regard to such a system?—I believe that a non-sectarian system is alone consistent with the principles of civil and religious liberty, as understood at the present time.

16481. Have you turned your attention to the subject of minorities attending the different schools in the country?—I refer to your own experience, especially in the North of Ireland, where, in many districts, I presume, the minorities are largely Roman Catholic?—Yes, I know entire districts where there would not be material for a Roman Catholic school, and yet, where there are stray Roman Catholics; and unless you have a system, with a conscience clause, you could not have those children educated without an unfair interference with their religious belief.

16482. Should you say that that applies to a very large number of schools in the North of Ireland?—I believe it applies to a very considerable number in the North of Ireland; and there are other places, again, in which the children of minorities could get education only by going a very great and inconvenient distance.

16483. What distance? Would you say, for instance, three or five miles?—Yes, and in many cases far more. I know districts in which minorities would have to go a great deal more than five or six miles.

16484. It would be a practical inconvenience to the children as regards their attendance?—There would be greater irregularity of attendance, and in many cases they would not attend at all; and especially in the winter season it would be very inconvenient for poor children, thinly clad, to go through the cold and rain to a great distance, instead of having a school at their own door, or almost so, as they have in many cases now.

16485. And is it your opinion that under a National system of education every child should have the advantage of the school nearest his own door?—I believe it is the duty of the State to secure the public usefulness of every school it endows, and that it should do that by requiring that the secular education shall be free and open to all, and insisting upon that as the fundamental principle.

16486. I have in my hand just now a return made to this Royal Commission, the first and only one of the sort that I have received. It refers to a district of country with which I am familiar, as I believe you are yourself, the district with Ballymena as the centre, and I see a very large number of schools with the small Roman Catholic minority of four, and two, one, two, four, six, six, and so on. Does that apply to other districts of the country, do you think, as well as those given as a specimen?—It applies to many other districts as well as the Ballymena district, to which I know it does apply.

16487. Do you know any portions of the district where it would not be possible to get a school for the education of Roman Catholics alone?—Do you mean in the Ballymena district?

16488. Yes?—I do.

16489. Or in the Antrim district?—Yes, in various portions of both districts. It would occur in the Ballymena district, for example, in the parish of Kirkinriola; and then in the Antrim district, between the towns of Antrim and Larne—a distance of, I suppose, twenty-two Irish miles—there is not material for a Roman Catholic school in that whole district of country, and yet there are stray Roman Catholic families scattered over it.

16490. Would you be kind enough to give the Commission some information with regard to your own school, or schools in your own immediate neighbourhood, viewed in relation to minorities?—For many miles in every direction from the place where I live the schools are more or less mixed, just with one single exception that I am aware of at present, and the minorities are in several cases small, and at a considerable distance from any place where there could be a school of their co-religionists.

16491. Could you mention some cases?—For example, the Gortnessy National school had on the roll in October, 1868, ten Established Church children, seventeen Roman Catholics, and sixty-nine Presbyterians. The Roman Catholic and the Established Church children there would have to go each at least four miles for a school under a manager and teacher of their own denomination.

16492. Where is Gortnessy?—It is about five miles from the city of Londonderry, and about four miles from the village of Eglinton in which I reside.

16493. To what religious denomination does the manager of that school belong?—The manager is an Episcopalian, or at all events the correspondent is. The manager is the Worshipful the Grocers' Company of London.

16494. What is the denomination of the teacher?—He is a Presbyterian.

16495. Do you know any other cases?—About a mile from Gortnessy school is Oghill school, the manager and teacher of which are both Presbyterians. That school had on the roll in October, 1868, twenty Roman Catholics and twenty-nine Presbyterians. The Roman Catholic minority in this case would have to travel at least between three and four miles.

16496. Were there any Established Church children?—No Established Church children.

16497. Is there any school in the immediate neighbourhood for the children of the Established Church?—None nearer than at least three and a half miles.

16498. Is there any other case?—In Ervey National school in the same neighbourhood the manager is an Episcopalian and the teacher a Baptist. On the roll there are seventeen Established Church, twenty Roman Catholics, and thirty-nine Presbyterians. The Roman Catholic minorities would have to go to a school of their own from four to five miles, and the Established Church children about two and a half miles.

16499. Are there any Baptist children in that school?—None. When I said they would have to go between three and four miles, I was calculating the distance between the one school-house and the other

among them, but I do not think female teachers are altogether destitute of the same kind of ambition.

16701. You stated you thought things would be very much worse in Ireland in the way of sectarian animosity and dissension, had it not been for the influence of the National schools. May I ask you if that is only a general impression on your mind, or have you any decided instance to offer of the effect of National schools in taking away the bitterness of party spirit, and forming union between persons of different creeds?—Well, an answer I received from a teacher a few days ago to a question I put to him, may indicate the best reply I could give to that question. I asked the teacher, as I asked many others, did he ever find anything like religious dissension among the children. He said never; that they formed companionships altogether irrespective of creed, and in their little disputes they took sides irrespective of creed, so that I would argue from the like of that occurring over the whole country, that those feelings would not be so transitory as to pass away and be utterly forgotten in after-life; and I know districts of the country where this party spirit and the religious feuds referred to existed in a great deal more violent intensity in the past than they do now, and in many districts I think they are happily abating and dying out.

16702. Could you mention any particular instance of such districts?—I could mention a district in my own native place in the parish of Skerry and Rokavin, three miles from Ballymena, in the county of Antrim, where, within my memory, disputes and religious feuds, among persons coming from fairs and markets, were the commonest occurrences, and where for years such a thing has not been heard of, and that struck me very much a few evenings ago. I happened to be walking into the town of Ballymena on the evening of a fair-day, and the people were returning from the fair. I travelled back in memory, and remembered that in the days of my boyhood there were constant feuds on such occasions; persons were often waylaid and attacked on the ground of belonging to a different religious denomination, and then again they in their turn attacked others, when they caught them in their neighbourhood. All that sort of thing is dying out.

16703. And you attribute that to the prevalence of National schools?—Oh, of course, not exclusively; but I think they have had something to do in softening religious asperities, and leading persons who have learned toleration and forbearance in school, to exercise these qualities afterwards when they go out as citizens of a common country.

16704. You are aware my question has relation to a great deal more to the conduct of men when they have quitted school, for while they are boys in school, you would hardly expect to find them falling out about creeds. I want to know from you how far that influence shows itself in subsequent life—of course, you have considered that point, and meant to include it in the subsequent part of your answer?—Perhaps I might give an answer from my own experience, as having been trained in connexion with a system of united collegiate education. I have talked with many on this question, and I have never met any person having had experience of it who does not believe that the meeting together in the same class-rooms and playgrounds of persons of different denominations has a good effect in softening asperities and leading to feelings of mutual respect and toleration in subsequent life.

16705. In subsequent life?—Yes, that is, among those who had been at school or at college together.

16706. It has been stated, but I don't know whether you concur in it, that the province of Connaught has for the last twenty or thirty years been singularly free from public quarrels and disputes, and also from Fenianism. Does that agree with what you have heard or know of that part of Ireland?—I have not heard much on the subject to which you refer. I am not very familiar with Connaught.

16707. Perhaps you have heard that from the very beginning, Archbishop MacHale, the Roman Catholic archbishop, has been most determined in opposing mixed schools—in fact, he to a large extent has kept them out of his diocese, or down to a very small number?—Yes.

16708. And, on the other hand, that part of Ireland has been the scene of the Irish Church missions, whose schools are of a most exclusive and controversial character?—Yes, so I have heard.

16709. Supposing these facts to be so—the latter two I can speak of confidently—would not that rather show that diminished sectarian animosity and party feuds may co-exist with denominational teaching?—I don't think we could well have party feuds to any very great extent in Connaught, because the denominations are not at all evenly balanced there. There are, I apprehend, comparatively very few Protestants in Connaught.

16710. Perhaps you have heard that there have sprung up in west Connaught thirteen distinct congregations of Church of England members, that never existed before, in consequence of the labours of the Irish Church missions?—I have not studied the question of the Irish Church missions much. I know it merely from what I have seen in newspapers, or in public addresses.

16711. When you spoke of those schools, you distinguished the children of the different denominations; for instance, in the case of the Gortnessy school, 10 Established Church children, 59 Presbyterian, and 17 Roman Catholic children,—did you ever know of any jealousy existing on the part of parents of the Established Church with regard to their children receiving Presbyterian religious instruction? Are not, as a matter of fact, the children of the Established Church and the children of Presbyterians receiving the same religious instruction where they happen to live near the school?—As far as Bible instruction is concerned, I believe there is no jealousy whatever.

16712. Now with regard to your own parish school, that is certainly a very interesting specimen of a mixed school; you have thirty-three Roman Catholics, thirty-two Presbyterians, and four of the Established Church in your male school, and about a similar amount in the female school. Will you let me know what is the amount of the religious instruction that your Presbyterian children receive in your schools?—Simply reading the Scriptures and learning the Shorter Catechism.

16713. The Westminster Shorter Catechism?—Yes.

16714. That is given to all your Presbyterian, and, I presume, Established Church children?—Oh, yes; they have all an opportunity of receiving it, I mean, the Bible instruction; sometimes they do not attend as regularly from carelessness in coming, if it be in the morning, in time, as they should do for the secular instruction.

16715. When is the time for religious instruction?—In these schools at the present time it is from ten to half-past ten in the morning. It formerly was from half-past two to three; but the teacher desires to punish, if he does punish at all, by keeping in children after the school is over, and he found that inconvenient when he held religious instruction at that hour; and he changed it to the morning.

16716. It is now from ten to half-past ten?—It is now from ten to half-past ten.

16717. And do they, as a rule, attend with tolerable regularity?—Yes; with considerable regularity, with very few exceptions, and the teachers are spurred on to make the children as regular and punctual as possible; and they must have the roll marked always, at least before twelve o'clock.

16718. Now, is there any other religious instruction in the school when once half-past ten o'clock has arrived—I mean is there any occasional religious instruction?—None, except such as is conveyed by the books of the National Board.

16719. You have no reason to think that your master or your mistress takes occasion upon anything in the reading lesson or in the geography lesson to make any religious observation, or refer to any passages in the Bible?—Oh, I am quite certain that they would

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not attempt anything that they believed to be contrary to the spirit of the system.

16720. Do they in point of fact make any allusion to anything contained in the Scriptures, for instance, arising out of the reading lesson or the geography lesson, or do they abstain from it as a matter of principle?—I could not answer anything definite on the subject. I never inquired into that, but I believe that they just teach the books as they would teach any other books.

16721. They have no directions from you on that subject?—None whatever.

16722. They have no encouragement or discouragement?—Neither the one nor the other.

16723. If they met in the geography lesson with the mention of Tarsus, there would be no allusion to that being the birth-place of St. Paul, or if Jerusalem was mentioned, no allusion to the events of our Lord's life?—I do not think that there would be such reference as you have alluded to, unless it were stated in the reading-book that Tarsus was the birth-place of St. Paul.

16724. Nothing would come from the teacher of a religious kind?—I do not believe that the teacher would add religious instruction from the Bible to what is in the books.

16725. Now I want to know whether in point of fact do any of your thirty-three Roman Catholic children ever go to the early religious instruction?—No; not at present, or for a considerable time as far as I know.

16726. There has been no occasion then for the introduction in their case of the parent's certificate?—No; the Religious Certificate Book has never been used in either of the schools. It is there, but it has never had a single signature, or any requisition for it.

16727. Then no minister of religion attends, or no person deputed, on the part of the Roman Catholic Church, to give instruction to those thirty-three boys?—No; there is no one deputed, or attends, or has ever asked liberty.

16728. Then, practically, your thirty-three Roman Catholic boys from one end of the year to the other may attend your school and become well-instructed members of society, according to their position, without ever having heard of such a thing as the Christian religion?—They receive religious instruction under the superintendence of the parish priest on the Sabbath.

16729. I am speaking of your school. Within the four walls of your school-room they may attend from one end of the year to the other and never hear of any religious instruction except so far as it is conveyed in the ordinary books of the Board?—Oh, not in the school; they hear of nothing more there; but there is a great deal of religious instruction in the books themselves, although there is no special dogmatic sectarian religious teaching.

16730. Now, let us reverse the case, and suppose a Roman Catholic manager and Roman Catholic teacher and thirty-three Protestant boys attending that school in a parish where you yourself say that the ministers of religion have not time to come to give religious instruction, where, in point of fact, they give no religious instruction: do you mean to say that there is no such thing in this country as Protestant parents who would conscientiously object to such a system of training their children? I ask you the question because you seem to say that all the opposition to the National or mixed system was given by clergymen; you seem to think that the laity were all in favour of the mixed system?—I think that a great many of the Episcopalian and Presbyterian laity are desirous to have the Bible read in their schools; but I think that very few of the laity of either communion would absolutely insist on enforcing the Bible on the children of parents who were unwilling that they should receive it.

16731. I am not speaking of that; they probably think very little about the parents of other children; I am speaking of the natural desire of parents that their children should be instructed in what they deem essential to their salvation?—In the school?

16732. Yes, in the school, there being no other ready means of instruction?—Well, in general, the parents, who are deeply interested in religion themselves, do desire to have the Bible taught to their children in the school; but there are many such parents who give religious instruction to their own children, and perhaps consider themselves more competent to do so than an ordinary schoolmaster.

16733. Now, there is a school in your parish, a Roman Catholic school, attended by four Presbyterian children, you stated, at Craigbrack, a mile and a quarter from your school?—Yes.

16734. Are those four Presbyterian children members of your flock?—I believe they are, that is to say, there is no other Presbyterian congregation, for I do not know who the individual children are.

16735. You do not know the individual children?—No, I do not know them; I think I know who is the parent of one of them; but when I was in the school I merely took the religious denominations as to number.

16736. You have not the names of those four children in your mind—you are not acquainted with the names of those four children?—Certainly not. I believe that I know the name of one of them; that is, I know the name of that child's father from a conversation I had with the teacher as to what religion he was of.

16737. Now, what is the position of the parent's house with regard to this school-house—is it between that school and your school, or is it beyond it; is it beyond the Roman Catholic school—more remote?—Well, I think it is nearer to that school considerably than it is to my school; but I could give you many instances where the parents of Roman Catholics and Protestants could easily divide if they so pleased, and send their children to their own schools; but where, as a matter of fact, they do not, but send their children to the nearest school, whether it be Roman Catholic or Protestant.

16738. What I wish to get at is the particular fact with regard to those four children. Does that parent live beyond the Roman Catholic school, with reference to your school, or between the two schools?—The parent that I have referred to does not live either beyond or between, but at the side rather.

16739. And nearer to the Roman Catholic school?—Oh, yes; very considerably.

16740. The other three children you know nothing about?—The other three children I do not know. I do not know what individual children they are.

16741. But you believe there are four of your flock at that school?—Yes, I know that, having taken it from the records of the school, with the assistance of the teacher.

16742. Then I gather from what you state that those four children receive in that school-room no manner of religious instruction?—No, they receive no religious instruction whatsoever—no special religious instruction.

16743. Now, it would naturally, I presume, excite your feeling with regard to those young ones of your flock, that they rather require some special care on your part?—I have no doubt that they do require special care. All the children of my flock require special care.

16744. May I ask what care you bestow on those children, three of whom you do not know anything about?—I do not know who those children may be. Every one may be in my Sabbath classes, for example. I do not know but every one of those children may receive excellent religious instruction from his parent.

16745. They may or they may not?—Perfectly so; I could not tell you with regard to every individual child. There are some careless Presbyterian children, unfortunately, as well as of other denominations; but I do not know that these are so; they may be very regular attenders.

16746. You do not know in fact whether they know anything of Christianity or not?—I cannot know whether they know anything of Christianity or not, when I do not know who they are for a certainty.

16747. But you know that they are members of

your flock, and you know that God has given you a charge over their souls?—Yes; but I cannot speak in regard to every individual in an extended congregation, especially when I do not know who in particular the individuals are. But I have come into contact with all my flock, old and young, several times.

16748. Mr. *Sullivan.*—When you visited the school, had you not the curiosity to look to the register to see which of the children were Presbyterians?—I had not.

16749. Master *Brooke.*—You stated, I think, to Dr. Wilson that you thought the great object of education was to make the children good citizens rather than good Roman Catholics, or good Presbyterians, or good anything else?—I understood the question of Dr. Wilson to refer to the object that the State had in view, not the object of education; and my answer was that the object of the State should be to make them good citizens, good members of the general community rather than good Roman Catholics, or good Presbyterians, or good Episcopalians.

16750. Do you not think that everything might be achieved, that the children could be made good citizens and good members of their religious communities too, if you made them good Christians?—If it was possible to make them good Christians I think that other things would naturally follow; but I do not know that in a divided community like this, where opposite and conflicting opinions are held by the different denominations, the State could look for good results from truth in the one case and error in the other, as there must be truth in the one and error in the other when they conflict with each other.

16751. But then there is no religion that has been mentioned, except one, perhaps, that does not teach the great cardinal truths of Christianity; such, for instance, as those contained in the Apostles' Creed and Nicene Creed?—The great cardinal truths of Christianity, at all events a considerable number of them, are either taught expressly or implied in the National school-books; the fall of man, for example; God sending his Son to be the Saviour of the world; the faith of Abraham, and other truths of the Christian system.

16752. Now, when you spoke of very friendly intercourse between the members of different persuasions, nothing could be more gratifying, I think, than to see such a result; but did you mean that that would be merely friendly recognition when passing in the street, or do you think that social intercourse is promoted between them—has that change been advanced in any way to your knowledge?—I know cases of social intercourse which to my certain knowledge arose out of the National schools, between different denominations; cases which came about in that way, and which, as far as I can judge, were not likely to come about in any other way.

16753. Now, for instance, you spoke of your own very friendly relations with the priest of your parish. May I ask you, if it is not impertinent on my part, whether that extends to intimate social relations?—Well it does not. It extends to the most friendly and cordial greetings when we meet, and kind relationships; and nothing further than that.

16754. Now, if the priest of your parish expressed a wish to go himself, or to send somebody in his stead, every day, or twice or thrice a week to instruct those thirty-three Roman Catholic boys under your roof, would you provide a place for him?—It is a very difficult question that you ask me, and one that I should not like to answer on my own responsibility.

16755. Well I will not press you, if you say you have not made up your mind upon it?—I have considered it a good deal.

16756. May I ask you this:—Would it not be a considerable difficulty with many of your Presbyterian brethren?—With many it would, and with others it would not. I know actually that there are some who would have no objection to it. I thought I had among my papers a case—but I have not found it—where a Presbyterian manager does actually give an opportunity of religious instruction to all denominations.

16757. Rev. Dr. *Wilson.*—Will you assign a reason for your not becoming acquainted with the names of those three children or the parents of those three children?—I did not ask for the *names* of the children or the parents, scarcely in any school, and I visited a great many. My object was simply to get the number of Established Church, Roman Catholics, and Presbyterians in the school, and others, if there were any, in order that I might see to what extent this system was a mixed system.

16758. Is it likely that the parents of those children know nothing of Christianity?—I have no reason to believe that they are ignorant of Christianity.

16759. May I ask you as a minister whether you are in the habit of visiting all Presbyterians in your district from time to time, not excluding any?—Yes; every Presbyterian family, every one claiming connexion with the Presbyterian Church that I know of I am in the habit of visiting regularly.

16760. Is your congregation like some of the small Protestant congregations in the South and West, composed of only a dozen families, or half a dozen?—It has about 300 families extending over about seven miles square.

16761. Master *Brooke.*—With reference to your question, in your visiting your congregation, I presume you inquire for the children, and inquire as to their education, and whether they are at school, and what school they attend to, and so forth?—Certainly.

16762. Then if you had visited the parents of those three children you would have found what school they were at?—Very likely if I had my congregational visiting book here—but I never thought of bringing it—I could find out from it the school at which every child is, or whether the children were at school or not, at the particular time of my visit; but I never thought of bringing it with me.

16763. Surely in that case if you had found out four of the children of your congregation attending a Roman Catholic school, where they could not by possibility have any Protestant or Presbyterian instruction, you would naturally think those to be objects of peculiar care and interest?—I believe that there is a false impression abroad as to the amount of responsibility in connexion with religious teaching that should be laid on the schoolmaster. I believe that primarily the obligation rests upon the parent; that God has laid it upon him, and that no teacher can relieve him from the responsibility which is laid upon him by the very relationship in which he stands to his child; and I teach that doctrine to the parents, and I endeavour to teach the children too as I come in contact with them; and we have not only Sabbath schools in connexion with the Church, but district Sabbath schools to reach those with religious instruction, who might, from poverty or some other cause, not be able to avail themselves of the congregational Sabbath school.

16764. Rev. Dr. *Wilson.*—Do you regard that as a Roman Catholic school as stated in the question put by Master Brooke, in such a sense that any of the children could be exposed to Roman Catholic teaching?—Certainly not; it is not a Roman Catholic school at all in that sense. It is a school that is equally open to every denomination for moral and literary education.

16765. Master *Brooke.*—You have stated that there were changes of late in the rules of the National Board which were very unacceptable to Protestants; will you state what those changes are?—That new rule for example to which I referred, on religious instruction.

16766. Is there any other change?—Well, I believe if you go back so far as 1860 or 1861, when a stop was put to the building of model schools, and when the Board was reconstructed, you will find considerable objection to those changes. But as to the rules, I do not think of any at present, except the one that I referred to, to which I take exception.

16767. Lord *Clonbrock.*—It appears from what you stated to-day that there is a very considerable indifference in the part of the county you refer to as to the religion

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of teachers or the management of schools. It appears that Roman Catholics go to Presbyterian teachers, and Presbyterians, on the other hand, go to Roman Catholic teachers?—They do so in many cases where they could easily divide if they pleased, and go to a school under a manager and teacher of their own denomination; and if you permit me, I will give you some specimens, perhaps, more striking than any I have yet given.

16768. I think that you stated that it depended upon the distance they were from the school, and on the efficiency of the master—in fact, that the efficiency of the master was considered of more importance than the exact nature of the religious education?—It depends, as a general rule, on the proximity of the school and the efficiency of the master.

16769. But there are several schools where the minorities on either side are small, such as 17, 21, and those small numbers. Do you think that those minorities represent the numbers, generally speaking, of the people who ought to be at school of that class, be it Presbyterian, Roman Catholic, or any other; do those minorities, when they are very small, bear a fair proportion, I may say, to the population?—You do not speak of the denominational question?

16770. Yes, where there is a minority of any religious denomination—I do not care which it is—whether you think that that minority represents, with respect to the population, the numbers that ought to be at school?—I think that there ought to be a larger number at school of every denomination.

16771. But you do not think that those minorities would be greater if the religious education of the school differed?—I do not think they would.

16772. You do not think that fewer people attend the school because of the nature of the school?—I do not; and where there is room in a parish for a school, under the Roman Catholic priest, for another under the Presbyterian minister, and for another under the Episcopalian clergyman, very often the actual mixture is less than the feelings of the denominations for the system would warrant, for this reason. The priest, although he may not perhaps be opposed to united education, is anxious for his own school—the school that he is manager of—to succeed; the Episcopalian minister, although he may be a friend of united education, is anxious that his school should succeed; the Presbyterian minister is anxious that his should have as many as possible in attendance, and each having the most influence with his own flock, he induces them to go to his own school. But even where that is done to a considerable extent, though you have the three schools, there is often a fair mixture.

16773. And you say that in several of those cases Presbyterian managers have appointed Roman Catholic teachers?—I know a case where a Presbyterian minister appointed three Roman Catholic teachers in succession, the father, the son, and the brother of the last teacher.

16774. Now in your schools the numbers of the religious denominations appear to be about equal—Protestants and Roman Catholics; but I think you stated that your teachers are Presbyterian?—Yes.

16775. And should you have any objection, if there was a more efficient Roman Catholic teacher than Presbyterian teacher, to appoint the Roman Catholic teacher master of your school?—The schools were built by the funds of the Presbyterians, and were built without any assistance from the State, or from others, and in one sense, they are their own buildings; but they are willing to be connected with the State on terms that are mutually agreeable, and to receive aid on the condition that all shall have secular and moral education alike together. I have not yet answered the question that you put in regard to whether I should have any objection to appoint a Roman Catholic teacher in such a school. I should, on the ground that the other would be more acceptable to those who were chiefly interested in the schools.

16776. How chiefly interested?—They put their hands in their pockets and built them at their own expense.

16777. The patron of the school?—Oh no; but the people of the district. I think it is a very good arrangement in general, unless there is some special reason for the contrary, that the priest, if he has a school under his own management, should put a Roman Catholic in it if the community is mainly Roman Catholic, and that a Presbyterian minister should do the same.

16778. But the result of that school, as you have already stated to Master Brooke is, that there are thirty-three children within the walls of the school, not one of whom, from one end of the year to the other, can get any religious instruction?—From the teacher of that school.

16779. From the teacher of that school—of course he is bound not to give them religious instruction?—Except such general religious instruction as is contained in the books that they are reading.

16780. Yes, but that is a religious instruction that I think would satisfy very few people?—But the children of the other denominations are provided for in other ways by the teaching of their own clergy, or by persons whom they appoint, and by their parents.

16781. Not as far as your school is concerned?—Oh, certainly, but not in my school.

16782. That is what I say—not in your school; do you think it right or do you think that such a system in which such a state of things could exist is one which ought to be subsidized by the State?—I think that that is the kind of a school, and indeed the only kind of a school, that the State should subsidize as far as this matter is concerned, one in which secular and moral education should be provided for all, and religious instruction should not be imposed upon any who may object to receive it.

16783. You have said that within the last year or two there has been a Roman Catholic school established in your neighbourhood—is that so?—Yes.

16784. Now if your school was sufficient for the wants of the neighbourhood why was that Roman Catholic school established?—That Roman Catholic school is, I suppose, a mile and a half further up towards the mountain than mine. For three or four miles beyond that there is no school; so that some of the children would have been five or six miles from my school.

16785. Has the operation of that school had any effect upon the numbers attending your school?—Not any appreciable effect.

16786. It has made no difference?—Scarcely any.

16787. Have any Roman Catholic children been withdrawn from yours to go to it?—Scarcely any. At all events the average attendance in our schools is as large as it was, and I do not know of Roman Catholic children having been withdrawn. It supplies the particular district in which it is located.

16788. You have said I think that you should object to a system of purely secular education being administered by the State?—I should object to the State weeding out from such books as we have, the religious element which is in them. I should object to that—to pure secularism.

16789. Now when you get beyond secular education and go to what you call moral education, I want to know how can you separate moral from religious education without offending the religious prejudices of some?—I do not know that such moral education, which is in a sense religious education, as is given in the books of the Board offends the religious susceptibilities of any section of the community. I have never had any evidence of that. I have never heard of parents objecting that their children should receive the amount of moral or religious instruction, as we may call it, that is given in the books of the Board.

16790. That may be very possible in the words of the book; but do you think it possible—taking a somewhat broader view of it—for a teacher of one religious persuasion to enter into the subject of moral education without, although almost imperceptibly to himself, going into religious opinions that may not be shared by those of a different religious persuasion,

whom he is teaching?—I admit that that is quite possible. It is possible that a teacher, founding upon the amount of religious instruction that is in the books, might abuse that position; but I have never heard from any source a complaint of such an abuse or any hint that such a thing has ever existed.

16791. Then, would you have no objection to children of your own persuasion being taught out of those books by a Roman Catholic master?—Certainly not, if he was a good teacher.

16792. Did I understand you to approve of the payment of the teachers by the children?—Yes; as far as my experience of it goes, it works well.

16793. Do all the children pay equally?—No; they do not. In the schools of which I am the manager the children of the labourers and in some cases of the small farmers pay less than the others. They get a reduction of, say, three pence in the shilling.

16794. Now, is not that system open to the objection that those who pay most are most likely to be attended to by the master to the prejudice of others who pay less?—No; I think not. The master comes into the school with perfect knowledge of the rules of the school, as far as that is concerned, and he understands that he is to pay attention to the poor as much as to the others; and the difference is so comparatively trifling that it would not influence him very much.

16795. Now, one word as to the constitution of the Board of Education; I think you seem to consider that if the Board was managed by a purely executive administration who had no power to travel out of the exact rules, that would be a great benefit?—I do not say that it should have been so from the beginning, when the system was rather an experiment than otherwise; but I think it has come to that stage that it should be for some time put into the hands of a Board that would administer it and would be purely or mainly executive.

16796. I presume you mean that having arrived at a condition to suit yourselves you would be very glad that it should be stopped, that it should be made executive, and that there should be no more alteration?—No; that is not what I mean. I do not know any arrangements that have been made specially to suit ourselves, I do not know of such arrangements; and there are some things, such as that new rule to which I referred, which have given dissatisfaction not merely to the body to which I belong but to others.

16797. But supposing that it had been administered without any alteration from the beginning, it is very manifest that the Presbyterian body would not have joined; in fact, there were alterations made to enable them to join; was not that so?—No doubt, when the system came into actual practice as a working system, in matters of detail, there were some modifications, but there were no changes for the Presbyterians as such that I ever knew of; and the Commissioners I believe never admitted that they had made any concession to the religious denomination with which I am connected.

16798. They did not; but was not the admission of non-vested schools the particular change that allowed the Presbyterian body to join the Board?—Certainly not; non-vested schools, although the distinction may not have been so broadly defined as afterwards, existed for a considerable time before the Presbyterians as a body joined. That distinction existed previously. The Commissioners, I believe, at first intended to build all the schools that they needed in connexion with the system; but they found a great many, at least a considerable number of schools in the hands of Roman Catholic managers, and others in the hands of Presbyterians, and others in the hands of Episcopalians; and they recognised existing facts, and treated those schools in some respects differently from the schools to the building of which they themselves contributed.

16799. Then there were a great many Presbyterian schools belonging to them at the beginning?—The Presbyterians had schools from the beginning; they had schools before the National system was established.

16800. But how long was it after the foundation of the National system that the Presbyterians put their schools under the Board?—I do not know when the first was put in connexion with the Board. I think there were some put in connexion with the Board as early as 1833; but from that time onward up to 1840, there were some Presbyterian schools put in connexion. It was in 1840 that the Presbyterian body as such agreed to receive aid for their schools in connexion with the National Board; not on the ground, as far as I can see, of concessions; but I think 1840 was a time of explanation and mutual understanding, and that what took place was just somewhat similar to what occurred in the case of the Methodist body, when they joined a few years ago. They had imagined that the system was somewhat different from what it really was.

16801. Is not this so, that something or other occurred that the Presbyterians who, as a body, were at first hostile to the system of National Education, after the occurrence of that something or other became, as they are now, defenders and supporters of the National system?—There was a considerable division among them; but as early as 1834, at the meeting of the Synod of Ulster in Derry, there was a majority of the ministers in favour of their joining the Board as a body; but the members of the laity, on the other side, turned the scale; and, accordingly, their junction *as a body* with the Board was postponed until 1840.

16802. Rev. Dr. *Wilson.*—Are you aware of the number of non-vested schools under Presbyterian management that were connected with the Board from 1832 to 1840?—I am not aware of the exact number; but I think I heard that there were about fifteen or sixteen.

16803. I am speaking of non-vested schools; you are referring to vested?—I know, from the reports of the Commissioners, that upwards of 100 Presbyterian ministers had made application for having their schools connected with the system.

16804. Now, should you be surprised to learn that, by a return made to an order from the Royal Commission, it will appear that upwards of 160 National schools were in existence, under Presbyterian management, in connexion with the Board previous to 1840?—I knew that there was a considerable number. I did not know that there were so many as 160.

16805. Mr. *Stokes.*—In your opinion, is there no limit to parental authority in regard to education?—I believe that there must be a limit; that the parent would not have a right to take away the life of his own child. Of course there is a limit in that direction.

16806. Would you say that the parent has the right to teach his son, or have him taught what is false or what is evil?—I should say that the parent has a civil right, and in many cases exercises it, to have his child taught what is false. He has a civil right, and does exercise it.

16807. Assuming that an intermixture of dogmatic religion with secular learning and education is essential to the production of moral men and good citizens, would you say that a parent has a right to bring up his child without teaching him, or having him taught a definite religion?—A parent has a civil right to bring up his child without having him taught a definite religion. The State recognises the right of an infidel, who does not teach any definite religious dogmas to his child.

16808. Are you quite certain upon that point, that an infidel may not be deprived of the custody of his child on the ground of his infidelity, by law?—I do not know that in practice such a thing occurs. I have never heard of such a thing being done.

16809. Was there nothing done in the Shelley case?—I am not minutely conversant with legal questions of that kind.

16810. Is it your opinion that civil and religious liberty is infringed where a parent may obtain for his children secular knowledge in connexion with schools

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where his own religion is taught, unless he has an opportunity of sending them to schools where his religion is not taught?—Yes; I think that the parental authority is violated in a case of that kind, because the parent is obliged to send his child to a school determined by his ecclesiastical connexion, and not by his authority as a parent; and I believe his civil right is violated, or may be violated, inasmuch as there may be other schools at his own door, from which he is precluded, better, perhaps, than that school.

16811. What is the general cause of the strife and enmity in the North of Ireland?—I could not extemporise a full answer to such a question as that, but I believe that a great deal of it is inherited from the past.

16812. Is it religious difference generally?—It is religious differences have been mixed up with the strifes that have been in Ireland in former ages, and have come to be the cause of them at present.

16813. How is religious difference lessened by a system of schools in which the secular instruction is mixed, but the religious instruction is wholly separate?—It is only a mixed system that brings the different denominations in school into contact with each other, and everyone knows the influence of contact in mollifying and in promoting forbearance, and toleration, and feelings of peace and good will.

16814. In reference to a National system of education, should you not say that the people for whom the scheme is intended must be willing to accept it in order that it may succeed?—I think it is extremely desirable that it should be a scheme, first, which is a good scheme in itself; and secondly, one which is in harmony with the feelings of the people.

16815. Must it not be adjusted to the capacities and qualities of such men as have to work it, apart altogether from all theory?—Yes, I think so; but just as in the case to which reference was made a moment ago, there is a limit there, too; supposing that it actually occurred, as is quite possible, that something was demanded by a section of the people that would be contrary to the welfare of the State, I think that the limit comes in there.

16816. Are not the Presbyterians perfectly satisfied with their position in connexion with the National Board?—Yes.

16817. Is their objection limited to the new rule to which you referred once or twice?—I think they consider that for a system of public education the fundamental principles of the National system are sound, and that if they were firmly, fairly, and impartially administered it would be a system that would confer very important benefits on the entire community.

16818. Will you allow that they are generally satisfied with the terms made with great sagacity on their behalf by the Synod of Ulster?—The question seems to contain an assumption which I do not think is in accordance with fact. The Presbyterians in 1840, the time to which, I presume, you refer, received no privileges or advantages that have not been received by other denominations; and when, as a body, they became connected with the Board, it was precisely on the same principles that were in operation before 1840.

16819. May I ask you to read a couple of questions and answers from the evidence of Dr. Cooke?—

"Have you turned your attention to the system of education in Ireland?—A good deal. Have you adhered to it or not?—I was opposed to it for several years very decidedly until, through the efforts of the Synod of Ulster, we obtained what we considered such modifications as enabled us with a good conscience to take support and inspection from it for our own schools, and ever since that time we have continued to receive aid and inspection, and so far to be connected with it.

16820. You would not admit the accuracy of that statement of Dr. Cooke?—I do not question the accuracy. He says, in that answer, "*what we considered* modifications." The Commissioners themselves say that the Coreen school, in its rules and regulations, was "compatible with the principles of the National system," and they "*therefore* granted the desired salary and books;" and individual Commissioners, who were on the Board at that time, all along maintained that the Presbyterians never received any concession. For example, the late Archbishop Whately, before the Committee of the House of Lords, in 1854, testified as I have indicated.

16821. The *Chairman.*—Then do you consider that the Presbyterians were labouring under some misapprehension as to the exact rules of the National Board up to that time?—I consider that there was a great deal of misapprehension abroad with regard to the National system and its rules and regulations, which was finally cleared away at that time without any modification or alteration in the rules of the system whatever.

16822. Mr. *Stokes.*—Have Presbyterians now the right of applying to the Board for aid?—They have.

16823. Have they the right of fixing the ordinary period of school hours, and of setting apart those periods of school hours as they may deem sufficient for reading the Holy Scriptures?—They have.

16824. In those schools do all children whose parents or guardians desire it, read the Scriptures during the time appointed by the patrons?—Yes.

16825. Would you read that memorandum submitted to Government in 1833, and the answer to it?—

"Proposition for Modifying the National System of Education, submitted to the Government in London in May, 1833, by a Deputation from the Synod of Ulster:—

"I. That persons of all denominations shall have the right, either jointly or separately, of applying to the Board for aid.

"II. That patrons of schools, on making application for aid, shall fix the ordinary period of school-hours, and shall have the right of setting apart such portion or portions of said school-hours as they may deem sufficient for reading the Holy Scriptures.

"III. That all children, whose parents or guardians may so direct, shall daily read the Holy Scriptures during the time appointed by the patrons, but that no compulsion whatever be employed to induce others to read or remain during the reading."

"It will be impossible for me to recommend to his Majesty's Government any modification of the established system that would strike so entirely at the principle of that system as would the adoption of these principles."

16826. Were those propositions adopted at a subsequent period?—They were not.

16827. Are they acted on now?—Those propositions were, I believe, withdrawn, and others substituted, which are to be found in the first volume of the Commissioners' Reports, page 8, in the year 1833, and which propositions, the Commissioners declared, "do not contain anything inconsistent with the principles of the system of education committed to their charge."

16828. Was it not through the action of the Lord Lieutenant that changes in the rules were introduced so as to meet the wishes of the Synod of Ulster?—There were deputations to the Lord Lieutenant and explanations clearing away misconceptions, but that changes in the rules and fundamental principles of the system were introduced I have yet to learn.

16829. Will you say that your body is satisfied with the operations of the Board as now carried into practical effect?—I do not believe that the denomination to which I belong is satisfied with the way the system is carried into effect; they won't commit themselves in every respect to the system as at present administered.

16830. Would you give to other religious denominations the same advantages which you have acquired for yourselves?—Every other denomination has exactly the same advantages which we have in connexion with this system of education of which we are now speaking.

16831. Are all other denominations free to use their school buildings for religious purposes?—The rules in regard to non-vested schools under every denomination are the same, as far as I understand these rules.

16832. But in so far as the religious observances of

any particular denomination are excluded from school by that rule, don't you think injustice is inflicted on that body?—The religious observances of every denomination—if by that you mean the administration of sacraments and full religious observances—are excluded from all schools connected with the system.

16833. But if prayer and preaching are allowed to the members of a religion who hold religious observances to consist in prayer and preaching, and the sacraments are excluded from schools of the body who hold religion to consist mainly in sacramental observances, is there not practical injustice?—I don't see there is any practical injustice, because no denomination is permitted to use its schools as places of stated public worship, and any instruction that is given in them is intended by the rules of the Board, and required to be in connexion with the instruction of the children; and, of course, when the children come to receive that religious instruction, which may consist of prayer and reading the Scriptures and explanations of the Scriptures, in many cases their parents and friends may come along with them, and, as a matter of course, they do.

16834. Will you read another question and answer by the Rev. Dr. Cooke, 5,626?—

"What is your opinion of the working of the system under Presbyterian management since the Presbyterian body joined the National system?—I never heard a solitary objection unless occasionally to troublesome Inspectors. Sometimes they have been unnecessarily troublesome, principally on account of our holding meetings for prayer or preaching in the school-houses; their complaints I think very often arising from young Inspectors not knowing our privileges. Such interference has sometimes, though not often, given cause of annoyance and ground of objection. But something of this kind is the only objection I have ever heard, while, on the contrary, as far as I know, our ministers are all greatly satisfied with the advantages their schools enjoy."

16835. Are Presbyterians precluded by the rules of the Board from putting their school-rooms to any use which they desire?—The Presbyterians are precluded as well as all others, by the rules of the Board, from making their schools places of stated public worship.

16836. Is that rule universally observed?—If in any case it were violated through ignorance or otherwise, it could not be persevered in for a moment; if it was found out or reported on it would be stopped by the Commissioners.

16837. Do the Inspectors ever visit schools on Sundays?—Not that I am aware of.

16838. How could they find out if the school-rooms are used on Sundays for religious worship if they do not visit them on that day?—They might find out without visiting them on Sundays; they might find out from other denominations; they might find out from the same denomination. If when members of the same denomination—that is, the Presbyterian—heard of such a thing and expostulated with the person who was violating the rules of the Board, and if he did not yield to expostulation, they would report him to the Inspector or the Commissioners, and immediately there would be a remedy.

16839. Mr. *Sullivan.*—Are you aware of any reports having been made to the Board on that head?—I am not aware, but I never knew a single instance in which there was a violation of the rules of the Board.

16840. That is of your own knowledge?—And I never heard of a single instance from an authentic source.

16841. Mr. *Stokes.*—Are you acquainted with Guildford in the neighbourhood of Tanderagee?—No, I don't know that district.

16842. Do Presbyterians now vest their schools?—I do not think that Presbyterians vest many of their schools. They generally now build their schools at their own expense, and they are non-vested.

16843. What objection have you to vesting your schools?—I believe that vested schools work very well, and the body to which I belong, I think, in building their own schools, desire to be independent, and also to have the buildings under their own control, so that they could not be taken from them if afterwards at any time such changes were made in the system that they could not conscientiously hold a connexion with it.

16844. Do they desire to exclude religious instruction incompatible with their own?—In vested schools which any children may attend the minister of any religion has a right to come to the school and give them instruction.

16845. Is that a rule which meets your wishes?—There is a difference of opinion on the subject I believe amongst Presbyterians. There are individuals who would take the one side, and individuals who would take the other.

16846. And are there not places where you would desire to build schools under Presbyterian management?—Where we would desire to build schools under Presbyterian management?

16847. Yes?—As a matter of fact in many cases we do build schools under Presbyterian management, and when we build our own schools they are under Presbyterian management generally.

16848. With reference to the supply of schools generally throughout the kingdom, are there not many poor parishes in which schools are wanted, and in which if you had funds you would build them?—There are some districts in which schools are yet needed; there are such within the bounds of congregations of the Presbyterian body. There are places where schools are not built, and where they will get up schools as soon as they are able, I have no doubt.

16849. Would you not desire to receive aid from the Board to build such schools on such terms as would not at all be disagreeable to your views?—I think that the distinction between vested and non-vested schools is a very good one; and I think it is a very desirable thing that we should get an opportunity in connexion with the National system of having non-vested schools where they are needed. I think the non-vested schools are the best on the whole in a country like Ireland.

16850. Are the resources of your body sufficient to enable you to supply schools, not immediately, but in the course of time, in all places where schools are wanted for members of your own body?—I dare say if we had been at once richer and more liberal we should have had more schools established, because there are many districts in which schools are needed, not only for the benefit of the Presbyterian people, but for the benefit of the general community, and we set ourselves to build according as we have funds at our command, and from year to year we are in some degree supplying the wants of those places by our exertions.

16851. Would you desire to have the power of vesting schools in local trustees, and not in the Board, which would be held on fixed trusts and kept in repair at the cost of the State?—I have not considered the question as between schools vested in local trustees and schools vested in the Board. At least, I have not paid much attention to it. I know it is an understood thing that when they are vested in local trustees the local trustees are to keep them in repair, and when they are vested in the Board, the Board has to keep them in repair; but as to having them vested in local trustees and kept in repair by the Board, I don't say I would desire it. I don't say I would have any objection to it.

16852. In your opinion is there any advantage gained by vesting schools in the Board, that Board not being constituted under any Act of Parliament, but being the mere creature of the Government and liable to suppression at any time by the Executive for the time being?—Well, I don't know any advantage except the pecuniary advantage. There is a pecuniary advantage, I believe, in vesting the school in the Board.

16853. The Board being responsible then for keeping those schools vested in itself in repair, do you see why that advantage should not be extended to schools vested in trustees?—The question has not been before my mind, and I should not wish to extemporize an answer to it.

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16854. Rev. Dr. *Wilson.*—May I ask you do you know whether the subject of vested or non-vested schools, as such, has ever occupied the attention of the Presbyterian Church in this country?—As far as I know it has not.

16855. Mr. *Sullivan.*—I think you said that it was not the object of the State to make good Roman Catholics or good Presbyterians. The statement that you made was this—that it was not the business of the State to make good Roman Catholics or good Protestants?—Yes, speaking on the subject of education.

16856. Is it the business of the State to make Christians?—It is not the business of the State to make Christians of conflicting and antagonistic creeds.

16857. What is the real distinction logically between the State assuming that it can make good Roman Catholics or good Presbyterians, and making good Christians?—I don't say that it is the duty of the State to make good Christians. I don't affirm, and I don't at present deny, but I believe that the Church and the State have each their own sphere, and that it is the business of the Church to make good Christians.

16858. Then you admit it is not the business of the State to make good Christians no more than to make good Roman Catholics or good Presbyterians?—I think the primary business of the State is to make good citizens, good and useful members of the community.

16859. I put that question again. Do you still maintain that it is the business of the State to make good Christians?—I do not at all affirm or deny on the subject.

16860. Well do you say that it is not the business of the State?—I decline either to affirm or deny. What I said about the business of the State was that it was to make good and useful members of the community, and that it was the business of the Church to make good Christians.

16861. Can you point out what is the real distinction if the State undertakes to make good Christians on the one hand, or make good Catholics and Presbyterians on the other hand—what is the real distinction logically?—That is assuming the State does undertake to make good Christians.

16862. What is the logical distinction between its undertaking to make good Christians on the one hand, and on the other good Roman Catholics, good Presbyterians, good Protestants?—There is this distinction in doing so, that one of these denominations may hold some things, important doctrines that are absolutely contradictory of those held by another, and the State would necessarily incur guilt by teaching what is contrary to the revealed will of God.

16863. Then the Jews and Christians, do they hold every doctrine in common? are the Jews and Christians on the same level?—On the same level—in what respect?

16864. Do they hold all doctrines in common, and is not the State bound to supply them with aid?—I don't know what may be the peculiar opinion of the Jews in regard to the duty of the State at the present time.

16865. Do they believe in Christianity?—They do not; they believe in Judaism.

16866. Are not members of the Jewish communion citizens of the British empire?—They are.

16867. Then what is the distinction in their case? If there are Jews in the school do you think the State is to be forbidden to teach any Christian dogmas whatever because these Jews are in the school?—As we have a divided community, I declined to go into the question as to whether the State was to teach any Christianity as such to the people.

16868. But you admit that the school books of the National Board inculcate Christianity?—Inculcate Christianity as such? They inculcate the general principles, no doubt, of Christian morality and of Christianity.

16869. Is not that a grievance to the Jews?—I have no doubt that a Jew would probably object to receive the amount of religious instruction that is contained in the National school books.

16870. Then they would have a fair grievance?—He would have a ground on which he could object to receive that instruction. No doubt of that.

16871. Do not the Jews form a minority?—Yes.

16872. Is not the State bound to protect these minorities?—The State will not interfere with that Jew or these Jews in obtaining any religious instruction that they please.

16873. But if the books are all permeated with Christianity how is he to go out of the school when the Christianity is being given along with the common instruction?—But these books that are permeated with Christianity are books that are in connexion with a public system of education that is one in common for all, for the general community, and while they are adapted to that end, the State will not interfere for anyone; the State does not prevent a Jew or anyone from going out of the school, and does not prohibit a Jew from setting up a Jewish school in which Judaism may be taught at his own expense, but this is a system of education for the welfare of the general community.

16874. Is there any logical distinction between the position of that Jew and the position of any of the small religious bodies in the country in case a denominational system of education was carried out. Would there be any intrinsical difference between them?—The only difference that I see at the present moment is this, that this is known to be and acknowledged to be a Christian country, a Christian community.

16875. That is, to a great extent?—Not merely to a great extent, but the overwhelming majority of the nation are Christians.

16876. Are there not parts of the south of Ireland in which the overwhelming majority are Roman Catholics, and would they not be entitled to apply your rule to the minority of Protestants—to the one or two Protestants scattered through them as the the Jews are amongst the Christians?—I don't say that the Jews would have any grievance of such a kind as to require the State to alter the fundamental principles of that system which she finds to be good for the general community, but the State would be bound to let the Jew erect a school at his own expense, and not force on him her own schools.

16877. But carrying out your principle of mixed education, has not the Jew who pays taxes as much right to complain that he is obliged to conform to the majority in the schools, as the Roman Catholic minority would have to complain in the north, or the Protestant minority in the south has of being obliged to conform, the one to Protestant teaching and the other to Catholic teaching?—The State may say, the principle we have laid down we believe to be a sound principle adapted to the welfare of the general community. We are a Christian State. We don't compel you to receive this education—we give you full liberty to refuse it.

16878. The State then takes on itself to decide religious matters. I thought you had laid down that it could not decide these matters. You now say it would decide between the Jew and the Christian, but not between the Roman Catholic and the Presbyterian?—A Christian State cannot cease to be a Christian State, unless you would return to Paganism or Judaism.

16879. But still it has a number of citizens who are not Christians?—Yes.

16880. That number is increasing; how will you meet that case?—I don't see how it is to be met, otherwise than in the way I have indicated, by leaving the Jews, if they increase, to establish schools of their own, and not enforcing upon them this sound system of education which the State has established for the good of the community.

16881. Will you define what you mean by united education?—If you refer to the principle of united education I mean this, that a school, supported mainly by public funds, or partially, should be conducted on such principles as that every member of the community, to whatever religious denomination he may belong, may be free to send his child to that school,

without having any sectarian teaching imposed upon him.

16882. Does your definition apply to the National system as it is now?—I think in the main it does. I think it does in the ordinary schools. I think that even in the model schools the parents are at liberty to withdraw their children from any religious instruction to which they may object.

16883. Do you think that definition applied to the National schools before 1837?—I think so, because the Commissioners employ a phrase respecting sectarian teaching, or something equivalent to it.

16884. Do you think that before 1837 the definition was equally applicable as now, and that it is equally applicable now as it was before 1837?—There have been, I am aware, some changes in regard to religious instruction. There used to be Scripture lessons which are not now in general use.

16885. I mean to the system generally?—Well I think so. I think the fundamental principles of the system have been much the same.

16886. Do you think the fundamental principles of the present system are the same as before 1837?—Oh, yes. I think the fundamental principles of the system are the same.

16887. Then as the principles of the system have not changed, those of the Presbyterians have?—I don't believe that they have. I think that the principles of the Presbyterians were quite the same previously.

16888. Then how do you say that the Board was what we may call, as has been said here, squeezable, and had given way. One of the objections made is that the Board was constantly giving way to pressure from without. If the Board gave way to pressure the system must have undergone some change. You say the fundamental principles are the same. If the Board gave way to pressure, how could this be so?—I don't say it gave way to pressure, and I don't say it changed any fundamental principle, but I believe that Mr. Blake, one of the Commissioners, gave testimony in 1835 to the effect that the system had varied slightly in its details even then, but not in its principles.

16889. You also stated, as I understood, that changes were made chiefly to meet the views of the Roman Catholics. Am I correct in gathering that from one of your answers?—Which changes?

16890. Changes made in consequence of the Board yielding to Roman Catholic pressure?—That took place when?

16891. Generally, at any time?—I am not aware I made any general statement in regard to changes made to the pressure of the Roman Catholics.

16892. Did you make any special one?—I don't know that I did, but if you choose I shall make one now. I think it was chiefly owing to their pressure the late new rule with regard to religious instruction was made.

16893. Is that the only case in which the pressure from without was successful?—Oh, no, I believe it was owing to that same kind of pressure from without that Mr. Cardwell, when Chief Secretary in 1860, granted that there should be no more model schools erected, and also in 1861 reconstituted the Board as it exists now.

16894. Is that a fundamental principle of the Board—model schools?—Yes; the model schools,—I believe they were an essential part of the scheme, as originally projected.

16895. And vested schools. I think you said the Board originally intended all the schools should be built by themselves?—I believe there is one of the reports that gives the impression that they intended to build all their schools.

16896. In another part of your evidence you stated that the system of non-vested schools was very suitable to the country. Did the country press on the Board to give up its original idea of building its own schools? Was that the result of pressure?—I have no doubt whatever that the Board, perhaps without pressure, and perhaps under it, learned a good deal by experience, and it found when it set to work in the country, that there were a good many schools in operation belonging to Roman Catholics, Presbyterians, or Episcopalians. These being their own schools, the Board recognised existing facts, and agreed to extend aid to education through the medium of these schools, and did not carry out what seems to have been their intention, to build all the schools.

16897. As there are scarcely any schools now vested in the Board, nearly all the schools in the country being non-vested, is not that a departure from the original system, and if so, how do you reconcile that with the statement that there was no departure from the fundamental principle?—I don't count that a departure from the fundamental principle of the system at all—the establishment of non-vested schools; I merely say it seems from that report that the Commissioners intended to build all the schools needed, but they laid down no rule on the subject excluding one kind of school or admitting another.

16898. Was the giving up of that intention on the part of the Board the effect of Roman Catholic pressure?—I don't know that it was under pressure of any kind the Board gave up the original intention. It may have been from the number of schools they found in operation, and their suitableness as regarded a certain class, to meet the wants of the country. They found a great many in existence which perhaps they did not take into account at first.

16899. At all events, you admit that in that one particular instance, the "squeezing" of the Board had a good effect?—I don't admit the squeezing of the Board.

16900. Well, the pressure from without in making them give up their idea about vested schools?—I believe it would have been an injurious thing for the education of the country if the Commissioners had refused to aid schools that were in existence, when the managers of those schools were willing to conform to the rules of the system. A great many of these schools were established before the National system was projected, and would have been teaching the people of the country irrespective of that.

16901. But how about the schools erected since as non-vested schools, and which are much more numerous?—In what respect?

16902. They have been admitted to the advantages of the National system although erected since the National system was founded. Therefore it is an extension of the system?—Yes; because I have no doubt it was the experience of the Commissioners that such schools when completely conformable to the system were not an undesirable kind of schools to have through the country, and that they had many advantages which, perhaps, the other vested schools would not have.

16903. How does that agree with the statement that it would be a great advantage to have a Board with rigid rules laid down that they could not depart from?—I did not make that statement as having reference to the beginning of the Board or its early history, but I think I expressly excluded that. I said the system had now arrived at such a stage of maturity that I thought it was time they should have fixed principles acted upon by responsible Commissioners.

16904. Then you think it only applies to the past, not to the present; the Presbyterians are satisfied with what they have got, is not that the meaning of it?—No, that is not the meaning of it. The Presbyterians have got nothing different from others, but I believe that the system has grown very considerably, and is now pretty well understood, better a great deal than it could have been in the very early years when only feeling its way in the country.

16905. Do you know what the rule with regard to religious instruction was in 1835, as to the time of religious instruction?—The time was either before or after school hours; that is, using "school hours" in the sense of hours of universal and necessary attendance.

16906. You are aware that in the propositions for modifying the National system of education submitted to the Government in London in May, 1833, by a deputation from the Synod of Ulster, the second proposition was:—"That patrons of schools on making

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application for aid shall fix the ordinary period of school hours, and shall have the right of setting apart such portion or portions of said school hours as they may deem sufficient for reading the Holy Scriptures." That the answer of the representative of the Government was—"It will be impossible for me to recommend to Her Majesty's Government any modification of the established system that would strike so entirely at the principles of the system as would the adoption of these propositions." Are you aware when that second proposition was adopted as a rule—when was the secular instruction broken by religious instruction?—I think I find the first notice of an alteration in regard to the time or the extension of the time in the report for 1837.

16907. Now, evidently, in 1833 the Presbyterians brought pressure to bear, if not upon the Board, upon the Government, and the Government considered the question of religious breaking in upon secular instruction to be a fundamental question. Nevertheless, in 1837 they gave way upon that point. They were squeezed. By whom were they squeezed—by the Roman Catholics or by the Presbyterians?—I don't know that they were squeezed by the Presbyterians. I don't know what led to this modification or this additional time that was permitted for religious instruction further than is contained in the statement of the Commissioners themselves. They say, "having received your Excellency's permission to revise our existing rule as to religious instruction," &c.

16908. You admit that was a departure from the original system?—No.

16909. You don't think the Government was right in 1833 in opposing that proposition?—I don't think it was a fundamental or an unalterable principle of the system, that religious instruction should be given before or after the secular instruction. I think the fundamental principle was, that that religious instruction, whenever given, should not be enforced upon the children whose parents objected to their receiving it.

16910. Don't you admit that was a safeguard against the principle of keeping the children in the school during the religious instruction of another denomination—do you not believe that was one of the fundamental safeguards?—As a matter of my own opinion and belief I should prefer that religious instruction, when given in the schools, should be given either before or after the secular instruction; but the Commissioners themselves in this very report distinguish the change from the principle of the system which they allege was fundamental and unalterable. They say—"The principle of the system, and which we consider fundamental and unalterable, is, that the National schools shall be open alike to Christians of all denominations; therefore, that no child shall be required to be present at any religious instruction or exercise of which his parents or guardians may disapprove, and that opportunities shall be afforded to all children to receive separately, at particular periods, such religious instruction as their parents or guardians may provide for them. The letter of the rule is, that religious instruction shall be given out of the hours during which all the children attending a school are assembled for common instruction. It has been considered by some, that to limit the time for religious instruction in this way, tends to discourage it altogether, and, therefore, that an opportunity should be afforded for giving it at whatever hour may be deemed most convenient."

16911. At the precise period to which you refer, the children of every religious denomination, had the right of receiving religious instruction in the school at the opening or the closing of the school, and was not this very circumstance of the rule forbidding the breaking of secular instruction a safe-guard or means of preventing the abuse of forcing children to remain while religious instruction, different from that of their parents, was being given?—The children of all denominations had the liberty of receiving religious instruction in the school only with the consent of the manager of the school, even then.

16912. Show me in that rule that it is so?—I will show you from page 8, the fourth proposition of the synod.

16913. Show me from a page of 1837?—I cannot show you from a page of 1837, but I can from an earlier page. The 4th proposition of the Synod of Ulster in 1833, is—"That *every use* of *school-rooms* be vested in the *local patrons or committees*, subject, in case of abuse to the cognizance of the Board." And then in the Temple Meeting-house case, 25th July, 1833, we have it laid down, first volume of Reports, page 9:—"The rule that the hour from two till three of each day, except Saturday, should be employed in reading and instruction in the Holy Scriptures is quite compatible with the regulations of the Commissioners, provided that such children only as are directed by their parents to attend be then allowed to continue in the school, and that all others do then retire; and with respect to the exercises on Saturday, it also is compatible with their rules, provided that *those children only* shall attend *upon that day* whose parents direct that they shall join in reading or receiving instruction in the Holy Scriptures; so that an opportunity be thus afforded for *all others* to receive such religious instruction *at that time* as their parents or guardians shall provide for them." Inasmuch as the religious instruction they were to receive was at the same time as the others, and yet a different religious instruction, it must have been in a different place.

16914. It specifies there the reading of the Holy Scriptures; is not that quite compatible with the fact that in that school at other times that may be selected, the same privilege may be accorded to other denominations?—I had not finished my answer. I was going to prove it must have been elsewhere, and not in the school. I was going to confirm what I said; I said that inasmuch as it was at the same time the instruction was to be given, it must have been in a different place. But the Commissioners themselves say so in explaining the principle underlying the case of the Temple Meeting-house school.

16915. In what year?—1839.

16916. Is it not important that it is in 1839?—Yes; but the matter I am now about to allude to is only confirmatory of what I read.

16917. All that you are going now to read refers to 1839 and not to 1833—does it not?—All that I am going now to read is in the report for 1839, but refers to 1833. It is as follows, page 148:—"In the Temple Meeting-house school the time for religious instruction was from two to three o'clock; but the particular time is immaterial, provided it be, as it is in the present case, so arranged as not to interfere with or impede the scientific or secular business of the school; and that no children shall be required to attend or be present at it whose parents or guardians object to their being so. Then, as to affording a general opportunity for religious instruction, children who did not take part in the religious exercises of the Temple Meeting-house school, were allowed to absent themselves on Saturday for the purpose of *receiving religious instruction elsewhere.*"

16918. Is "elsewhere" there?—"Elsewhere" is in the text, thus distinguishing so early as 1833, in effect, between vested and non-vested schools in this matter.

16919. Is not the report of 1839 that from which you read?—Yes; but this is the Commissioners' reference to 1833.

16920. Is the quotation from a page of 1833, or is it not the report of 1839 referring to an act of 1833?—It is a reference to the principle that was embodied in the letter of Mr. Kelly, in 1833, about the Temple Meeting-house school.

16921. You know too much about the law of evidence not to be aware that there is a great difference between reading a quotation from a statement in 1839 about an act done in 1839, and reading by a new light in 1839 a decision made in 1833 upon another case. Is there not a real distinction between the two?—I only read that last paragraph as confirmatory of what is plain from the very language employed in 1833, to

show that the Commissioners agreed with the interpretation I put upon the language of 1833.

16922. Rev. Dr. *Wilson.*—Have you any objection to read the following lines after "elsewhere"?—None.

"And in the Correen school, they are allowed to absent themselves for the same purpose, whenever their parents may direct them to do so."

But in the same report for 1839, in page 149, the following paragraph is one to which I request permission to allude, as still further confirmatory of what I said:—

"It may be proper to add, that before granting aid towards the building of a school, we have, ever since the appointment of our District Superintendents, in 1838, required them to ascertain whether any arrangement had been made for giving religious instruction *in the school*, should it be established; but we have *never required* this information from them before granting aid by way of salary or of books to schools already in existence."

In the case of a building grant given to a school, they required provision to be made for religious instruction in the school, but in the case of those they only assisted by way of salary or of books, they allege in this report that they "never required" such provision to be made before granting such aid.

16923. Mr. *Sullivan.*—It was sometime before 1833, before the Temple Meeting-house case, that Lord Stanley's letter, which is the charter of the whole system, was published?—Yes.

16924. And Lord Stanley's letter received an explanation which was published by the Commissioners to explain the meaning of the whole system, you will find it at page 12?—Yes.

16925. Please read the 4th and 6th sections of that explanation?—I will. "*Fourth.* The Board understand that they are to require a permanent submission to its regulations, only in those cases in which grants have been made towards the erection of schoolhouses, to be vested in trustees, according to the directions of Government; and that in schools receiving occasional or annual grants, such as salaries for the teachers, &c., they are to require submission to their regulations only during the period for which grants are made. *Sixth.* The Board understand that the times for religious instruction are to be determined by the local patrons and conductors of schools; the power vested in the Board on that subject being merely to see that at least one week day in the week is set apart for that purpose. They also understand that the religious instruction given may or may not be in the school-room; the choice of the place being left to the pastors of the children, but that liberty is to be secured to them to assemble the children of their respective flocks in the school-room if they see fit."

16926. Now taking that rule in connexion with the other rule you quoted with regard to the Temple Meeting-house school, do you still maintain that the rule was not in operation that the children may be assembled in the school-room "in any school" is the expression?—I still maintain that that did not apply to non-vested schools.

16927. Is there a single exception made in the explanation you have read?—There is nothing in the words I have read referring by name or otherwise to either vested or non-vested schools.

16928. Consequently does it make any distinction?—Not so far as I see in the words I have read.

16929. If it were intended to refer only to vested schools, which then did not exist at all—the Board had not built anywhere when this explanation was given—would they not have said, "in the schools to which we will grant aid on the part of the State this condition must be carried out." But as they had not built any at the time, and did not make any reference to "vested schools" in the explanation, must not the explanation have applied to all the schools receiving aid from the Board?—It must not and cannot have applied to the non-vested schools or to schools which, though they may not then have been called by that name, were to all intents and purposes non-vested schools, as we have them now, because that is proved by the letter I have already quoted from and the Commissioners' comments on that and their explanation of it.

16930. Did not this document explain the whole letter of Lord Stanley?—Allow me to say I don't know the date of that explanatory paper, and I don't know but a number of those having schools of their own may have vested them in the Commissioners.

16931. Rev. Dr. *Wilson.*—Are you aware of the list of vested schools before that time which I have from the Commissioners?—No.

16932. Mr. *Sullivan.*—Vested in trustees. The Commissioners were not then a corporation, and could not have schools vested in them?—I am well aware the Commissioners were not a corporation till 1845.

16933. Then the schools Dr. Wilson speaks of could not have been vested in the Commissioners, they were vested in trustees. Do you still contend that the sixth clause of the explanation of Lord Stanley's letter excludes the non-vested schools?—I don't argue that there is language in it that excludes the non-vested schools, but what I argue is that it refers only to vested schools.

16934. Is there anything in it that states so?—There is not; but there is something elsewhere which, for the purposes of my argument, is ample.

16935. In 1839?—In 1833. The passage I have already quoted about the Temple Meeting-house school confirmed by the explanation of the Commissioners in 1839, and also the extract I read from their report, where they say they "never required" to have religious instruction provided in non-vested schools contrary to the wish of the patron.

16936. Now, going back to the rule of 1837, do you mean to say the Government were wrong in supposing in 1833 that the rule—the same that was a olished in 1837—was not a fundamental principle of the system. The Government state positively in 1833 that they could not allow such a liberty to the Presbyterians, as it would strike so entirely at the principle of the system?—I believe the Commissioners were right when they laid down as fundamental and unalterable the following as the principle of the system.

16937. I am asking a positive question. Do you think the Government in 1833 were wrong in believing that to grant such a permission would be to strike at a fundamental principle of the system?—The question assumes that the thing the Government called a fundamental principle was, that religious instruction should be given only before or after the secular.

16938. Breaking the secular instruction with it?—What I apprehend is, that the Government did not mean to refer merely to the different times, such as breaking up the secular instruction, but doing that without making proper provision for having those protected who did not wish to participate in it. The deputation who waited upon the Government on that occasion, I believe, are represented somewhere, some of them, by the Government as holding views and giving explanations of the claim they were putting forward, that the Government could not allow.

16939. That is going outside of the fact we have before us, that the Presbyterians put forward a document containing three propositions. The second of these propositions refers to the rule which was abolished in 1837. The Government, or the representative of the Government, says, in answer to those who put the three propositions before him, "It will be impossible for me to recommend to His Majesty's Government any modification of the established system that would strike so entirely at the principle of that system as would the adoption of these propositions?"—What are the propositions?

16940. The second of the propositions is—"That patrons of schools, on making application for aid, shall fix the ordinary period of school-hours, and shall have the right of setting apart such portion or portions of said school-hours as they may deem sufficient for reading the Holy Scriptures?" The Presbyterians demanded that in 1833, and were refused; and in 1837 they got it. Do you mean to say that was no depar-

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ture from a fundamental principle of the system?—I don't say, and I don't believe, that what they got in 1837 is precisely what the Government had in view, when it said, that it would be striking at the principle of the system.

16941. In what do they differ?—In the case of 1837, when there was liberty to give what is called intermediate religious instruction, there was to be perfect protection, at the same time, to guard against proselytism.

16942. In 1837?—Yes. The Commissioners in 1837 say, "the rule as to time was framed with a view to convenience, and to convenience only, and it never has been considered by us that we should violate principle if we allowed religious instruction to be given during the ordinary school-hours, provided that such an arrangement were made as that children whose parents did not approve of it should not be required to attend or be present at it. We therefore propose modifying the letter of the rule, so as to allow religious instruction to be given, and of course the Scriptures to be read, or the catechism learned during any of the school-hours, provided such an arrangement be made as that no children shall take part in, or listen to, any religious reading or instruction to which their parents or guardians object."

16943. Can you point out any real distinction between proposition two, as laid down in 1833, and the proposition as adopted in 1837?—I don't know that proposition two could give proper provision, such as was laid down in 1837, for the protection of those whose parents or guardians might not wish them to join.

16944. Do you know the third proposition that was made:—"That all children whose parents or guardians may so direct, shall daily read the Holy Scriptures during the time appointed by the patrons, but that no compulsion whatever be employed to induce others to read, or remain during the reading." That is to say, what they add in their statement in granting proposition two is substantially proposition three, which they did not grant. Is there really any difference between what they did grant and proposition two in the document of 1833?—I don't say that there is at the present moment. I am not prepared to admit that there is not.

16945. You admit that the Government in 1832 believed it would be a departure—according to the statement read to you—from the principle of the system if they were to grant proposition two?—I have no doubt the Government meant what it said, though it may have made a mistake, or not understood as fully then what the real principles of the system were as afterwards.

16946. That is, you admit that when they granted proposition two in 1837 some change must have come over their minds with regard to the meaning of that fundamental proposition?—Some change may have. I am not prepared exactly to affirm that it did. Some change may have.

16947. You admit, at all events, that there was a real difference of view between 1832 and 1837 in the reading of the Board's rules, as shown by the fact that what they refused in 1832, because of its striking at the principle of the system they granted in 1837?—There may be a distinction between what is called in the one case a principle of the system and in the other a fundamental and unalterable principle.

16948. The fundamental principles of the system may vary with time, may they?—I think not, because the Commissioners say the principle they lay down is fundamental and unalterable.

16949. According to what you have said, as to the distinction between 1832 and 1837, fundamental principles vary?—I think fundamental principles don't vary.

16950. What is a fundamental principle—is it invariable?—I cannot, I think, extemporize a definition that would even satisfy myself; but it is something so of the very essence of the system, that to alter it would be, in some degree, altering the system.

16951. You stated, as a general proposition, that the people of the country have declined to change the present system?—I think what I stated was, that the people of the country have never demanded a change of the present system, and that from the avidity with which they take advantage of it, and the readiness with which they coalesce, we had no reason to believe they were dissatisfied with it.

16952. "Declined" was the word you used?—I may have used the word "declined," but I don't know that I made such a statement exactly as the question implies. At all events, my memory does not carry me back to that statement.

16953. Rev. Dr. *Wilson.*—In connexion with the evidence of Dr. Cooke, to which reference has been made, as a matter of fact, did the Presbyterians of that day regard him as an exponent of their views on this subject?—Of course he had a number who agreed with him, and a number who very strongly differed from him, and opposed his views upon this subject.

16954. And after all, do you think the statement worth much which he makes as a witness when he says, "we obtained what *we considered modifications*"?—Well, I don't think that it imports much, and especially when we know from persons who are equally well fitted to spend an opinion on the subject, that no real concession was made.

16955. Was there not another large Presbyterian body in addition to the Synod of Ulster, that forms now part of the General Assembly?—There was, the Secession Synod.

16956. At the time to which reference is now made is it not the fact that the majority of the ministers of even the Synod of Ulster did not even entertain the views of Dr. Cooke?—Even as early as 1834 the majority of the ministers of the Synod of Ulster were in favour of recommending their body to receive aid for schools from the system, but they were outvoted.

16957. Have not other denominations the right of applying to the Board for grants, and so on?—Others had the same privileges precisely. Roman Catholics, for example, had the same privileges, as is proved by a letter written at a very early period by the late Dr. Doyle to his clergy.

16958. You are referring to Report, Vol. I., page 154?—Yes; in page 154 he says:—

"During the many years in which education has been in this country a source of religious dissension, our school-houses have been built, and generally attached to our places of worship, whilst the school-houses built by parliamentary aid, have been raised in detached places. Some years past it would have been easy to combine education, and have only one school-house in place of two; not so at present; and time only can effect that union which has hitherto been prevented at great sacrifice and at great expense. I notice this, that you may be enabled, in your application or reply to the Commissioners, to point out the true and very sufficient reason why, in these dioceses, so well supplied with school-houses, few requisitions for aid to assist schools, can as yet, be made in that joint manner, by Catholic and Protestant clergymen, which the Commissioners so justly recommend."

16959. Now, at the close of the following paragraph, does he not refer also—in this communication to his own clergy—to their own parochial schools?—Yes, he does. He says:—"Having premised this much, I now beg you will, without unnecessary delay, apply to the Commissioners before mentioned, for aid, whether to build or to furnish, or to support, as the case may warrant, each of your parochial schools."

16960. I ask you were not these schools, whether under Roman Catholic, Episcopalian, or Presbyterian managers the origin of the non-vested schools?—There is no doubt the Commissioners recognised existing schools.

16961. Is that opinion confirmed when you hear that the officer of the Board of Works—the Board charged with the repair of the vested schools under the Board of National Education—declared on his examination before this Commission that there were only 574 vested schools under their charge—that there was not one in county Carlow, and only one in the county Kildare, especially when that is taken in connexion

with the fact that in Antrim there are twenty-three vested schools, in the county Down fifty-three, while in Longford there are but three, in Westmeath three, in Wexford five, and in Wicklow four?—That goes to prove the same.

16962. Now, with respect to the Jewish aspect of the question—laying aside the logic and coming to the fact—are you aware that Jews have attended the schools of the National Board of Education—have you heard of such attending in Marlborough-street?—I did hear of it and that was the only case I ever heard of a Jew attending a National school.

16963. Have they complained of having had any grievance?—I don't remember the exact facts in regard to the matter, but I think they were met in some way which was mutually satisfactory.

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Rev. Francis Petticrew.

16964. You referred to a case of a Roman Catholic teacher giving religious instruction to Presbyterian children—may I ask is that Roman Catholic teacher, so far as you know and believe, under any ban or censure from his clergyman, the Roman Catholic priest, in consequence of that teaching?—Oh, certainly not. I know of the same thing occurring in a school under the management of a priest, over which he has control, and he could dismiss his teacher at once.

[Adjourned.]

Forty-fourth Day.—Dublin, Thursday, October 29, 1868.

Present:

The Right Hon. The Earl of Powis, *Chairman.*

The Right Hon. The Earl of Dunraven, K.P.
The Right Hon. and Most Rev. The Lord Bishop of Meath.
Sir Robert Kane, F.R.S.
William Brooke, Esq., M.C.
Rev. David Wilson, D.D.
Rev. Benjamin Morgan Cowie, B.D.
Scott Nasmyth Stokes, Esq.
William K. Sullivan, Esq. PH.D.

George A. C. May, Esq., Q.C.
D. B. Dunne, Esq. } *Secretaries.*

Cornelius Mahony, Esq., Inspector of National Schools, sworn and examined.

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Cornelius Mahony, esq.

16965. The *Chairman.*—In what district are you now acting as Inspector?—In portions of the counties of Cork and Waterford.

16966. How long have you been an Inspector?—Exactly fourteen years. I have had to do with every province in Ireland officially. In Ulster I have had portions of the counties of Antrim, Tyrone, and Donegal; in Leinster, portions of the counties of Dublin, Wicklow, and Wexford; in Connaught, portions of the counties of Leitrim, Roscommon, and Sligo; and at present in Munster I have portions of Cork and Waterford.

16967. Are there any special points connected with the working of the system to which you would desire to call the attention of the Commissioners?—There is one matter which I think would be very desirable. It is, that the work of the Assistant Commissioners should be supplemented, by a written examination of the various descriptions of schools in Ireland. We have no precise measurement of the extent and quality of education given in National schools; still less have we any relative measure of the education given in the several other schools in Ireland. The first inquiry, in 1824, obtained full information of everything, except the amount and quality of the instruction. The Parliamentary inquiries of 1837 and 1854 dealt almost exclusively with what might be called the controversial aspects of the system of National education. The census returns deal merely with the parties who are able to read and write and those who do not—which affords no precise information. The Endowed Schools Commissioners dealt only with a limited set of schools, and the reports of the Assistant Commissioners on the schools which they visited are extremely vague.

16968. Rev. Mr. *Cowie.*—To what Assistant Commissioners do you allude?—The Assistant Commissioners under the Endowed Schools Commission.

16969. Mr. *Stokes.*—Do you refer at all to the Assistant Commissioners appointed by this Commission?—No; I know nothing whatever of these Commissioners, or what their instructions are; but what I insist on is—that it is most desirable we should have a measurement of the amount and quality of the instruction given in the various classes of schools in Ireland. It is but fair to see how far the schools endowed by the State are doing their work. A measurement should be also taken of the Church Education Society's schools, of the Christian Brothers' schools, and the other various sorts of schools. I may class the primary schools of Ireland in this way:—Model schools, under the National Board; ordinary National schools, monastic and convent National schools; Christian Brothers'; convent schools not National, Church Education Society's schools, parochial schools, Erasmus Smith's schools, Incorporated Society's schools, and other societies' schools. Now, of course, it would be impossible to examine these several schools; but it will be found that in every large town in Ireland, and in numerous rural districts there are schools of each of these classes in very close proximity to each other. And what I would take the liberty of suggesting is—that a set of printed questions be prepared, say on arithmetic, grammar and geography, an exercise in dictation, and some few questions testing the general intelligence of the pupils—that is to say, of the higher classes, corresponding with our 3rd, 4th, and 5th classes in National schools; that a number in each of these classes be chosen by ballot, so that model pupils would not be put forward; and that upon a certain day a set of printed questions be delivered, and the answers taken in writing from the several groups of schools; that these be afterwards examined into, either by the Assistant Commissioners or any other examiners, and that the results be tabulated. That principle of samples has been approved of by the Commission presided over by the Duke of Newcastle, some years ago; and the Commissioners say that in place of an exhaustive survey of the whole of England, they selected ten model districts, two metropolitan, two agricultural, two manufacturing, two mining, and two maritime, and they submitted one of each to an Assistant Commissioner. The same principle of samples, as I conceive, might be adopted with regard to all the primary schools in Ireland. We would, therefore, be able to see distinctly by marking and tabulating the answering what is the degree of education given in the National Board's model schools, what in ordinary National schools, what in the Church Education Society's schools, what in the Christian Brothers' schools, and so forth. The only difficulty I see in the way would be to get local parties, to superintend the examination, to deliver the questions, and to prevent copying and prompting. But a committee of three or four respectable persons in every large town and district would

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perhaps be got to take care that there was no undue prompting or interference. At present we have no knowledge whatever of the amount of education given in the country; and it appears to me that this is one of the most essential things which this Commission should endeavour to ascertain.

16970. What reason have you to suppose that the examinations by the Assistant Commissioners, under this Commission, will not meet the purpose?—I do not mean to insinuate that. The Assistant Commissioners may possibly take a different standard—one a higher and another a lower; but I merely propose that this shall be done, to supplement their inquiry. I presume that the effect of it would be—that it would thoroughly corroborate the reports of the Assistant Commissioners.

16971. In what points do you say that the scheme of the Duke of Newcastle's Commission has been departed from by this Commission?—I do not say that. I merely state that the Duke of Newcastle's Commission has taken sample districts. I propose to take sample schools. The principle I contend for is in effect the same as the Duke of Newcastle's Commission adopted.

16972. Would not sample districts, comprising all sorts of schools, completely answer your purpose?—I think they would not do so as thoroughly as the plan I propose. By it the results might be obtained with almost mathematical precision, and it would give us a thoroughly clear view of the state of education in each class of schools in Ireland.

16973. Would you feel confidence in an examination, superintended by a person not familiar with that kind of work?—I think that any well educated person would be fully competent to mark these questions. Supposing there were ten questions on the subject of arithmetic, and that each of these reckoned as ten, I think that a person not accustomed to the thing would be able to determine whether each was worth 5, 3, 4, 2, or nothing. There may be an objection to submit the examination papers to the supervision of persons connected with certain institutions. That difficulty would be easily got rid of, by numbering the several papers, and giving them to the examiner, so that he would not be able to know to what class of schools the pupils belonged. For example, suppose the examiner was connected with the Church Education Society. It might be supposed he would have a prejudice against schools under the National Board, or convent schools. It would be very easy to mark each paper, numbering it 1, 2, 3, 4, 5, 6, &c., so that he would be perfectly in the dark as to what description of school the pupil belonged whose answers were before him. I believe the same thing is done by the Incorporated Society in Ireland. They determine what pupils are most deserving of certain endowments under them. The candidates' papers are sent up, and the examiner does not know from what school they come. He examines the papers and reports the result to the heads of the Society.

16974. How would you secure that the paper sent up under the name of each child was the work of that child without communication with other children, and without his having received any assistance from the master?—I would have all the pupils assembled in one room. I would select say a dozen pupils from a model school, a dozen from an ordinary National school, a dozen from a monastic school, a dozen from a Christain Brothers' school, a dozen from a Church Education Society's school. I would have two or three respectable persons present, who would break the seal of the papers, who would prevent any prompting or copying, and who would afterwards seal up the papers and return them to this Commission.

16975. Do you conceive the principle of the ballot would give a fair representation of the schools?—I think it is the nearest approximation to fairness. If there was not a ballot the best pupils might be put forward. It would be the interest of the teacher to select the best. I conceive the ballot would give a fair representation. You would have the best and the worst.

16976. Would not the teachers of the worst schools say that the ballot had brought out their worst candidates?—But then it may bring out the best. It may bring out the worst; but the probability is that it would be a fair average representation of the schools.

16977. Rev. Dr. *Wilson.*—If you heard that the representatives of the different educational institutions, the Church Education Society, the Chrstiain Brothers, the National Board, and so on, each declared that their own system was the best, and their schools superior to the others, and that the Assistant Commissioners appointed by this Commission, had no fixed standard with regard to the examination of all those classes of schools, should you think your scheme still more desirable?—I am sure it would afford a more precise and thorough representation of the several classes of schools; and believing as I do that it would coincide with the same results as those which the Assistant Commissioners had arrived at—believing as I do, that the written examinations when tabulated would correspond very nearly, if not exactly, with the reports of the Assistant Commissioners—I anticipate that it would make assurance doubly sure.

16978. Mr. *Stokes.*—Have you reason to suppose the managers of the different schools would consent to such a combined test?—I have no reason to suppose that. But I don't see how they could consistently refuse. Some classes of schools, for example, the Church Education Society's schools, and the Christain Brothers' schools—I do not say they over praise themselves, but they certainly don't disparage themselves; whereas, we generally—my colleagues and myself—are more given to fault-finding. Our business being of a curative kind, we endeavour to point out where the defects lie, and seldom or never give praise.

16979. How would you provide that the children who came up for examination would be the same whose names were drawn from the urn by lot?—I would have a paper, or docket filled up, as in the case of the examination of our teachers; I would have that form signed by the child—what school he was educated at, and some other particulars; I would have these written down by the child in the presence of the persons who took the ballot. This would be taken away by the person who attended to the ballot, and it would be impossible for another child to simulate the handwriting. If necessary I could hand in a detailed statement, so as to shorten my present examination.

16980. Are you aware that persons have passed examinations by personating others?—I believe that personation at examinations sometime happens.

16981. How many such examinations would you hold over Ireland?—If I had the list of the several places where the schools are—I was about preparing it—but I can give you a list in detail of places such as Newry, where there is a model school, where there are several National schools, and convent schools, where I believe there is a Christain Brothers' school. I would have all the boys of the several classes of schools examined on one day, and the females of the several female schools examined on another day, and the papers examined and tabulated; I do not think there is any plan that would guage the depth and extent of education in the country so comprehensively as that.

16982. Would you test the children by classes alone without reference to age?—By classes only. I am not acquainted with the classification in other schools, but the three upper classes in National schools are the fifth—which is not usual in National schools—the fourth and third, the fifth being the highest: I would have a set of questions prepared for the fourth and fifth—for their proficiency as far as the National schools are concerned, is much the same; and a set for the third, not so difficult.

16983. What advantage would arise from the examination, supposing it to have been completed fairly?—It would give us precisely the amount of knowledge in the several classes of schools, and the amount of knowledge throughout the whole of Ireland. It would be in fact an educational census.

16984. Supposing it to have been proved as seeming likely that the instruction of the National schools is much superior to the instruction of the Church Edu-

cation schools, what benefit would result from that discovery or proof?—It would show exactly the comparative education afforded by each. It would show this, that if the Church Education Society, for example, sought for aid from the State, a very strong part of their case would be, I conceive, that up to the present they have been giving an education as good as the schools provided by the State. It would enable Parliament to see what the Board of National Education had been doing. Parliament is entitled to see what the Board of National Education had accomplished.

16985. The *Chairman.*—Do you consider that the education given to the mass of pupils in the ordinary National schools is as good and as efficient as it is sometimes represented to be?—I think the education given in the National schools is almost as good as it could be. There are some one or two things in which I fear it has failed. I think that in the teaching of reading, writing, arithmetic, and grammar it has succeeded almost as well as it could be expected to succeed. The two most prominent defects in it are that it has not given a sufficiently intellectual amount of education—that it has not taught the pupils sufficiently to think and reason; and a greater defect is, that it has not imbued the people with a taste for reading. Not only is that the case with regard to the pupils taught in the schools, but it is also the case with regard to the teachers. I have known a considerable number of teachers, and I have not met with more than three or four to have the amount or extent of knowledge of English literature that I would be anxious to see possessed by ordinary working mechanics.

16986. Do you consider that teaching under any system you could expect that any large proportion of the labouring classes would develop a taste for reading?—I would expect as one of the results of a good system of popular education, that working people would like to read—I will not say difficult works—but I would like to see every working man have a taste for reading popular English books—say even for light reading—what is considered light reading. Of course I except that which may be considered pernicious reading; that they would have a taste for reading a book of travels or a book of history; that in their hours of recreation they would apply themselves to these things rather than gossiping or lounging about.

16987. Are there any special impediments or difficulties which the Inspectors practically find they have to encounter in discharging their duties?—I am not aware of any special difficulty.

16988. Are there any points on which you would desire, or that you think the Inspectors generally desire, any alteration or improvement in their position as regards the Central Board?—I am not aware of any.

16989. Do you desire to suggest any changes in the manner in which their reports to the Central Board are carried on?—No; I think the Central Board deals fairly with the several reports presented. It has been an invariable rule of mine never to suggest a course of action in any report, but merely to lay the facts before the Commissioners; and I have generally found that these reports were dealt with precisely as I would have dealt with them myself, if I had that business to transact. For example, if I found a school inefficient I would simply state the degree of inefficiency. It might be my private belief that the teacher should be depressed, or severely admonished, or dismissed, if it were an extreme case; and although I have seldom or never made a suggestion, I have almost invariably found that the decision on my statement of fact was exactly what I would have arrived at myself.

16990. Rev. Dr. *Wilson.*—I suppose you should regard your proposition with respect to this examination of the various classes of schools as within the province of this Commission, that it is within the appointment of this Commission to inquire into the "character and extent of the instruction" afforded by the State institutions now existing in Ireland?—Precisely. It was that passage in the Commission that suggested the idea to me, in the first instance.

16991. And do you think that your plan is the best method of meeting that?—I think it is the most precise, exact, and searching.

16992. Rev. Mr. *Cowie.*—Have you any model schools in your district?—No.

16993. You stated just now that you would like to have developed a taste for reading. Can you suggest any mode by which that could be done?—I think we should begin with the teachers first.

16994. How would you begin with the teachers?—By an improved system of instruction—by encouraging it. Now, in the classification of our teachers, literature is very badly provided for. The programme laid down for the classification of teachers is very much in need of amendment, first of all. It was shaped some twenty years ago; and it has never been altered since, while the influence of public enlightenment, and the progress of science has altered things very materially. Secondly, it is peculiarly defective in this; it regards all intellects as alike, or nearly so. The course is the same for all. I don't know whether Mr. Hallam or Lord Macaulay were mathematicians, but if they were not, they could not rise to the rank of second class teachers. Unless a man is able to answer at least 50 per cent. of the questions in algebra, geometry and mensuration, in natural philosophy, and reasoning, his advance, even to the second class, is impossible. What I would suggest would be—that there should be a double course; that is to say, a minimum of science and a maximum of literature, or else a maximum of science and a minimum of literature. I would reward a man of scientific taste; and I would also reward a man of literary taste. If a person had not a taste for abstract science and that he had a taste for literature, I would have that rewarded. I think the tendency of that would be, to create a taste for literature amongst the teachers, and by consequence a taste for literature among the masses of our population.

16995. That is, you would suggest an amendment of the syllabus of subjects by which a classification is gained?—Precisely. That it should not be the same for all; that one should have the option of an extended course of science, and a short course of literature, or an extended course of literature, and a comparatively short course of science.

16996. You mean on certain subjects there could be the same course for all—to a certain point, and after that there might be a bifurcated course in literature or science?—Precisely. A certain amount of science or a certain amount of literature.

16997. What is the best school in your district, if any one is more prominent than another?—There are very good boys' schools in Cloyne and at Tallow. I think they are about the best. There are very good female schools at Lismore, Dungourney, and Castlemartyr. Midleton convent school is very good. I have four convent schools in my charge at present; and I think Midleton both in the amount of the education it gives and having a much larger attendance, is rather better than the others.

16998. Just think for one moment of the pupils who within the last few years have done best in their schools: should you say they have received very good education—the children who have passed through the Fifth Book?—We have very few in the Fifth Book.

16999. Take then the class who read in the Fourth Book in school, and leave school. Speaking of your general experience in examining would you say they get a fair education?—I would say a rather fair education. The reading is not good; it is indistinct. The writing is very good, and has considerably improved of late years. The dictation in some cases is almost perfect, and very rarely bad. Practical arithmetic is very fairly understood. Grammar, inasmuch as the people neither speak nor write bad English, may be considered to be fairly taught. Geography is not taught to the extent I would wish, but still there is a very fair general knowledge of it.

17000. You say that the reading is indistinct, but is it intelligent?—No. What I would call really intelligent reading is very rare.

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17001. Do you think that the children understand what they read in the new Fourth Book?—The Fourth Book is but a very short time in use. I think there are some lessons in the early part of it which they do not understand. The want of understanding what they read is one of the most prominent defects in our teaching.

17002. With respect to arithmetic do you think they have a good practical and useful knowledge of arithmetic?—I think they have.

17003. The *Chairman.*—Do you think it remains with them two or three years afterwards?—I am quite sure the average number of those that remain a year or a year and a half in the fourth class, are fully equal to any practical work given to them in afterlife; for example, the calculation of acreage, of rent, poundage on poor-rate, and the several other practical questions that may arise in the ordinary transactions of buying and selling. A good many of our pupils become clerks, not in large establishments, but in country shops; and they seem to be fully equal to transacting the business of those concerns.

17004. Mr. *Stokes.*—With what object do you suppose the State examines teachers?—It examines them to ascertain their literary fitness, and it classes them accordingly; but I think somewhat defectively; because their practical ability and the intelligence of their pupils is not sufficiently taken into account, in their classification. I can, for example, stop any teacher who is inefficient. I can prevent him going in for examination; but it is a very ungracious thing sometimes to do that. The state of his school is not sufficiently considered.

17005. In reference to mere examinations is it not necessary to provide that the teacher should be competent to teach boys anything which boys of the working classes may happen to want to learn.—Certainly.

17006. Would it be fair to give a candidate a high classification for literary attainments alone, without providing for a considerable amount of technical knowledge?—I would not classify the teacher on mere knowledge. I apprehend the state of the schools is not sufficiently taken into account. I would class him on both. Then I do not consider a large amount of mathematical knowledge is required. Very few boys in our schools learn geometry as far as the sixth book, and algebra as far as quadratic equations. The lessons on reasoning are never taught. These I regard as valuable, because being what might be considered intellectual gymnastics; but for their practical value to the school, I conceive they are of less value.

17007. You stated, as one objection, that Macaulay and Hallam would not get above second class unless they had a good knowledge of mathematics?—Unless they had a fair knowledge—unless they were able, at least, to answer 50 per cent. of our questions in geometry, algebra, natural philosophy and reasoning.

17008. Do you think that every National schoolmaster ought to be able to answer fairly in these subjects in order to get a good classification from the State?—But suppose he was weak upon these subjects, I would have that weakness supplemented by an enlarged course of literature.

17009. Would it be for the benefit of the people of the parish that he should be classified as a good schoolmaster on account of his literary qualifications, if he was not able to teach the children figures?—He should teach arithmetic, of course; but the higher figures and natural philosophy are seldom or ever taught. Therefore they are not essential.

17010. By what argument do you maintain the principle of payment by classification?—I consider there is a merit in the knowledge displayed by the teachers; but I consider that the principle is bad, to class him merely for his knowledge. I would say that his practical efficiency should reckon at least one-half.

17011. You would not say it was wise in the State to pay a man for having passed a good examination?—I think there is merit in passing a good examination, and such merit should be rewarded.

17012. Is it a merit which deserves an annuity from the State?—I would say it is. In higher offices—for example, university fellowships—a fair annuity is paid, either by the State or public property, as a reward for distinguished answering.

17013. Historically, is that an accurate account?—I should say it is. Take for example the fellowships in Trinity College. The answering on which they are awarded is almost exclusively scientific.

17014. Shouldn't they have duties to perform?—They have duties to perform; and they perform them. And the teacher is presumed to perform a duty. The State does not give him a stipend unless he actually teaches; and the moment he ceases to teach the stipend is withdrawn. But the State pays him, as I conceive, both as a reward for his superior education, and also as a reward for communicating it to others.

17015. Is it wise that the master who has passed an examination in the first-class, and teaches 30 children, shall draw a higher stipend from the State than the master who passes in the third-class, and teaches 130 children equally well?—I do not consider it objectionable that he should be paid so; because he has a certain merit in his answering. He teaches a smaller number, and that may not be his fault. The country may be thinly populated. But the man who teaches the larger number derives other advantages from it. Because a large number of the children pay school-fees: I am sorry to say not as much as they ought.

17016. But looking at it in a State point of view, would it not be wiser to pay the man for the work done, rather than for having passed the examination?—I think so. I believe there is an outcry by some teachers against the plan of payment by results. I suspect that this clamour has been raised by people who neglect their schools and had attained high classification. I know men in the third-class, receiving pay as a third-class teacher, who are far more efficient than some in the first-class.

17017. Lord *Clonbrock.*—Don't you think that a high-classed master, generally speaking, is practically less capable of teaching what the State wishes to teach, that is, primary education, than a person who has not gone so far in his education?—I don't say that the higher education would disqualify him; but, from some cause or another, I find the high-class teachers are more inefficient. Third-class teachers are frequently more efficient than first-class teachers. One of the causes may be that they endeavour to fit themselves for high class; and the time and care which they should give to the children they give to themselves.

17018. The third class do more work, as far as the State is concerned, than the higher class of teachers do?—They often do more work for the State.

17019. Rev. Dr. *Wilson.*—Still, I presume, it is your opinion the literary qualifications of superior teachers should be taken into account and paid for?—Certainly. But if there is to be an amendment of the pay of teachers, it should be in the direction of teachers of the class of first of third. The relative payments are pretty fairly arranged; so if an increase were made, that increase should be made in every class, unless those in the very lowest class of all, in order to stimulate them to further exertion.

17020. Do you not think, therefore, the first class are already sufficiently remunerated by the State?—In some cases I do not think they are.

17021. But considering the advantage to the State from the usefulness of the class of first of third, to whom you have referred, do you suppose their salaries should be increased?—They should; and more especially in the case of a number of the older teachers who were received into connexion with the Board several years ago. These men were not able to apply themselves to new subjects; for example, to such a thing as reasoning and the higher mathematics; and the consequence is that they have remained in the third, and although some of those older men were the most deserving teachers of my acquaintance.

17022. Is there not a benefit to the State in having teachers of superior qualifications scattered through the country in different districts?—Certainly.

17023. Does the fact of their existence, and that they are superior, induce others of inferior qualifications to study, in order to keep up their knowledge?—I think the primary object which induces them to study is to advance themselves in their classification.

17024. With regard to the teachers themselves, do many of them, in the district in which you are now placed, reside far from their school-houses?—Sometimes they reside a distance of three and four miles. I have been lately making inquiries for the purpose of this Commission. I found some cases of National teachers, male and female, who resided a distance of four miles from their schools.

17025. In the winter season don't you find that operate injuriously on attendance?—I think it must.

17026. Should you suppose it desirable that residences should be provided for them near to their school-houses?—Yes; but not in immediate connexion with them. It should be at a quarter of a mile or less.

17027. Is there a practical disadvantage in their residing immediately adjoining their schools?—Yes. Female teachers will leave, to look after their domestic business; and it is a great temptation to make them leave the school. Some teachers have land, and it is a temptation to them to leave the school to go to attend to their farm.

17028. Is it your opinion that teachers should have a pension after having served a certain number of years?—Most decidedly. We find the want of it a great disadvantage. Very often we find a man enfeebled by age or infirmity. It is very hard to remove him, when we see he will only get a couple of years' salary, which would be wasted in a year or two. If there was a pension to be given him, when we found a teacher disabled we would have no hesitation in having him removed. There would be nothing harsh in such a thing.

17029. One of the complaints of teachers is that the salaries are too small. What is your opinion?—I am sure they are quite too small, when you consider the education required from them, and when you consider what is paid to the Constabulary, and to the Coast Guards, and other public servants, they are entirely too small. I may mention, as a practical proof of the poverty of teachers, that I have been often content to take an instalment of what I would otherwise expect from them—that is to say, while, if a teacher was adequately paid, his deficiency may be such that perhaps the purport of my report would be to have him reprimanded or depressed, or punished in some way; very often I have been stopped by the circumstance that the poor man was in actual want.

17030. Another complaint is that the teacher has in some cases to pay the rent of the school-houses, or pay for repairs, and so on. Have you found it so in your district?—It is very general in Connaught, with which I was connected some years ago.

17031. Does it exist in your present district?—No; I do not suppose there is a case of it.

17032. With regard to school fees, are they paid to any extent?—They are paid pretty generally, but the payment is in this way—I suppose the boy remains six weeks in one quarter, and four weeks in another. It might be expected the parent would pay for the two quarters, but the practice is that he pays for the ten weeks the child is at school. The quarter is reckoned by the actual days of attendance—which has a mischievous effect; for if a man pays the whole quarter he will send his child every day to school, whereas now paying for the actual days of attendance he keeps him at home on every frivolous pretext.

17033. Are there many children of respectable farmers and shopkeepers attending the convent and the ordinary National schools in your district who make no payment in the shape of fees?—My notion is that the respectable parents of the district generally pay. Those who are best off are not so liberal in proportion to their means as those who are in comparatively humbler circumstances. At least I have heard that complaint made by teachers.

17034. Do you know of many cases of children of respectable parents attending ordinary National schools who make no payments?—I have no recollection of any one case at present.

17035. What is the highest rate of payment they make?—In general the average rate of payment is a 1*s.* or 1*s.* 6*d.* a quarter, though they are nominally entered at a half-crown, and five shillings, and soforth. I think that is more nominal than real. They seldom exceed two shillings a quarter.

17036. Now, should we find the parent of a respectable child paying by the week instead of quarterly—that is to say, for the six weeks of attendance one quarter, and four weeks of another, instead of paying for the whole they pay for two quarters?—Sometimes they pay by the week, which induces a more regular attendance; for if they pay on a Monday they are sure to remain for the week.

17037. In the convent schools in your district are there many children of the respectable class, respectable shopkeepers, and so on, receiving their education without any fee?—There are two convent schools, one in Youghal and the other in Midleton, where they educate upwards of 1,200, and one of the fundamental statutes of the order is not to accept any fee—which I think has not at all been productive of beneficial results. I recollect some years ago, when I was connected with a convent school at Glasthule, near Kingstown, it was very punctual in exacting payment. I made a calculation of the per centage of attendance, and I found it was about 79 per cent. in proportion to the number on the roll; whereas, in a convent school at Kingstown, within half a mile, the per centage was only 51 per cent. I have often urged on the conductors of convent schools, for the sake of the children themselves, that they should exact the fees punctually.

17038. Considering that the State pays for education, do you think parents themselves should be expected to pay more than they do in return for the education they receive?—I think they should. The effect of charging higher would be that they would value education more. The cheaper you make it, the more disposed will they be to undervalue it. How much more, then, when it is entirely gratuitous?

17039. The *Chairman.*—Do not a large proportion of the children remain too long in the lower classes?—They do very often. A good deal of time is wasted in mere spelling, and in some of the schools the children get the lessons off by rote from constant repetition. I have frequently met with a class—and it is one of the tests I would apply to a bad school—if I were asked how to apply one test to a bad school, and one only—the test I would apply is to find whether they had got the lessons off by rote. I have frequently placed my hand over the book which a child seemed to be reading, and the children repeated the lesson as glibly as possible, showing they had committed it to memory. I attribute that to the lessons in the lower class books being so few. The books should be larger; for the children of apt memory learn the whole book by rote. I have often heard children read a lessson from the Second Book, and when I have referred them to the First Book they failed to read the easier words at sight.

17040. Are you aware that in England children are expected each year to pass in a higher standard than they did in the previous year?—Yes.

17041. Suppose a system of payment by results, would it be desirable that the number of times should be limited in which the same child should be presented in the First and Second Book?—There is great difficulty in fixing an arbitrary limit; for in some cases the attendance is bad, and in those cases I think the proficiency should be measured by the amount of attendance rather than by any definite practice.

17042. You have said that some of the teachers who pass the best examinations and obtain high classification are not as efficient, as practical teachers, as some of the third class?—Some—I don't say as a general rule. Some first class teachers are very good and some very inferior.

17043. On the subject of examinations, are not a number of marks assigned to the various subjects?—The

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system of examination, as it is observed at present, is a very fair one. There is a certain value assigned to each subject, and in the oral examination the answering is marked accordingly. For example, in the oral examination arithmetic counts 100, grammar 30, and geography 50. If ten questions be asked in arithmetic, and seven are answered, that scores 70; if ten be asked in grammar, and seven are answered, that scores 21; and if ten are asked in geography, and seven are answered, that scores 35. The system of marking the written exercises—assigning a numerical value to each—is a very fair one. It has been in use for the last three or four years, and it is much fairer to the candidate, and much more satisfactory to the examiner to mark them now than in the vague way in which they were formerly marked.

17044. Then have you no means of suggesting that the teacher should be examined in a high class?—I would say that every teacher should answer a certain amount in all the essential subjects; but I would give an opportunity of supplementing his defects in one subject by his superior knowledge in another.

17045. Is it a habit in your district for these children who pay for their schooling to make their weekly payments in advance?—When the payment takes place weekly it is generally paid on the Monday; when the quarterly payments are made, they are generally made at the end of the quarter, or perhaps, at the end of two quarters or three.

17046. Lord *Clonbrock.*—The weekly payment made on Monday, is that a payment in advance, or for the week preceding?—It is made at the beginning of the week.

17047. The *Chairman.*—In advance?—In advance. Sometimes the parents give work in lieu of money to the teacher. Occasionally teachers have small plots of land, and, in that case, a farmer gives the work of horses and men for the quarterly payment. People, too, fall into arrear. I am sorry to say that happens very frequently.

17048. Do you think it would be desirable to make it a rule that these payments should be in advance like the weekly payments?—No; it would not be desirable to make that coercive. Sometimes a person who could afford to pay at the end of a quarter may not be able to pay in advance; but I don't think people like it to be forced in that way.

17049. Lord *Clonbrock.*—Would it not be better to get rid of quarterly payments and make all payments weekly, in advance?—I scarcely think it would be desirable; for a poor person might be able to pay two or three shillings towards the end of the quarter, when he may not be able to pay one or two pence at the beginning of the week.

17050. Mr. *Sullivan.*—You say some pupils pay nominally two shillings or two shillings and six pence, but on an average they only pay two shillings?—Yes; but more generally a shilling only.

17051. Is it that the balance is dispensed with by the patrons, or that it is difficult of collection, or that there is a compromise made by the teachers with the parents?—I should say by compromise with the parents; and these large fees marked on the time-tables, are as much for display as anything else.

17052. Is not that injurious to the interests of the teachers, to mark them when he does not hope to get them?—I don't know that it is. I have generally observed in the north of Ireland, where the fees were small and punctually paid, the teacher fared better than where the fees were higher. I have always encouraged teachers to look for low fees, but to exact punctual payments.

17053. Suppose a child was only present for one day in a quarter he should pay for the entire quarter?—That is what I mean.

17054. Wouldn't it injure the teacher to have it appear on the books that he will nominally charge certain fees which in reality he never gets?—Well, I don't think it injures him in a pecuniary point of view. There is a want of principle in pretending to charge what is not actully paid. That is the only objection I see to it.

17055. You said land was a temptation to a teacher to take him out of school?—Yes; I speak generally with regard to all Ireland—every part I have been acquainted with. I, say as a general rule, when a teacher has land he neglects the school; though I have found exceptional cases, where men having land were the most efficient teachers I was ever acquainted with.

17056. Are there any agricultural schools in your present district?—At present there is a model agricultural school under the Duke of Devonshire which has a few resident boarders.

17057. Where is that in?—Glengarragh, about two miles from Lismore. There is an ordinary agricultural school at Lismore, and there is another ordinary agricultural school at a place called Grange, which is endowed by Sir Richard Musgrave.

17058. What is your experience with regard to these three, as to the quality of the teaching?—The Lismore school is a good one—one far above the average. The Glengarragh school is about an average one, and the Grange is about the same. The teacher has been rather unfortunate, and was removed lately from the school.

17059. But the cause arising not from the land, but general character?—Yes.

17060. Lord *Clonbrock*—Do you think it right or wrong in rural districts to have a small addition of land given to the teacher, so as to enable the pupils there to get a little agricultural instruction?—I know very little of agriculture; but it appears that if they got instruction in the elementary principles of agriculture that would have a tendency to draw them away from bad systems. They might get rid of some popular prejudices which prevail amongst farmers.

17061. Do you suppose such instruction would necessarily interfere with the primary instruction to any extent?—If a boy reads the Agricultural Class Book he learns to read as well as from any other book; and there is as much mental cultivation in that as in the reading of any of the other class books.

17062. The reason I ask the question is, you said the attention to land by the master has a tendency to keep him too much out of school?—Yes; but in this case I referred not to what are called agricultural schools, but to schools the teacher of which has a piece of land for his own private use.

17063. Precisely, those are the schools I want to refer to, I want to know whether that piece of land would not be subsidiary to an ordinary school for teaching agriculture?—I think it might.

17064. The Earl of *Dunraven.*—In the schools you mentioned, had the boys anything to say to the working of the farm?—In the Glengarragh and Lismore schools they have.

17065. I don't mean the Glengarragh school but the ordinary school in which you say that land is in certain cases attached to the position of teacher?—Speaking generally, throughout Ireland the proportion of schools in which boys work is very few. Even in Model Agricultural schools, I have known instances in which the boys never worked on the farm.

17066. In what mode do you say the teacher's having land interferes with his duties?—He devotes time to his farm that might be devoted to school. Perhaps he sends boys to work for him.

17067. Do you consider that he devotes a portion of the regular school hours?—I am afraid that very often he does.

17068. The *Chairman.*—Do you think it is any harm to a schoolmaster to have a small plot of ground, not too large to be cultivated by spade labour?—I suppose it would. Of course it would be to his personal advantage. Whatever improves his condition is of advantage. But it is only for that reason that I conceive there would be any advantage in it.

17069. Do you think a man can keep land, keeping more than two cows, without neglecting his school?—I have known a few instances where men had land—I cannot presume to say what the extent of it was—very probably they had two cows—and I have found them as efficient as any others; but I must say the invariable practice is quite the other way.

17070. Mr. *Sullivan.*—It is admitted the children sometimes don't understand what they read?—That, I apprehend, is the most prominent defect in the teaching of all our schools.

17071. Does that arise at all, in your opinion, from the character of the books themselves that are given to them?—I think so; but that is a subject I would rather not express an opinion on. I have already expressed it, in a communication to the Commissioners, that I attribute that defect to the existing books; but I have personal reasons for not wishing to go into that question.

17072. I speak not so much of the whole class of books of every kind in those schools as the Reading Lesson Books employed generally?—There were three sets of lesson books, one published at the formation of the Board, and the second published in '48, or thereabouts, and the third within the last two years. I think each set was and is defective in that respect.

17073. I am not alluding so much to the books of the Board generally, as to the class of books employed in primary schools for teaching reading being made up of extracts of higher authors, whether you think that objectionable, or whether books should be made intelligible to the capacity of the child?—I hold that lessons should be taken entirely from the higher authors. In all cases where compilations have been made, the poverty of the language has had an injurious effect on the intelligence of the child.

17074. Do you think that a child of eight or nine can understand extracts from what we would call the Classic authors in the English language?—I know hundreds of extracts taken from the early Classic authors fully equal to the understanding of children of that age.

17075. Are you aware in Prussia they have come to the opposite conclusion?—No.

17076. That they have strictly shut out the Classic authors, and that a book is compiled more for the intelligence of the boy?—I think that is an injurious course. Canon Mosely has stated, in one of his reports, that the books which would suit a boarding school that the same set of books would suit a village school, and I quite agree with him.

17077. Why do you think it would be an unwise course to prepare books in that way?—As far as I have seen these compilations, the poverty of the language, of its very nature, induces a corresponding poverty of thought in those who read them; whereas extracts from Classic writers, by its suggestiveness, tend to develop the intellect of the child—that they make it think.

17078. Lord *Clonbrock.*—Independent of books, don't you find fault with teachers that they do not make children read, and that they do not take the trouble of stopping them and making them understand? Do they?—They try to make the child understand the lesson in a sort of way. Generally speaking, the greatest defect in their teaching is, that they do that in a very unskilful way. For example, in explaining the meaning of a word, they endeavour to give a definition of that in high-sounding language, more unintelligible to a child than the original word; whereas, if they looked at the primitive literal meaning of the word, and then showed how it was applied in its secondary and metaphorical sense, they would enable one to see how to arrive at the precise point of the meaning.

17079. In fact they are satisfied with a high-sounding reading without taking the pains to ascertain whether it applies or not?—Yes. That is one which beyond all their defects I have been always obliged to address myself to.

17080. Mr. *Stokes.*—You allow that the present system of classification does not correctly measure the qualifications of masters or mistresses?—Certainly.

17081. Would you see a strong objection to recognising as teachers, without distinction, all those who under examination reach a minimum standard?—Yes; I take, for example, a minimum of science and an enlarged course of literature. In our present course the minimum of literature is merely grammar. To a person passing in one minimum and attaining the other maximum I would give a third, or even second, class; then, to the probationer who would pass a minimum in each, I would give a certificate of competency.

17082. But if the examiners do not gauge the efficiency of the teachers, on what argument do you maintain the qualification. What I want to ask is why the system of classes should not be abolished, and why every man and woman whoever reaches the minimum on each of the subjects in which you measure teachers, should not be passed as classified teachers so far?—You would thereby class the ignorant with a person comparatively enlightened. You would reward a person who merely has a minimum; you would reward his intellectual worth precisely as you rewarded the man who takes a high class in science or a high class in literature.

17083. The man who takes low class, under your present system, does better service than the man who takes a high class?—Yes; but I would reward him accordingly. I would reward him for his efficiency; I would also reward him for his acquirements. The acquirements of the comparatively illiterate I would reward proportionately.

17084. Can a person who passes your examination, as fixed at present, be called illiterate?—No. A certain amount of knowledge is required. He could not be called illiterate. When I say illiterate, I mean comparatively illiterate. A man who knows six books of geometry, and a fair amount of arithmetic, grammar, and geography, that man is not what you could call illiterate.

17085. Rev. Mr. *Cowie.*—Are you aware of another complaint of the teachers which has not yet been mentioned: the power of the manager to dismiss them?—I know they have made that complaint. To be sure, the principle is rather hard; but I would say from my experience of managers that the power has been seldom or never abused.

17086. It is not a grievance then, calling for any great attention?—No. It is not a practical grievance, though it is objectionable in principle.

17087. How do you mean objectionable in principle?—I think it is objectionable in principle that a man may be dismissed for no cause whatever.

17088. Whose servant do you consider the teacher is—the manager's or the servant of the State?—Practically he is the servant of the manager. That is a matter more for the Legislature or the Government than for me, but practically the teacher is the servant of the manager.

17089. Do you think it at all desirable that he should become less the servant of the manager and more the servant of the State?—I doubt that there would be any practical advantage in it.

17090. Would there be any advantage in it?—I think there would.

17091. Lord *Clonbrock.*—Practically, would you ever get the manager to act at all if you did not give that power over the teacher?—You would, and you would not.

17092. Rev. Mr. *Cowie.*—Have you never had charge of a model school?—Only one.

17093. Which was that?—Newtownstewart.

17094. Rev. Dr. *Wilson.*—How long since?—A year and a-half ago. I was three years connected with it. I left in June, 1866.

17095. Sir *Robert Kane.*—Mr. Mahony, what are the limits of your present inspection district?—The eastern shore of Cork harbour, and almost in a straight line northwards to a place called Lisgoold; then about four or five miles to Ballyduff, near Lismore, and in a curve line across to Stradbally, in the County of Waterford. It is an unusually large district, being along the sea-board. It includes part of the County of Cork and part of the County of Waterford. It includes the baronies of Immokilly and Kinnataloon, and part of the barony of Barrymore, in the County of Cork, and the baronies of Ashmore and Ashbride, Decies-within-Drum, and part of Decies-without-Drum, in the County of Waterford.

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17096. Does it include the town of Youghal?—The towns of Youghal, Midleton, Cloyne, Castlemartyr, Mallow, Dungarvan, Lismore, and Cappoquin.

17097. But not Fermoy?—No.

17098. Within that district how many National schools have you under your inspection?—107 at present; but two of these are inoperative. They are vested schools in suspended list.

17099. I believe there is no model school in that district?—No. There are two Christian Brothers'—one at Youghal and the other at Dungarvan. There are convent schools in both of these parliamentary boroughs. There is no ordinary school in Youghal under the Board; neither is there in Dungarvan.

17100. Had there been ordinary National schools?—No; even the Poor Law school in Dungarvan, which had been a National school, has ceased connexion with the Board.

17101. I ask had there been formerly ordinary National schools in the town?—No, except there was a large boys' school in Youghal some years ago. The school which was a National boys' school, is now occupied by the Christian Brothers, who teach, I should say, about 300 boys. There was no National school at any time in Dungarvan, except the workhouse school, and that workhouse school was disconnected from the Board some years ago before I became connected with the district.

17102. Is there any ordinary National school in the town of Youghal?—No. The convent school is the only one in connexion with the Board.

17103. Then, how is the education of the boys provided for in Youghal?—The education of the boys is provided for by the Christian Brothers' school. There is a Christian Brothers' school in Dungarvan, and, I am told, two convent schools. There is a convent school in Lismore not connected with the Board, but connected with it formerly. The convent schools in Youghal, Midleton, Mallow, and Cappoquin are all in connexion with the Board.

17104. Then you inspect these? What has been the purport of your reports with regard to these schools? How have you generally found them?—Generally speaking, very good. I have four convent schools at present. With regard to the education they give, apart from religious instruction and religious influences, which must be very satisfactory, they are very efficient for sending out well instructed pupils and teachers. Their pupils are so well mannered that daughters of the humblest persons are brought up in a way that would fit them to mix in a high class of society. They teach reading, writing, and dictation remarkably well, but in what may be called technical subjects, such as arithmetic, grammar and geography, they are unequal in their efforts. In these latter respects they do not surpass an average female school. But taking the education in its totality, I would say it is highly satisfactory.

17105. They are supplied with trained monitresses?—The monitresses are trained in their own schools. In fact, the monitresses are the advanced pupils, who receive a small stipend, varying from £5 to £10, though in some cases they have first-class monitresses, who are paid £15.

17106. What you call first class monitresses, by whom are they appointed?—They are appointed by the Commissioners on our recommendation.

17107. And after your examination?—Yes.

17108. And then they are called to examination; but you appoint classes of monitors and monitresses?—The first class monitresses are brought in about the same time as the male teachers, at the written examination at Easter, and the senior monitresses are brought in for examination some time generally in July. They are subjected to a searching examination in the prescribed course, and if their answering be good, the teachers, whether in convent or ordinary schools, are entitled to a gratuity, not exceeding £3.

17109. Are these monitresses then subjected to a similar examination to what the people from the other schools who wish to become ordinary teachers are subjected?—Of course the examination of monitors is not so difficult as that of teachers. I examine the candidates by means of printed questions which they answer in writing, and to which a day is devoted, and then by an oral examination, which occupies another day or two. Of course I would not think of putting to these monitresses, varying from fourteen to sixteen years of age, equally difficult questions as I would put to teachers aspiring to classification or promotion.

17110. Are those never above the age of fourteen or sixteen?—They are. Sometimes they are twenty and upwards.

17111. Then do they take in the school-rooms the position of the teachers?—They assist the teachers. They are bound to assist the teacher a certain number of hours each day; and the teacher is bound to give them instruction with the advanced class in school and also out of school hours. If the teacher fails in this particular he forfeits the gratuity which a teacher would receive if the monitor's answering was satisfactory.

17112. Am I right, then, in supposing that the persons in a convent school correspond to the actual teaching masters or mistresses of ordinary National schools. Are the religious ladies the instructors?—Yes.

17113. Who, in convent schools, correspond with the masters or mistresses of ordinary National schools?—The business of monitresses in convent schools is precisely the same as that of monitresses in ordinary National schools both as regards salary, as regards duty, and as regards the expected proficiency.

17114. Then do you say that these religious ladies do not stand in the position of mistresses?—Yes. They occupy the position of the principal teachers. There is generally one of them who has the chief superintendence of the schools, and this lady is assisted by others—in some cases by a considerable number. In Midleton there are ten or twelve assistants members of the religious community; in other cases some three or four take part in the secular and religious instruction. But the religious instruction is superintended by a larger number than the secular instruction.

17115. Have you found in your experience as Inspector of the National schools that these religious ladies who take the part of mistresses in teaching the classes that they are qualified to give instruction of that kind?—Yes. But their qualifications vary sometimes considerably. Some possess very high qualifications and bring to the business of school teaching, a great deal of what I might call enthusiasm and earnestness. Others have not the same amount of taste—one of the consequences of which is that proficiency in technical subjects is unequal in convent schools.

17116. Do you think that it would be desirable, or if desirable, that it would be possible, to apply in the case of convent schools any test for the efficiency of these ladies who have proposed to devote themselves to the teaching in the separate departments?—I think, now that they have been so long accustomed to be paid without classification that they would consider such a test beneath them. In the first place it would bring a good deal of invidious comparison between one with the other, and between them and ordinary teachers. I am sure their feelings would be quite against it. There might be another test applied. All convent schools, no matter what their efficiency or comparative inefficiency may be, are paid at the same rate. That is hardly fair. And it is a question whether the schools might not be specially examined and be paid according to the ascertained results. I would not regard that as so objectionable as some would consider the other course would be.

17117. I read from the report of the Catholic Poor Schools' Committee for the year 1867—

"In addition to the teachers, male and female, who have been trained and sent forth to teach, a considerable number of the masters have qualified themselves for teaching in schools under Government inspection, by passing an examination for a certificate. Especially it is to be noted that a great number of female religious have done this. Amongst our certified mistresses are comprehended nuns of almost every order, nor is there anything in the examinations to deter any competent teacher from approaching them."

Now, when that has been done in England, and when it is stated here upon competent authority that among the certificated mistresses of Roman Catholic schools are comprehended nuns of almost every order, do you think that there should be any insurmountable difficulty in obtaining a guarantee for the efficiency of teaching in convent schools in this country?—There is this difference between the case in England and in Ireland—that when the Roman Catholic schools just received aid from the State I take it for granted that that system commenced; that the moment the convents began to receive aid from the State, concurrently with it examination and classification began; whereas in this country there are several convent schools in connexion with the Board, since the very foundation of the Board. I apprehend there would be an outcry against this as an innovation. It was not an innovation in England; in Ireland it is another thing. The classification of our ordinary teachers began in 1848. It is a question whether it ought not be introduced then as regards convent schools. Now it is too late.

17118. But if you accepted and recognised the position of each religious lady who is now engaged in instruction, would there be an insurmountable difficulty, or should it be felt as an oppression, if you required that in future, persons joining the order, and proposing to engage in instruction, should manifest their capabilities?—I apprehend there would be an objection to it, on the ground of innovation. Better let well alone. There is one practical difficulty in the way. I have, for example, a convent school at Tallow. The rule of that order is that the nuns cannot remove from the precincts of their convent. In other orders, they can and do remove to another place. These ladies could not leave the convent to attend an examination.

17119. Could not an examination be conducted in the convent?—Yes, it might. I have never had to deal with more than two convents of that order.

17120. In the case of the London University, examinations are conducted in Carlow College?—Yes.

17121. Are you aware that in France although the certificate of capacity is not absolutely necessary from those religious ladies, still an increasing number of religious ladies submit themselves for examination, and take out a certificate of schoolmistress?—I suppose the fact is so. I have no personal knowledge of it.

17122. Am I right in supposing your impression to be that, if it were practicable those difficulties you suggest could be gotten over, it would in itself be desirable?—The principle seems a sound one. It is in effect that, before you give salary to any teacher, you must have evidence of that teacher's fitness. That seems quite clear. But yet I apprehend there would be a great outcry raised against such a thing, as introducing an innovation on the present system.

17123. In those towns, such as Youghal and Dungarvan, where you have mentioned there are Christain Brothers' schools for the male, and convent schools for the female, and no ordinary National school, am I right in supposing the education has become purely denominational there?—I should say so. Some years ago there were a few Protestant children in the Youghal convent, but they became gradually reduced in number. Last year there was one or two, but this year there are none. I presume all the boys attending the Christain Brothers' schools are all of one denomination, and I suppose the Church parochial schools are attended by Church children only. The town contains a very small number of any other denominations—or few Wesleyans and Presbyterians—and very likely these children go to the parochial Church schools.

17124. From your description I gather that the requirements of Youghal and Dungarvan, as regards primary education are pretty well filled up—that in the distribution of schools between the Protestant children on the one hand, and the male and female Catholic children on the other, there is a good amount of education?—I have no means of knowing the education of the Christian Brothers. The convent schools supply a good education. The Church schools are supported very liberally by parochial contributions; and I suppose they have very good masters and mistresses also.

17125. Who fulfils this duty for Dungarvan?—I know nothing of Dungarvan.

17126. It is not in your district?—Yes, but I have no school to visit there. All I know is that I mentioned in a report now before the Commissioners, and which has not yet been published, that it was made a matter of public boast that there was no National school in Dungarvan, and that the last census ascertained that the proportion of the number of persons who could neither read nor write, compared with those who could, was nearly two to one—2,641 could read and write, 4,855 could neither read nor write. Some years ago I made a calculation in portions of the county of Wexford, where the National schools were comparatively few, and I found that in proportion to their fewness there was a very marked proportion of the people utterly illiterate. This is stated in one of the published reports of the Commissioners.

17127. Would not that appear to show that in the parish of Dungarvan the requirements of education are not entirely fulfilled by the existing system?—It may be that the people reject the education; but from whatever cause it may arise, the fact is beyond question.

17128. In your districts of inspection generally do you find that the National schools are attended by children of different religious denominations?—Yes. That was a matter I entered very fully into in statements addressed to the Commissioners on the provinces of Connaught, of Leinster, and of Ulster; I went very fully into the question. It may be over tedious to read the whole thing in detail, but I can put it in. It was stated that National education had failed as a united system. I was then connected with portions of the counties of Leitrim, Roscommon, and Sligo, and in a report which has not been published, and the purport of which was publicly misrepresented, I stated this:—

"When a school is a really good one, differences in religion do not seem to place the slightest obstacle to united education. For instance, though there are two fair schools in Elphin, with Roman Catholic teachers, and under the management of the parish priest, the schools under the management of Dean Warburton, and with Protestant teachers, contain a large majority of Roman Catholics—there being at present 108 of that persuasion on the rolls of the male school, and 73 on those of the female school; and I find a Protestant attendance in the male school under Catholic management and teaching. In the schools at Ballyfarnon, with the parish priest as manager, and Roman Catholic teachers, the proportion of Protestant pupils is higher than the relative proportion of Protestants and Roman Catholics in the locality. The former are considerably less than one-sixth of the population; yet there are, at present, on the rolls of Ballyfarnon Male National School fourteen Protestants and sixty-two Roman Catholics; and on those of the female school twelve Protestants, and sixty-three Roman Catholics. In Carrick-on-Shannon all the Protestant male children who cannot afford a more expensive education attend Cortober Male School, close beside the town, in which the teacher is a Roman Catholic, and the manager parish priest. There are nineteen Protestants and one hundred and one Roman Catholics on the rolls at present. The Protestant female children attend the female school in the town, which is conducted by a Roman Catholic teacher, under a Protestant manager and Protestant patron. There are one hundred and twenty-nine Roman Catholics and fourteen Protestants on the rolls of Kilmore school, where the teacher is a Protestant, and the manager rector of the parish, and where the proportion of Roman Catholics to Protestants is about nine to one. In Keadew, where the teachers are Roman Catholic, and the patron and manager Protestants, the mixture of Protestant and Roman Catholic children is in exact accordance with the proportion of both persuasions in the locality. At Drumduff, close by the town of Drumshanbo, where the manager and teacher are both Protestants, one-sixth of those on the rolls are Roman Catholics, though Roman Catholic clerical influence has been used to have the children sent to schools where they would have the benefit of religious instruction which is not given in this school. In Leitrim, where the manager is a Protestant, the teacher of the male school a

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Roman Catholic, and that of the female school a Protestant, there are one hundred and five Roman Catholics, and sixteen Protestants on the rolls of the male school, and one hundred and seven Roman Catholics, and fourteen Protestants on the rolls of the female school, though there is a Church Education school—which has the reputation of being one of the best of its kind—within half a mile, at Battlebridge.

"That a really good education quiets all sectarian scruples, appears in the many instances where Protestant children leave the Church Education Society schools in large numbers to attend National schools with Roman Catholic teachers and managers. In the town of Boyle, for example, where some two or three schools under the Church Education Society, and other kindred institutions, were established and patronized by the late Lord Lorton, fifteen Protestant children pass by the doors of the Church Education school at Abbeytown to Drum and Erris National school; four others go to Boyle male school, eight others to Kiltycreaghtan, three to Ballybane, eight to Knockanish, and six to Tervannagh, which are within a circuit of two or three miles around the town, all conducted by Roman Catholic teachers, and under the management of the parish priest. Though there is a Church Education Society school at Kilmactrany church gate, there are eleven Protestants on the rolls of Derrynaslieve National school, within a mile of it, and four others at Highwood, within another mile, both of which schools are taught by Roman Catholics, under the management of the parish priest. Despite the proximity of Church Education schools within a mile or two, there are twelve Protestants on the rolls of Killard National school, and four at Rathmullen, both taught by Roman Catholics, under the management of two Roman Catholic priests. In the town of Mohill, twelve girls attend the female National school, where the teacher is Roman Catholic, and the parish priest is manager, though there is a Church Education Society school almost at the door. In the adjacent parish of Annaduff five girls attend Drumsna female National school, with a Roman Catholic teacher and manager, though there is a Church Education school, with a special endowment, within view of the National school. In the same parish five boys, and three girls attend the Lisduff National school, in which the teachers are Roman Catholic, and a Roman Catholic priest the manager, though there is a Church Education Society school at Loughtown, within a mile, another at Drumsna, within two miles, and a school, under the Ladies' Hibernian Society, at Drumnadober, within a mile, and because of the utter failure of this latter school, the landlord has lately consulted me about having a National school established there. In the adjoining parish of Kiltubbrid there are eighteen Protestants on the rolls of Moheneavogogh National school, and five at Moher Gregg, both taught by Roman Catholics, and under the management of the parish priest; though I can state, on the authority of the rector of the parish, that the neighbourhood is studded with Church Education and missionary schools.

"I have known no instance of a school exclusively Roman Catholic except where the absence of children of any other creed makes it impossible to be otherwise. Where the existence of Church Education schools attests that there is a mixed population, I find united education in every one of our schools. In a district where the disparity between the numbers of both persuasions is so marked, where the proportion of Roman Catholics to Protestants of that class for whom our schools were established is as twenty to one, whilst much social repulsion exists between members of different creeds, such a fusion as produces the union of both in 81 schools out of 139, attests how confidently all sects rely upon the impartiality and protection of the rights of conscience which are secured in National schools. It cannot be that this district is better circumstanced in this respect than others are. After a tolerably close acquaintance with many parts of Ireland, I can safely state that I have never seen a spot where differences of religious opinion have raised up social barriers so stern and unyielding. And when our schools secure such marvellous union, amid such adverse circumstances, when Roman Catholic clerical managers co-operate with Protestant patrons—when dignitaries and clergymen, as well as laymen of both persuasions, act as managers and patrons—when teachers of one persuasion serve under managers of another—when children of one creed desert exclusive schools to be taught by and along with those of a different faith; in the face of such facts, none but the wilfully blind can be led astray by the delusion that National education has failed as an united system."

17129. Do you attribute the admixture of children of different denominations to the excellence of the teachers in those special schools which overrode the difficulties which otherwise would have existed?—Precisely; I think it was the efficiency of the school that in every case attracted the united attendance. A similar case occurred in the province of Leinster. The present Lord Chief Justice stated in Parliament that there were only some one or two children of the Established Church in all the schools of Wicklow. I went into details, showing the number of children in the several schools, and showing that those National schools which were almost at the very doors of schools that were established for exclusive education, that all of those schools which the children passed by and went to National schools were, in fact, endowed schools, and one of the conditions was that the Scripture should be read, and the Church Catechism taught to the children of the Church. The whole affair is stated in detail, and it very clearly illustrates the prevalence of combined education in National schools. A third instance was in the counties of Tyrone and Donegal, where I showed that of each denomination, Established Church, Roman Catholic, Presbyterian and others, the per-centage of each was almost identical with the per-centage of the population. The per-centage of the population of the Established Church for the district was 16·9, and the per-centage in the National schools 15; the per-centage of Roman Catholics was 56, in the schools 55·2 per-centage. The proportion of Presbyterians was 25·7; and in the schools 28·5. The proportion of others was 1·4, and in the schools 1·3, so that the per-centages were substantially identical.

17130. From your experience it appears that in the localities where the schools are efficiently conducted the different denominations are represented in those schools in proportions fairly corresponding to the distribution of population?—Just so. In those three cases. I am a comparatively short time only in my present district; but I apprehend that in the population of that district there is not the same proportion; because there are, in the larger towns, Christian Brothers' schools, and, in the rural districts, a great number of Church Education and Parochial schools.

17131. Is it your belief from your experience of education in this country that the proportion of a mixture of different denominations in the National schools is increasing from year to year or diminishing?—I am sure it is increasing. The first return of the different religious denominations that was made since the establishment of the Board was a return made by Mr. Carlile, in 1837, for the Parliamentary inquiry of that year. He did not distinguish in that the different sub-divisions of Protestants. He merely gave Protestants and Roman Catholics, and the religion of a considerable number was not ascertained. The per-centage of Protestants was at that period 12, and of Roman Catholics 70·3. The next return was one ordered by Lord Eglinton; the next, a return moved for by Lord Clancarty; and after that, in 1858, a return moved for by Mr. Butt. Since then the Commissioners, in their reports, have published the numbers of each denomination on the rolls; and I find that the per-centage of the Established Church, in 1852, was 5 per cent. of the numbers on the rolls,—which has been going on gradually increasing, and by the last report of 1866 it has risen to 7 per cent. As a consequence, then, the proportion of Roman Catholics has risen from 70 and a small fraction gradually to a little over 81. The per-centage of Presbyterians, which in 1852 was 8 and a small fraction, has risen to 11 and the same fraction; and the per-centage of others has slightly increased, but very slightly. I have made those calculations as well as I could, and I am sure they are substantially exact.*

17132. Is it your belief that those proportions stated in the Report for 1866, viz., 7 for the Established Church, 81 for the Roman Catholics, 11 for the Presbyterians, and ·7 for the other denominations, fairly represent the actual proportions of children of those several denominations in this country, of the class in society who avail themselves of the National schools?

* The witness here handed in a table which will be found at the end of this day's evidence, page 763, marked A.

—Yes. I am sure that if they were compared with the census returns—as I have shown in one case that they were clearly identical—if they were compared with the census for the entire of Ireland, it would be found that the proportions are much the same.

17133. In the schools which are under the management of the different societies formed in the Protestant communion for the education of the poor, there is a large proportion of Roman Catholics, always?—Yes. The Church Education Society gives in its reports, the number of the Established Church children, of Roman Catholics, and of Protestant Dissenters. In their Tenth Report they say that there are children of the Established Church, 120,202; Protestant Dissenters, 15,713; and Roman Catholics, 46,367. I have extracted from the several reports of the society, the numbers of Roman Catholics and others that they have been educating every year, and I beg to hand it in—showing what the attendance of each religious denomination has been in the schools of the Church Education Society. I have no means of discovering the numbers in schools connected with other societies.*

17134. But from your knowledge of the country, from your experience as an officer of education, you know that in the schools that are supported by these different Protestant Societies or Associations, there is in each case a certain, and sometimes a large proportion of Roman Catholic children?—I cannot say how large the proportion is. I mentioned an instance where in the schools under the Board of Erasmus Smith, it was a rule that the Church Catechism should be taught to all. The first time that the religious denominations were ascertained the returns were taken in the year 1824, and the Commissioners of Education Inquiry that year obtained returns from the Protestant clergy, which were amended by those of the Roman Catholic clergy, and *vice versâ*. The difference between the returns in both cases is merely a fractional one—a very small difference; and I thought that the nearest approximation to correctness would be to take the mean of both returns. I find that under the Society for Discountenancing Vice there were 6,929 of the Established Church, 804 Presbyterians, 64 Dissenters, and 4,864 Roman Catholics; under the Board of Erasmus Smith, 4,125 of the Established Church, 1,351 Presbyterians, 85 Dissenters, and 3,239 Roman Catholics; under the Society for the Education of the Poor, or the Incorporated Society 16,201 of the Church of England, 9,475 Presbyterians, 442 Dissenters, and 29,887 Roman Catholics; under the London Hibernian Society, 12,921 of the Established Church, 4,757 Presbyterians, 498 Dissenters, and 18,218 Roman Catholics; and under the Baptist Society, 1,276 of the Established Church, 38 Presbyterians, 12 Dissenters, and 3,056 Roman Catholics. So that under all those societies which were essentially denominational, there were receiving education 60,000 Roman Catholics.†

17135. But was that not before the establishment of the National system?—Yes.

17136. Then at that time there did not exist, at least there were not provided by the State, any public means by which the Roman Catholic children could have access to education under management of persons of their own communion?—The only society, I believe, that was directly aided by the State at that period was the Kildare-street Society, or Society for the Education of the Poor of Ireland. That received aid from the state, and the principles upon which it was founded were well known; yet I find that the Kildare-street Society had 29,827 Roman Catholics receiving instruction under it; and the Commissioners in reporting, state that the returns were taken in the autumn of 1824, and that the number of Roman Catholic children receiving aid from the Kildare-street Society and from other societies of that kind must have been considerably diminished, because great efforts were made by the Roman Catholic clergy at that period to remove Roman Catholic children from the Kildare-street Society, and from kindred societies' schools. But coming to the present time, I believe that there are scattered throughout the country a great number of schools under the management of those different societies, but I am very little acquainted with them, and I could not well state what proportion of Roman Catholics may be receiving education in them. The only authentic return I have is that of the Church Education Society.

17137. Is it your impression that under the denominational system of education, with Protestant schools under the management of either private individuals or of those various educating societies on the one hand, and Roman Catholic schools under private management and under the management of the ecclesiastical authorities on the other hand, practically there would be a strict line of demarcation drawn between different denominations of the people, and that the Roman Catholic children would all really attend to Roman Catholic schools, and that the Protestant schools would be confined strictly to the attendance of children of their own denomination?—I do not think any such result would follow; and the best proof of that is, that where there were denominational schools in former times they were largely attended by children of different denominations. With respect to the Church Education Society, which is essentially of the Established Church—one of its fundamental rules being that it was established "for the purpose of affording to the children of the Church instruction in the Holy Scriptures, and in the Catechism and other formularies of the Church, under the direction of the bishops and parochial clergy, and under the tuition of teachers who are members of the United Church of England and Ireland.

17138. Looking to the schools in England, which are said to be denominational, we find by the testimony of the several Assistant Commissioners under the Duke of Newcastle's Commission—almost every one of them—that children of all denominations attend the same schools, and that they receive a common religious instruction. Several clergymen, also, in their answers to the Commissioners, state that they would make attendance on the Church Sunday-school a necessary condition of a child of another persuasion receiving secular instruction in the day-school. I find from the evidence of Mr. Marshall and others that Roman Catholic children are generally taught in Church of England and Dissenting schools. That is quite clear from their several testimonies, in detail. It is also clear from the evidence of Mr. Marshall, who was a Roman Catholic inspector, that Protestants were proselytized in Roman Catholic schools. He is asked:—"If the school is a good one, parents do not regard religious instruction, but only the goodness of the school?"—He says:—"They do not seem to care much about religion one way or the other; but I know many country schools in which, perhaps, half the children are Protestants, entirely owing to the good character of the schools." Of course the schools he speaks of are schools under his own inspection, which are Roman Catholic schools. He is asked again, "The Protestant children in the Roman Catholic schools of course get the same religious instruction as the Roman Catholic children do?" He answers, "That is a point to which I have paid a great deal of attention, and there is no rule. There are many of our schools where the parents are told 'we will teach your child if you like, but it will be taught exactly the same as any other children.' In some cases that is not insisted upon, and I have known more than one case of pupil teachers in our schools who entered them Protestants and quitted them Protestants, but these are exceptions." Further on he is asked, "Is the system of these schools which you have been speaking of uniform, or are any of the schools into which so large a number of Protestants have been

* The witness subsequently supplied a table in illustration of his answer which will be found at the end of this day's evidence, page 763, marked B.

† The witness handed in a table in illustration of his answer which will be found at the end of this day's evidence, page 763, marked C.

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introduced conducted upon the Irish system?—No, I have not. With regard to that particular school which I have referred to, I was told three days ago, by the inspector of it, that all the children learn the same catechism, and lead in short the same religious life, and the parents are perfectly aware of the result of it throughout the town it appears, and yet they acquiesce in it."

17139. Master *Brooke.*—What book do you quote from?—The sixth volume of the Appendix to the Duke of Newcastle's Commission, pp. 175–6.

17140. Sir *Robert Kane.*—Is not that the very essence of a denominational school, that the children of every denomination that attend it must be considered to belong to the religion of the school, and must be subject to the religious education which is therein given?—That seems quite clear. If you establish a denominational Church of England school, it is to be presumed that all the children attending it are instructed in the formularies of the Church of England. If you establish an essentially Presbyterian school, the presumption is that they learn the usual catechism, the Shorter Catechism, or whatever catechism it may be; and in the same way, if it be a Roman Catholic school, that they must be instructed in the doctrines of the Roman Catholic religion. That appears to be of the very essence of a denominational school.

17141. Then must not the Church Education Society's schools, in so far as they contain a certain proportion of Roman Catholic children, be considered as—whether intentionally or otherwise—proselytizing schools?—Certainly. In the Twenty-seventh Report of the Church Education Society, 1864, they state, "the Word of Life is daily committed to memory, examined in, commented on, and explained to thousands of boys and girls of all denominations." That appears to me to be of the very essence of proselytism.

17142. You are aware that the Church Education Society is supported by voluntary contributions?—Yes.

17143. Now, if a system of public instruction were adopted, by which the Church Education Society's schools were assisted by the State—for instance, by a system of payment on results, under which they would receive a certain grant for students that would answer well—do you not consider that the assistance by the State would enable them to extend and develop their schools, increase the number of their pupils, and thereby infuse greater activity and greater extent into the very action of proselytism, which they now carry on a smaller scale?—I would say most decidedly that the aid of the State would enable that, or any other kindred Society to increase its schools, and probably give them the means of getting better qualified teachers by the additional aid afforded, and if the Society do what they state that they do, of course that would extend the means of proselytism. That appears to be an inevitable consequence.

17144. Might not something similar take place, although necessarily on a smaller scale, in the case of Roman Catholic schools where a certain element of Protestant children might be in attendance?—I should say the very same result would follow.

17145. If the restriction which now preserves them from interference in the National school was withdrawn?—That is my view. If you enable Roman Catholics to have exclusive schools, and leave them unrestrained, and if they take in Protestant children, I suppose the result would be proselytism—as it is actually practised in England.

17146. Was not the accusation of proselytism that which led to the breaking up of the Kildare-place system of education?—Yes; Lord Derby plainly states that, in his letter establishing the Board of National Education.

17147. Then, if a system of denominational education were substituted for the National system, as it at present exists, or rather as it was constituted under Lord Derby's letter—would not that system, by its very constitution, be liable to fall into the same error as the Kildare-place system fell into? And might not the denominational schools, in the several parts of the country, become the causes of religious differences and sectarian animosity in the country, and thereby interfere with the sound progress of secular education?—My conviction is that if you establish, or rather permit, denominational schools, the result would be—as it always has been, and is at the present day—there would be proselytism.

17148. Is there not a certain danger, where the religious sentiment becomes very strongly developed, that proselytism might become almost the main object of such schools, and might lead to the undue subordination and neglect of the secular element of instruction in whose efficiency the State is most interested?—Yes; schools have frequently been established exclusively for the purpose of proselytism and ignoring everything else. The present Bishop of Cashel stated, in answer to a question put to him at a former Commission, that he established schools solely for the purpose of teaching the Scriptures. And he says that he taught the pupils in them other things only to attract them by what they value, "because," he says, "they will not go to a mere Scripture school, and you must, in order to gratify the children's parents, teach them profit and loss and tare and tret, which will never do them any good whatever." (Appendix to the First Report of the Commissioners of Education Inquiry in 1825, page 801.)

17149. Rev. Mr. *Cowie.*—But suppose a denominational system were adopted with this proviso: that all schools which were denominational should bind themselves not to take the children of any other religious denomination into their schools, do you think that the same consequence would follow?—If they were bound to that, of course proselytism could not be a consequence.

17150. Rev. Dr. *Wilson.*—What parties in Ireland should you expect to submit to be so bound?—I do not suppose that any religious body would.

17151. Rev. Mr. *Cowie.*—Are they then proselytizing as fast as they can?—No, they are not. But I conceive that any person of proper spirit would not bind himself by such conditions. Suppose a parent wished to send his child to a school, under a different denomination from his own, I do not think any clergyman, or any man of honour, would bind himself by such a condition not to admit the child. Suppose a school was under the management of a Roman Catholic priest, and that a Church of England or Presbyterian parent thought proper to send his child to that school, I apprehend there would be a want of spirit at least, if not worse, in the clergyman binding himself by such a condition as that, not to receive the child.

17152. But if the demand of the Roman Catholics is, that they wish to have freedom of religious teaching in their schools, and that they thus demand a denominational system, would it not be a very fair condition to say to them, "as the chief ground on which you made this demand of the State is that you may educate your children in all the tenets of their own faith, you must bind yourselves not to take children of other denominations, who are at present protected, but who, under the new system, would be unprotected?"—They may make that a condition, but then they must offer the same conditions to other denominations just as well.

17153. I quite agree to that.

17154. Rev. Dr. *Wilson.*—Would not that necessarily involve, in many districts, parents sending their children to be educated by inferior teachers?—That would be one of the results also;—or else to send them to no school at all.

17155. Sir *Robert Kane.*—You stated as your impression that under the denominational system where the schools of different denominations would be all assisted equally by the State there would be more scope given to proselytism and to interference with the religious principles of persons of other denominations than under the National system?—Certainly; the State would thereby directly afford means for proselytism, and wherever there has been denominational education, proselytism has been the invariable result, both in this country and in England.

17156. Do you think, then, that the present provision of the National Board with regard to religious

instruction affords a really sufficient safeguard against proselytism?—Most decidedly. The original rule which provided "that no child should be compelled to receive or be present at any system of religious instruction to which his parents or guardians objected," seemed ambiguous. It might have meant that no child should be compelled to receive it, and that no child should be compelled to be present at it; or it might mean that no child should be compelled to receive it and that no child should be present at it. Archdeacon Stopford was quite willing to abide by the first construction, that no child should be compelled to receive it or be compelled to be present at it. He was content to abide by that. But, as he explains himself, he was unwilling to be bound by the second interpretation—obliging him to send away the child from the religious instruction, which he believed not only to be wrong in himself but in the parent. And the rule was modified. Then a system of issuing notices was adopted—that where a child was once present at religious instruction given by a teacher of a different religious denomination, it was necessary for the teacher to issue a notice to the parent. That rule, I must say from my experience, did not work well. But by the late modification proposed by the Marquess of Kildare, which obliges a teacher of any Protestant denomination to send away a Roman Catholic, and obliges a Roman Catholic teacher to send away a child of any Protestant denomination unless the parent should authorize him to give religious instruction, and enter that in a book to be kept for the purpose. I conceive that that rule effectually excludes not only the danger but almost the possibility of proselytism.

17157. Was not that rule substantially a return to the original principle of the National Board, as defined in the first instructions of Lord Derby?—I think it was a return to what appears to have been the practice of the Board up to the time when that rule was modified, or rather explained, on Archdeacon Stopford's application.

17158. What would be your impression of an arrangement by which the State should entirely ignore the question of religious instruction and attend simply to the giving of secular instruction, leaving the religious instruction to be dealt with entirely at the independent discretion of the manager of the school?—So I conceive it does under the present system of National Education. It is competent for the manager to have no religious instruction if he chooses, and it is competent for him to decide what sort of religious instruction to be given. But to aid a mere system of secular instruction without any religious teaching, would be very injurious; because it would then deprive the public of the amount of religious instruction which is at present given, and which I should say, on a rough estimate, averages, in most cases, about six hours in the week.

17159. Rev. Mr. *Cowie*.—How could it deprive it?—I understood the question was, if the State was to endow a system of merely secular instruction, and that there should be no religious instruction.

17160. Sir Robert Kane did not say that. (Question repeated) "What would be your impression of an arrangement by which the State should entirely ignore the question of religious instruction and attend simply to the giving of secular instruction, leaving the religious instruction to be dealt with entirely at the independent discretion of the managers of the school?"—That is practically the present system of National education in Ireland. It is competent for the manager to have any religious instruction, or no religious instruction at all, if he chooses.

17161. Sir *Robert Kane*.—Is there not at present a provision of the State that a child of a different religious denomination from that of the manager, on entering a school to receive secular instruction, is protected, by the rule which you have just quoted, from any attempt on the part of the teacher to include him in the religious instruction?—Certainly.

17162. Well, that rule would not exist if the State took no cognizance whatsoever of the question of religious instruction?—It would, in cases where religious instruction is given; but there are cases in which there is no religious instruction, and in that case the rule would not apply. It would apply in every case where religious instruction was actually given; it, of course, does not apply where no religious instruction is given.

17163. But I take the case of a school under Protestant management, and where religious instruction is given by a Protestant teacher under the direction of a Protestant manager. That school is attended by certain Roman Catholics; under the present arrangement the State requires, as a condition of assisting that school, that the manager shall bind himself to exclude any Roman Catholic child from the school at the time that Protestant religious instruction is given?—Yes.

17164. But, if the State took no cognizance at all of religious instruction, but merely assisted that school with the means of giving secular instruction, and said that the manager might do as he liked with regard to religious instruction, would there any longer remain the protection that the Roman Catholic children now possess?—Oh, certainly not. That would be taking away the present safeguard.

17165. And then do you think that in that regard that system would present inferior advantages to the present system?—It would, in this respect—it would take away the only effectual protection that there is at present against proselytism.

17166. Do you think that schools, under such a system, might become proselytizing schools—that a system of proselytism might be carried on in them?—I think they might, and that they probably would.

17167. Have you directed your attention at all to what has recently been so very much discussed, in the English system and elsewhere, under the name of the system of payment by results?—I have not considered the question minutely, but it appears to me to be a rational and sound principle.

17168. So that the amount of assistance that the schools should get should depend upon the examinations—a certain sum being paid for each pupil who should manifest a certain proficiency?—I would not have it depend altogether on the results. I would have it depend mainly on the results; but there should be some inducement held out to men, to qualify themselves by a higher degree of scholarship. I would pay the teacher partly by his class, as ascertained by examination—partly as the reward of his acquirements—and I would pay him a certain portion on the results, and a larger portion. But I think, at the same time, that to encourage scholarship, it would be desirable to retain the present system of classification.

17169. In the case of the foundation of a system of subsidising schools by payment by results, without any reference to religious instruction, or without any relation to denominationalism, or the reverse—do you think it would be easy for the State to preserve its absolute neutrality in questions of proselytism and of religious antagonism in the schools?—I do not know that the question of payment by results would affect that, one way or the other. Whether you pay a teacher on the ground of his scholarship, or whether you pay him on the ground of the results that he has achieved, does not appear to me to touch the question of proselytism, or the religious question, in any way whatsoever.

17170. I did not mean that; but suppose a school paid by the State, in any way whatsoever, were paid simply for giving secular instruction, leaving the religious instruction entirely at the discretion of the manager and teacher, you consider that, in such a system, cases of proselytism would arise, do you not?—I consider that if you leave that optional with the teacher, or manager, proselytism must be the result, no matter how the teacher is paid. The question of payment by results or payment by classification appears to me not to touch the question of proselytism in the slightest degree. If you enforce a restriction preventing proselytism, or the possibility of it, it is no matter how the teacher is paid. If you allow liberty to proselytize, proselytism must be the result.

17171. Do you think it would be practically possible, under the denominational system, to enforce a re-

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striction by which proselytism could be prevented?—I do not know, unless by the plan suggested—that no one shall accept aid for a school—whether for a Church of England school or a Roman Catholic school, or for a Presbyterian school—unless he shall bind himself to admit none to that school except Church of England children, or Roman Catholic children, or Presbyterian children, as the case may be. In one word, that he should bind himself to admit none but those of his own faith.

17172. But if the several religious authorities declined to give such a pledge, or to accept such a restriction, and if they were allowed to exercise their own absolute discretion, with regard to the amount of religious instruction, and the nature of religious instruction, and the persons to whom they would communicate it, do you think that, under such a system, the harmony of the different classes of the population and the peace of the country would be efficiently promoted?—I think that proselytism would be the inevitable result; and where you have proselytism you must have contention.

17173. Then you would not consider such a system as calculated to remove and put an end to the unpleasantness and difficulties on educational matters which now exist?—I am afraid that it would rather increase them.

17174. Rev. Mr. *Cowie.*—Do you consider that the denominational would be preferable to such a secular system?—If the denominational system was practicable, I consider that it would be preferable to a merely secular system.

17175. Why?—Because the denominational system presupposes the teaching of religion, whereas the other does not, but seems to exclude it.

17176. It does not exclude it; you seem to misunderstand still Sir Robert Kane's proposal?—It was not to exclude religious instruction but to leave it to the discretion of the manager.

17177. And does not the denominational system leave religious education to the discretion of the manager, just in the same way?—My notion is that the denominational system, if such were practicable, would be preferable to that system, inasmuch as that the latter system would afford larger facilities for proselytism.

17178. Will you explain how?—Suppose the case of a school conducted by a Roman Catholic manager; he is perfectly free to teach what he pleases.—No. (On after-thought.) The cases are precisely alike; I misunderstood the thing.

17179. The cases would be precisely alike?—The cases are precisely alike. I misapprehended it. That was in consequence of the former mistake.

17180. So that under the secular system, as Sir Robert Kane has pointed it out, and the denominational system, as we are accustomed to speak of it in this controversy, the occasions of proselytism would be much the same?—Much the same.

17181. And therefore as far as that element of difficulty is concerned there is no choice between the two?—I think very little—scarcely any.

17182. Mr. *Stokes.*—Would it not be possible to provide that no child should be admitted to the school unless his parent had signed a book in the front of which should be printed the rules regulating the religious instruction of the school; so that if any day any Roman Catholic parent desired to send his child to a Presbyterian school he might do so, having first declared by his signature that he had heard or read the rules of the Presbyterian religious instruction in that school, and was satisfied that his child should receive that instruction?—That is our present practice. The parent of a different denomination must enter in a book his willingness that the child should receive the religious instruction there given. For example, if the religious instruction consists in the reading of the Scriptures, if the teacher be a Protestant he is bound to remove a Roman Catholic child; but it is competent for a Roman Catholic parent to go and enter in a book his consent that the child should receive instruction in the Scriptures.

17183. Then would you have any more objection to such a system than you have to the present system?—That is actually the present system.

17184. Sir *Robert Kane.*—Do you think that the same objections which are now made by certain religious authorities to the present system would equally apply to the system which has been suggested by Mr. Stokes?—The system suggested is that at present actually in operation. Both plans are precisely alike. Therefore the objections to both are equally applicable.

17185. Mr. *Stokes.*—Are managers generally free in the choice of books, and free to teach religion when, and how, and as they please?—Provided that they notify the time, and provided that they give four hours of secular instruction, let them dispose of the remaining twenty as they like.

17186. The Lord Bishop of *Meath.*—Are you aware of any cases of proselytism in the course of your experience in schools conducted by Roman Catholic patrons?—I know of no instance. There was an allegation that in the Youghal convent school, which is at present in my charge, some children there had learnt to repeat prayers which are essentially of a Roman Catholic character, from hearing the other children repeat them. That is the only charge of proselytism that I have ever heard of.

17187. Were there many Protestant children in that school?—About four or five in a school with I suppose an average attendance of about 350 children.

17188. Where is it?—In the town of Youghal. The case is fully stated in the appendix to the Lords Inquiry of 1854. Neither before or since have I ever heard of a case of proselytism occurring in a school under a Roman Catholic manager.

17189. Have you any personal acquaintance with schools under the Church Education Society?—None whatever. I visited one or two Church Education Society schools that were afterwards converted into National schools, I visited them for the purpose of seeing their fitness to be made National schools. That is the only knowledge I have of them.

17190. Are you aware of any cases of proselytism in Church Education Society schools?—I do not know of any actual change of religion; but taking the statement of the Society themselves that "the Word of Life is examined in, commented on, and explained"—as it generally is, by the minister of the parish—I conceive that the commenting on, explaining, and examining on the Scriptures by the minister is proselytism, and that its tendency is necessarily to proselytize.

17191. Sir *Robert Kane.*—Should you consider that proselytism necessarily required a formal and public declaration of having passed over?—Certainly not. One may be in heart proselytized, and he may not openly profess that change of opinion.

17192. Mr. *Sullivan.*—You say, I think, that if the schools were all denominational the children would not attend their own exclusively, but that they would go to other schools if they were better?—No; I said that where denominational schools were established and where National school were better, the children desert the denominational schools and attend the National schools. That is what I meant to convey.

17193. And have you taken examples of that from a district in the north of Ireland?—First, from a district in Connaught; secondly, from a district in Leinster, comprising the counties of Dublin and Wicklow, and thirdly, from a district in the north of Ireland. I have given those three instances from the three parts of Ireland that I was longest acquainted with, showing that it is a general rule.

17194. They were from your own observation?—From my own observation of course.

17195. One of these districts you said was Carrick-on-Shannon?—Yes; afterwards removed to Boyle.

17196. You took notes of all these points?—They were made out from the teachers' returns. The teachers returned to me the number on the roll of each denomination. I sometimes, perhaps not always, checked them by the entries in the school words, but I am quite certain this return was substantially correct;

because a teacher would make himself liable to censure if he gave an inaccurate return.

17197. How far would this description apply to your notes?

"Note books most scantily filled, especially in reference to the classes and the state of education, methods of teaching, discipline, and school keeping, numbers entered, stating the results of examination; but scarcely any entry of the page or grade of the book or subject examined on. Inspector states, in reference to this, that he makes notes on slates, &c., of these matters, and merely records the numerical results in book. I am quite dissatisfied with the total absence of any reliable record of the detailed examination of the classes."

That statement, if it be true—and I state on my oath now that more than one statement in that report from which you are reading is false—that statement if it be true, has nothing to say to the results I have ascertained. If the statement were even true, it refers merely to the literary and scientific answering. It has nothing whatever to say to the religious denominations. The statistics about the religious denominations were made and transcribed by myself, from returns furnished to me by the teachers, and which I am sure were as correct as if I had ascertained them from my own personal knowledge.

17198. Does not this statement refer to the whole body of notes which you took in that particular district?—No; that statement impeaches my taking down of the results of teaching in the schools, but it has nothing whatever to do with the returns as to the religious question.

17199. Are not your notes on the religious question made up from what you took down in the schools?—No; I could check the teachers' returns by reference to the entries in the books, but the returns as to religious denominations were taken from reports furnished to me on a printed form by the teachers, in which they stated the number of children on the rolls who belonged to the Established Church, Roman Catholics, Presbyterians, and so forth.

17200. In making the excursions which you made through your district for the purpose of procuring this information, have you ever inspected a school at midnight?—Never.

17201. Have you examined them when it was dark?—I sometimes, in consequence of having at that time so large a number as 154 schools under my charge, have been obliged of course to work up to late hours. But though I have myself frequently remained in a school till near dark, it does not follow that I examined the children at that late hour. If I went to a school late in the afternoon, I examined the children first and sent them home, and after their examination was concluded, I often had tedious investigations to make into the school accounts and other matters; but though I kept myself there till near dark in winter, I did not keep the children there.

17202. As a matter of fact, in the district in which you made these notes, which you have presented to this Commission as giving the relative proportion of the religious denominations, did you not on the average visit, in making those inquiries, two and a half schools per day?—Well, it may sometimes have amounted to that, but not generally.

17203. In addition to doing your ordinary duty in that district were you able to ascertain the truth of the statements made to you on the subject of the religious denominations, visiting the schools as you were at the rate of two and a half per diem?—I had no doubt whatever of the accuracy of statements which were furnished to me by persons of respectability, and which statements were liable to be checked by me at any time. I took the statement I have given from the returns which they furnished to me, and I believe that in every case the books from which these returns were taken could be produced at this hour.

17204. Are your examinations of schools, and the returns you give in as the result of such examinations, such as can be put before the country as accurate and to be depended upon?—They are, most decidedly.

17205. Notwithstanding that you examined the schools at the rate of two and a half a day, and made your inquiries at dusk?—I made in some cases my examination of the school accounts towards dusk. I was obliged to do so, as I had so many schools to inspect that I was compelled, at great labour and inconvenience to myself, to stay in some schools at a late hour, others at an early hour, before the children were assembled. The inspection of a school—as anyone who understands the subject knows—is not merely an examination of the children to ascertain the amount of knowledge they possess. It includes also an examination of the school-house and furniture and school accounts, which is often a very tedious process, requiring much care, inasmuch as there may be a suspicion of falsification of accounts. But if I remained till late at the schools on some occasions, much to my own inconvenience, the insinuation which was conveyed in the report from which you quote that it was cruel to have kept the children to so late an hour has no application, for it does not follow that because I stayed there myself I kept them there.

17206. Is it the business of the State to prevent a person changing from one denomination to another, if he pleases to do so?—Certainly not. Every person who desires to change his faith has, of course, a perfect right to do so, and the State has no business to interfere with him. If I thought proper to change my religion to the Church of England to-morrow, I would have a right to do so.

17207. Please to define what "proselytism" is in your estimation of the meaning of the term?—There are two sorts of proselytism—there is that which has a tendency to proselytize, and there is what some people call conversion and others apostacy. By proselytism, in the sense in which the word is applied to schools, is generally meant a system of teaching, the tendency of which is, to make a person change his or her religious opinions.

17208. If a system of denominational schools were established, where all religions are put on an equality, each denomination having its own schools and receiving a relative proportion of the grant, how far would that be proselytism, according to your definition?—If you give aid to a school of a certain denomination, and that there are no children, except such as belong to that denomination attending it, there is, of course, no proselytism; but if you have a school where there is an unlimited unrestricted power to teach religion in any way the manager pleases, and if that school be attended by children of another denomination, that is proselytism.

17209. You gave the case of the Kildare-street Society, and you stated the reason the system was broken up was, that it was open to the suspicion of proselytism; now is that a parallel case with any proposed system of denominational education—would a system such as I have mentioned be parallel with the system of the Kildare-street Society?—I think it would. For example, the principle of the Kildare-street Society was, that all the children taught in their schools should read the Scriptures. Now, supposing a Church of England clergyman opens a school, and receives a grant for it as a Church of England school, he of course will have the Scriptures read there, and if a Roman Catholic comes in and joins in that reading, and hears it explained and commented upon—I view that to be proselytism.

17210. At the time of the Kildare-street schools did the State give any sum of money to support Catholic schools?—No. Nor to any other primary schools except those of the Kildare-street Society.

17211. Then a child had no alternative except the Kildare-street schools?—Yes, he had. The report of the Commissioners of 1824 enumerates a great number of schools taught by Roman Catholic teachers, under the patronage of priests. There were 24 monastic, 27 conventual, and 350 "Roman Catholic day-schools founded wholly or in part by subscriptions."

17212. But receiving no aid from the State?—Receiving no aid from the State.

17213. But in the supposition I have put, of laying

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down a system of denominational education, would the case be parallel where the State gives to each denomination, no matter how numerous they may be, grants in proportion to their numbers?—It would not be exactly parallel certainly.

17214. Take the other alternative, and carry out the secular system in the form which has been mentioned by another Commissioner, would the case be parallel between the Kildare-street Society and such a school?—I think it would.

17215. A secular system?—A secular system, as explained. That is to say, where the State would merely aid the secular instruction, leaving the manager free to give religious instruction as he pleases. I think that is a case exactly parallel to the Kildare-street Society. The Kildare-street Society require all to join in reading the Scriptures. The denominational system, as explained a while ago, enables the manager to have reading of the Scriptures, or any other sort of religious instruction he pleased, and all who came were to join in it. In both cases there were children who were liable to receive religious instruction different from that which they were presumed to desire; and that would be proselytism.

17216. I think you afterwards said, when the nature of this system was explained to you, that there was no difference whatever between the two?—No; I misunderstood the thing at first; I corrected myself afterwards; and it appears to me that that was the very same answer I have given now—that the Kildare-street system and the secular system as I misunderstood it at first, that they are identical.

17217. You are a strong advocate I think of the present system of education?—I don't know that I am. I do not recollect having ever expressed in any document any opinion whatever on the subject.

17218. With respect to that report from which you quoted a passage—you said it had been the object of misconception.—Certainly.

17219. On what ground? What was the nature of those misconceptions?—The assertion was made that I described Roman Catholic children as deserting Roman Catholic schools, to go to Protestant schools, whereas I asserted the very reverse. The drift of the whole document was, that even where there were Church Education schools and other exclusively Protestant schools, Protestant children passed by the Church schools, to get the better education afforded by the National schools. That was a misrepresentation, and, I fear, a wilful one.

17220. If you have not expressed any opinion upon the present system of education, I believe you did upon the opposite of it, the other system?—I don't know that I ever expressed what you call an "opinion" upon the matter of any sort of education before this day, when opinions were elicited from me.

17221. Are you acquainted with this passage:—"Whether the 'gigantic scheme of godless education,' in reference to which some traders in political speculation, who were once so clamorous, have now subsided into a marvellous repose, may swell the host of those adversaries and give those principles, which are now too widely scattered, a force and direction that may enable them to accomplish the work of destruction more securely, is a problem which time can alone resolve?"—Yes; and I say the same thing now.

17222. "At all events, the necessity of counteracting the influence of these principles is obvious;"—you wrote that, I think?—I did; and I endorse it now.

17223. Why is it that in the Second Edition of the work from which I have quoted this passage you have changed your name?—I am not aware of that; I never saw the Second Edition.*

17224. (Book handed to witness.)—Read the title page?—"Sermons for Sundays and Festivals; the Blessed Virgin; Charity Sermons, Panegyrics of the Saints, &c. Translated from the French of Rev. N. Tuite M'Carthy, S.J. By D. Mahony, Esq. Second Edition." I never saw that until this moment.

17225. Your first Christian name, Cornelius, is omitted in this edition?—It is; but I had nothing to do with the omission or alteration.

17226. You acknowledge that passage as having been written by you?—It was written by me, and I adopt every word of it now. I wrote that when I was very young, and, in my maturer years I adopt it. I do not see what point there is in it that can be raised against what I say now.

17227. Rev. Dr. *Wilson.*—Have you seen a copy of this edition before?—Never, until now.

17228. Were you aware of the initial letter of your name being omitted?—Never; until this moment.

17229. Sir *Robert Kane.*—Could there be any object on the part of the publisher in that omission?—I don't know. The thing is perfectly unintelligible to me. I had no more connexion with it than any member of this Commission.

17230. How did it happen that a second edition of a work of yours could be published in the handsome style in which that book is brought out without your being aware of it?—Such is the fact, however. The wording of the title page is altered; it is not the same as the title page to the first edition, as I recollect.

[At this stage the room was cleared, and on readmission the examination was resumed, as follows:—]

17231. Mr. *Sullivan.*—You said, with regard to Dungarvan, that the per-centage of the population of Dungarvan who were unable to read and write was greater than in the neighbouring districts, according to the census returns?—I said there was a larger number of those who could not read and write—I have given figures taken from the census returns. The Commissioners have not yet issued them that I am aware of; but what I have stated is the fact.

17232. You know Dungarvan very well?—I know the neighbourhood and have been occasionally in the town; but I never had any official business to transact there.

17233. What was the condition of the people there some ten or fifteen years ago?—I did not know it then. It is little more than a year since I first seen it.

17234. But you could judge by their present condition: were not they an Irish-speaking population?—They are, to a great extent, an Irish-speaking population still.

17235. Is it fair, in comparing the condition of education in a district, to take a whole body of people who have ten or fifteen years ago only spoken Irish, and compare them in the matter of education with people in the neighbouring districts who are an English-speaking population?—I merely stated the fact; and in connexion with that I noticed the boast that was made, that there was no National school in the whole parish of Dungarvan. In connexion with that boast, I stated what the amount of ignorance and knowledge was in the locality.

17236. Is that like all the other facts you bring forward, where you don't show the context or endeavour to explain it?—I stated the fact truly; and I don't think it is fair to insinuate that I did it in an unfair or disingenuous manner. I am answering on my oath, and I respectfully submit that insinuations of this sort ought not to be made.

17237. Are you aware that the relative proportions of the people under education to the amount of the population between the ages of five and fifteen, are the very reverse of what you have stated?—I stated the sum total.

17238. Are you aware the proportion is exactly the reverse of what you stated?—I have not the figures by me now. They are before the Commissioners; but I abide by every one of those figures.

17239. Yes, you have given the total but have you taken the per-centage of those able to read and write

* The change of name referred to in this and the following questions was subsequently explained to the satisfaction of the Commission by Mr. Duffy, the publisher of the work mentioned above. See Evidence, 19th December, 1868, for Mr. Duffy's explanation.

of the generation now growing up?—If I was to go into all those details my report would extend beyond all bounds.

17240. Pardon me—you brought those figures up to show that under the present system of instruction now going on in Dungarvan you implied that the town was backward and retrograding, because no National schools were in it?—Not retrograding; I merely stated what the actual facts were. Those facts cannot be contradicted. In connexion with those facts I noticed the boast that was made about there being no National school in the town or parish of Dungarvan. These are the simple facts; and those facts cannot be gainsayed.

17241. Have you told in that return that, though the total may be as you say, the condition of the growing generation who are now under education is not the condition which that statement represents?—That may or may not be so. I stated the sum total.

17242. As an educationalist was it not your duty to put the facts in a fair light before the country?—I put the statement in a fair light. I did it to the best of my ability, in the way that I thought would give information such as was wanted—but if I was directed to this and that——

17243. Didn't it convey a wrong impression?—It did not. I think it conveyed a true impression.

17244. Was it not to show that the absence of National schools—the schools that you approve of—produced this result: was not that the object?—It may or it may not. I stated facts. I stated the fact of the public boast that there were no National schools in Dungarvan, and I submitted a simple matter of arithmetic in connexion with it. Let it pass for what it is worth.

17245. For the distinct object of proving that fact, or leading to that result?—I gave the figures. Let any person draw whatever inferences he likes from them.

17246. As an officer of a public department bound to put the truth fairly before the country I ask have you done so in this instance?—I have done so. I have told the truth.

17247. The truth, but not the whole truth?—I have told the truth.

17248. Did you tell the whole truth?—Am I to tell every trifle, whether relevant or not?

17249. Is it not your duty to tell the whole truth—[At this stage the room was cleared, and on re-admission the examination was resumed, as follows:—]

17250. You are well acquainted with the Irish language, I believe?—I know something of it.

17251. Has it ever struck you whether it would be advisable, in an Irish-speaking population, to employ their knowledge of Irish as a means of teaching them the new language they are to learn?—I think so. I consider that, amongst the Irish-speaking population, one of the most valuable agencies would be the use of the Irish language in one particular in which the education of our schools is, perhaps, most defective—that is to say, in making them understand what they read. I have tried the experiment in portions of Donegal, where the excuse sometimes given to me, when I found the children were deficient in understanding what they read, was, that they only spoke Irish. I often asked them to explain to me what a word or a sentence meant, particularly in the case of children of the First Book, and I almost invariably found they hit on the right idea, with almost metaphysical precision, when they explained it to me through the medium of Irish. I tried how they could be taught the elements of mental arithmetic by naming the figures in Irish, and I think they could acquire a knowledge of arithmetic through the medium of Irish better than in any other way. Within the last few months I tried the same experiment in the south of Ireland, in presence of the Duke of Devonshire, and his agent, Mr. Curry. The same excuse was given as regarded the children—that their backwardness was owing to their speaking only the Irish language. Mr. Curry, who understands Irish, and I, put several questions to the children of the lowest class in Irish, and they answered them quite to our satisfaction.

17252. Do you think it would have the same effect in enabling them to read and understand English?—I think it would assist them to understand English—I do not see how it would be of any assistance in teaching them to read.

17253. Is it not a matter of fact, as regards Irish-speaking children, that even where they have learned mechanically to read English they, in many cases, have not thoroughly understood the passages in the English Books which they have learned mechanically to read?—They may; and if the Irish language were used as a medium of making them understand what the English words mean—if they are taught to express the meaning of English words and sentences in Irish—I think it would assist materially in developing their intellectual training.

17254. The *Chairman.*—Do you find that in the rising generation the number of people speaking Irish exclusively is much diminished?—Very much diminished. There are very few localities now in which it is spoken exclusively. There may be portions of Donegal; I know there are portions of Cork and Waterford, along the sea-board, where they speak Irish only, and I suppose the same thing happens in the adjacent counties along the coast, particularly Kerry. I don't think it is so much the case in the province of Connaught; and there are parts of Connaught where they do not speak Irish at all—in Sligo and Roscommon. Only along the sea-board, I believe, will be found, generally speaking, the exclusively Irish-speaking population.

17255. Mr. *Stokes.*—Is not the tendency of reading in many parts of Ireland checked by the want of books?—I don't think it is. I know that in Youghal there has been a bookseller's shop long established, but very few books are sold there; and though literature has now became so cheap that the poorest person can provide himself with substantial, good reading, still the people do not care to avail themselves of it.

17256. Are there not large districts in which there are no booksellers' shops to be found?—There are; and some large towns.

17257. Are not the National schoolmasters employed to circulate the books sanctioned by the Board?—They sell them to pupils of their own schools; and they are allowed a per-centage, which has had a considerable effect in keeping up a supply of books in our schools. They are allowed a profit of 25 per cent.

17258. Did you express disapproval in general of the addition of land to the master's emoluments?—I think it has been in general a practical disadvantage.

17259. Would it be possible to meet the objection, and at the same time increase the income of the masters by encouraging them to sell other books besides those of the Board, and which would pay him a profit?—I am afraid it would not be worth his while to keep a stock of books for such a purpose as that. Suppose he laid out £5 in getting a stock of books he might remain 20 years without selling them. I apprehend that would be the case in many country districts.

17260. Rev. Dr. *Wilson.*—You say the masters who sell the books of the National Board receive a discount?—Yes.

17261. Have you ever known any case in which managers have availed themselves of the privilege of receiving discount?—I have never heard of an instance of it. It is one of the conditions entitling a teacher to discount that the manager shall certify on the application that the teacher has advanced the money out of his own pocket.

17262. Has that arrangement ever been infringed?—I never knew an instance of it.

17263. In reference to the questions put to you relative to Dungarvan, was not your object to state the facts of the case as they existed?—Precisely. It was a simple matter of arithmetic.

17264. You have emphatically stated you never inspected a school at midnight?—Certainly not. I never on any occasion inspected a school at night except a night school. I may have inspected a day school up to six o'clock in the evening.

17265. You visited at the rate of two and a half schools a day?—Sometimes. I generally visited two,

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and occasionally three schools in a day. I had a large district and a great number of schools under my charge.

17266. Are you aware that it is quite a usual thing for an Inspector at this moment to examine two schools a day?—Certainly. I almost invariably examine two schools a day. It would be impossible to comply with the instructions given me unless I were to do so.

17267. Rev. Mr. *Cowie.*—Do you say you can "examine" two schools a day?—You can imply the possibility from the actual fact. As a general rule I inspect two schools a day.

17268. Inspection and examination are different things?—By inspection I mean examination of the children; examination of the school accounts and statistics; calculating averages; looking over the house, to see whether it is in good order and has a supply of books and requisites—that I call inspection. Where there are a male and female school close to each other I examine the two.

17269. I understand your meaning now; I should not myself have called such a group two schools?—By two schools I mean schools with separate roll numbers. By inspection I include all the details which I am obliged to furnish in my report. I may add, that for myself my inspection is very often, a great proportion of it, teaching.

17270. Was not the statement you made that in getting those figures you visited two schools and a half per day?—No. There is a great misapprehension on this point. The teachers furnished me with an annual report, on a printed form. On the face of this report they used to return the names of the children of each denomination. In going over these reports this appeared to me to be an interesting question; and I therefore made out the calculation as to the denominations from their reports. It was not on my visits to the schools I got those statistics. I could have visited the schools to ascertain the accuracy of the returns, but as they were furnished to me by men of respectability, who had no object in deceiving me, I took their accuracy for granted.

17271. In your inspections you on the average visited two and a half schools a day?—Yes, occasionally. But that had nothing to do with the religious denominations. These returns were supplied to me by the teachers towards the close of the year, and at my leisure I went through them and made out that statement from them.

Brother Paul Townsend.

Brother Paul Townsend sworn and examined.

17272. The *Chairman.*—Will you state the name of your order and the position which you hold in it?—The Presentation Order of Brothers associated for the charitable instruction of poor boys. I am the Superior of the Presentation House, from which I have come.

17273. Where is your house?—The Presentation Monastery in Cork.

17274. Has your order existed many years in Ireland?—Yes; I think it was first established in 1803 or thereabouts.

17275. Do the members of your order devote much of their time to the carrying on of education?—Yes; always engaged in education since its establishment.

17276. What schools have you under your charge in Cork?—I have the monastery school, the Lancasterian school, and another school at Greenmount, formerly called Gallowsgreen. I have these three schools established under my management; two of them are in connexion with the National Board of Education, but they have refused a grant for the other.

17277. How many schools are there altogether in Ireland under the management of your order?—The schools which I have mentioned in Cork, and two in Kerry; the two in Kerry are not under my control, but are under the control of the ordinary of the diocese; he is the patron.

17278. Mr. *Sullivan.*—You are not like the Christian Brothers—you are not a body under one head, having its own jurisdiction?—Wherever established we are subject to the ordinary of the diocese; he is our ecclesiastical superior.

17279. In a different sense from what the Christian Brothers are?—Yes; we are not movable without the concurrence of the ordinary; wherever established we are permanent.

17280. The *Chairman.*—You have two schools under the Board of Education?—Yes, in Cork.

17281. Are they exclusively boys' schools?—They are, my lord, exclusively.

17282. Do you find that the regulations of the Board impede you in any way in giving secular instruction to the children?—I have not experienced any inconvenience.

17283. Do you find the regulations of the Board hinder you in conveying a proper amount of religious instruction to the children?—I think not, I have not experienced it; if our schools were separated from the Board of Education, I would not be disposed to make any change in our distribution of time.

17284. Have you ever had any Protestant children in any of the schools?—Not in the Cork schools, but I had in the county Kerry.

17285. Did you find any difficulty arising from their presence in the schools?—Certainly not the least. At the time of religious instruction they were not allowed to remain.

17286. Mr. *Sullivan.*—Can you state the circumstances under which the Cork Gallowsgreen school was prevented from being taken under the Board?—They stated because it was to be conducted by Religious. That was the principal objection made to it. We thought it better to build a school and take it to the poor barefooted children, rather than have them coming to us. We thought we could be better able to travel to them, being well shod and clothed, than have the poor children coming to us. We wished to accommodate the children, and built this school at an expense of about £2,000. We applied for a grant and were denied it. Before that, when about to build the school, we applied to the Lords of the Treasury for a long lease, and they gave the lease on condition that this would be a National school, and the same as our other schools. We sent that lease up to the National Education Commissioners, in Dublin. They required to see it before we got a definite refusal.

17287. The *Chairman.*—When the Board declined to take your school in connexion, what was the fate of the lease?—The lease held good, because it was on the same terms that we have the other schools in connexion with the Board. We agreed to have it a National school, that is, as long as the Commissioners made no change in the rules then existing, and we had the same freedom of education, both secular and religious, we then enjoyed. If the Commissioners introduced changes disagreeable to us, we would not feel bound to comply with them.

17288. Did you get the lease from the Lords of the Treasury?—Yes. We got it signed and executed by them and by the Mayor of Cork.

17289. Rev. Dr. *Wilson.*—Do you conform to the rules of the Commissioners of National Education in conducting your schools?—Most strictly, and sent the distribution of time table up to Dublin, and it was approved by the Commissioners.

17290. Do you make a distinction between secular and religious instruction?—Yes.

17291. Is religious instruction quite distinct from secular?—Yes, separate time for each.

17292. What books do you use in conducting your schools?—The books published by the National Board.

17293. Do you approve of keeping the secular distinct from the religious instruction?—Certainly. I would never mix them. I think religious instruction too solemn to have it mixed up with secular instruction, such as arithmetic, &c.

17294. *Chairman.*—What number of children are

there in the Cork schools now?—The number of distinct pupils in 1865 was 2,620 registered; the number of distinct pupils, not including re-admittances in the year 1866, was 2,599; and in the year 1867, last year, 2,453. I can give you the average also, and the average daily attendance.

17295. Do you have any monitors or pupil teachers paid by the Board?—We have.

17296. How many of your own body are engaged in education in these schools?—Fourteen.

17297. Then what payment do you receive. Under what head do you receive payment from the National Board besides the salaries of the monitors?—By capitation. They give 20 per cent. on the net attendance, and it is no more than 15 per cent. for the number we instruct. That is my impression, because I consider 70 per cent. is a very good attendance, and in order to have 70 net attendance we must instruct one hundred boys. The school is open, the seats are engaged, and the masters attend as well as if the boys attended.

17298. Do the children in your schools come from any great distances?—No; not in Cork. Very few come more than a mile.

17299. In what part of Kerry is your other establishment?—In Killarney and Miltown.

17300. Do the children in either of those places come from a great distance?—Probably a couple of miles.

17301. Should you be able, under the existing rules of the Board, to establish new schools in any other place?—No; so far as the Board is concerned we would get no grant from the Board.

17302. Not if you built a new monastery?—No; they declined to give us, as Religious, any grant, except the grant given for these schools that were in connexion before.

17303. Rev. Mr. *Cowie.*—Do you know why they refused it?—No; I cannot assign any reason for it, unless this, extending to us the benefit of a penal code, which I certainly thought monstrous to have acted on by the Board of National Education. The association of penal statutes with a National System of Education I think very impolitic.

17304. Lord Bishop of *Meath.*—What school books do you use in your school?—The books of the Board.

17305. Do you approve of them generally?—I think they are well adapted for the purpose of giving elementary instruction, teaching boys to read and write, &c. There is a great improvement in them lately; I think the new editions are very much improved, both in point of knowledge and in point of nationality also.

17306. There is a certain amount of religious education in those books; do you object to that?—Certainly not at all. It gives the opportunity of directing particular attention to sacred history—as of course, I would not call education by that name—I would not call it even secular education, without giving some knowledge of history calculated to produce a moral effect.

17307. I don't mean to ask you whether you object to religious education as such, but whether you object to the form in which religious education is conveyed in these books?—No, being historically conveyed. I don't see any objection to that.

17308. The *Chairman.*—Have you any complaint against the operation of the National system, except that you are not allowed to obtain its benefits in any new establishment?—I have no objection; of course it was a great advantage to us. In the first place it was a great advantage to the children in point of cheap stationery, getting the books of the Board for half the wholesale price was a great advantage. Our care and solicitude being entirely confined to the poorer classes, we could not overlook these advantages to the poor children who could badly afford to purchase school requisites at the full price. We are often obliged to give poor children, such as the children of widows, school requisites for nothing.

17309. Are the monitors you employ children raised up in your own schools?—Oh, yes, selected from our own schools.

17310. What becomes of them afterwards?—Some of them go out as teachers, I sent four of them out as assistant teachers to neighbouring schools, and the reports of the Inspectors were most satisfactory as to them, they took higher class than was required on examination as probationers. They were required to obtain the third division of third class, and they took first division of third, and not only that, the Inspectors remarked that they would be entitled to a division of second class, but that they were too young. Many more fill respectable situations in the different establishments in the city and through the country.

17311. Have the relations of your order with the Inspectors been of a harmonious character?—Generally. I know only one instance in which I had to remonstrate, and that was a week after opening the school after vacation. The Inspector came to inspect, and it was not a time to ascertain the progress of the children when there had been a month's vacation. I complained of that, and wrote to the Commissioners about it. He made a partial complaint of the classes not answering to his satisfaction, and about statistics not being made up in the first week of the new quarter after vacation, I wrote to the Commissioners complaining of that, I have the correspondence on the subject; I don't recollect any other instance.

17312. Mr. *Sullivan.*—When you speak of having three schools in Cork you mean school buildings?—Oh, yes, three large buildings; in each of those schools, at least the two in connexion with the Board, we have four large school-rooms and two class-rooms, lecture-rooms with gallery we use as class-rooms and lecture-rooms, at the other school we have also four large rooms.

17313. Greenmount, or commonly called Gallowsgreen, is one of the poorest outlets of the city of Cork. Is it not?—Yes; one of the poorest districts.

17314. Are there many other schools in the immediate neighbourhood?—Not in the immediate neighbourhood, nearer than Sullivan's-quay.

17315. That is the nearest school to Gallowsgreen?—Yes.

17316. In the direction of Glasheen, what is the nearest school to it in that direction?—A place called Thoer, about a mile and a half away.

17317. There is a very dense population there?—Yes, a very dense poor population.

17318. Are there any other schools built there, or got up there by the National Board since they refused to give you a grant?—No.

17319. You absorb the population there that requires to be taught?—Yes. Such as come to us.

17320. How many schools have you in that place distinguished from the buildings?—Four schools.

17321. Four schools in that likewise?—Two large rooms and two class rooms.

17322. How many children do you educate in that?—I think when the Commissioners were in Cork we had 256 or 258, net attendance.

17323. How many on the roll?—Over 500 registered on the roll, distinct pupils, during the year.

17324. That school is built on public property, is it not?—On corporate property.

17325. And the Corporation gave you a lease after they got the sanction of the Lords of the Treasury?—Yes. They could not give a long lease without their sanction.

17326. That is the way you had to deal with the Lords of the Treasury?—Yes.

17327. What do the Corporation charge you as rent?—The Corporation charge a rent of thirty shillings a year. Before getting the sanction of the Lords of the Treasury, I had to get a sworn valuator to value it, and he valued it at 27*s.* 6*d.*, 2*s.* 6*d.* less than what I offered. It was a common.

17328. In other words you are paying the average rent of the locality?—Yes.

17329. What lease have you got?—Five hundred years.

17330. What sum of money was actually spent on this building at Greenmount?—We have spent about £2,000. We would not build them for £2,000 now. That was the sum laid out on the schools, and about the same sum on an orphanage attached to the school,

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Brother Paul Townsend.

where we have 56 or 57 poor children that we feed, and clothe, and educate.

17331. This sum you spent on the school does not include any sum you expended for lodging the brothers themselves?—No.

17332. It is entirely for school purposes?—Yes. Two of the brothers are at the orphanage with the children, where we have them under their care.

17333. What representation did you make to the Board with regard to your exclusion from the benefits of the grant for that school?—I applied to the Commissioners to have the new school at Greenmount taken into connexion with the Board. I gave them an account of the extent and character of the buildings and the amount expended on them, and I mentioned the conditions on which I had obtained the lease of the site from the Corporation, with the sanction of the Lords of the Treasury, and I asked for the usual grant. The Board supplied me with a form to be filled up for the purpose, and they asked to see the lease. I filled up and returned the form, and sent them the lease, and I received as answer that the school could not be taken into connexion as it was to be conducted by Religious. I wrote to the Board remonstrating, and they said they could give no more grants to religious bodies of men.

17334. Is there really any difference between your position as Religious and the position of the convents which are sanctioned?—Not the least. The rules are nearly the same, only the adaptation to men.

17335. You stated you thought they objected to the capitation grant which is calculated on the average attendance?—The net attendance. I remonstrated with the Commissioners and said that was not a fair grant, that we ought to be paid the net attendance of any boys that were two months at the school—that we ought to get a quarter's salary for that boy.

17336. That you ought to be paid according to roll?—The net *bonâ fide* attendance on the roll.

17337. What would be the difference between the actual net attendance or the average attendance and the actual purified roll?—We had, for instance, the actual attendance at one of our schools, the total number on the roll, 440, and we are paid for 305.

17338. What would be the difference between the 440 on the roll purified from re-entrances?—Call it 400 purified from re-entrances and persons making less than half a quarter's attendance.

17339. Four hundred and forty would be the gross number for entrance?—Yes. We are paid 305. Four hundred would be coming and going to the school, and there are seats for them and masters there to teach them.

17340. Four hundred and forty would include the re-entrances?—Four hundred would certainly represent at least the *bonâ fide* number.

17341. That is of distinct individual pupils?—Yes. I have here documents that would show it. I think the average on the rolls ending in June, 1868, was 494; the average attendance present 338. That is for the year, and we were paid but for the 338, though we had an average number on the rolls of 494.

17342. The average of 494, how many does it represent on the roll itself?—I think at least we ought to be paid for 450.

17343. You have not the gross roll for the year?—That is the average every quarter on the rolls.

17344. What is the total roll number itself for the year?—Two thousand six hundred and twenty in the three schools.

17345. But for that particular school?—Eight hundred and twenty-six for that particular school—the number of distinct pupils registered for that year in that school. The average quarterly number on the rolls of that school was 494, and the average daily attendance 338.

17346. What was the exact nature of your communication to the Commissioners on this subject?—I will read for you the following extract on the subject from a letter which I addressed to them:—

"There is another matter to which I beg leave most respectfully to direct the attention of the Commissioners, which is the scanty pittance awarded to these schools. It is not 30 per cent. of what may be obtained for any ordinary National school, though it must be admitted that no other schools in the district can compete with them, or be compared to them in point of efficiency and comfort for the children. It would be much more equitable to have the centage allowed on the net number on the rolls quarterly than on the net attendance, as at present. We see that in academies and pay schools in general, when a boy spends any considerable part of a quarter at a school, he must pay the entire quarter's salary, and very justly. The master's time is spent, the school is open, and must be, whether the pupil be in attendance or not. Nor is there any regard paid to or distinction made between schools for boys and those for girls in the centage allowed as should be proportionate to the scale of salary allowed to male and female teachers. I do most respectfully but emphatically say that these are just complaints, and worthy of the Commissioners' attention and consideration. I may add that every advantage extended to these schools will be used in promoting their greater efficiency and the benefit and comfort of the pupils in every possible respect."

17347. Rev. Mr. *Cowie.*—Do you charge the children attending your school any school fees?—No school fees.

17348. Do the rules of your order forbid your taking money from the children?—If we take money from children we cannot do it of ourselves without the sanction of the bishop. In country towns where there would not be good schools convenient, we may, with the approbation of the bishop, take fees from the children of persons in easy circumstances. Whatever we get for teaching them we apply to the benefit of the poor that are in the schools.

17349. Mr. *Sullivan.*—Would your order have any objection to the teachers passing an examination and receiving certificates?—I think the feeling in general is that *religious* would feel it derogatory. I think that is the general feeling.

17350. But if you look at the case of the State having to make a general rule for all—for the whole country, and that it cannot make any exception in favour of one body rather than another—looking at it in that point of view, do you think it would be derogatory?—I think the just and most equitable arrangement would be to pay by results. I don't think, for instance, that a first class teacher is the best adapted for a country school. His education is of too high a class. He will not wish to stoop so low as to be solicitous about children in A B C, or spelling words of two or three letters. It will be a little below him, particularly when his salary is according to his class. He receives a first class salary. No matter what the result may be he receives it, and might not be so painstaking as a third class teacher.

17351. There are parts of the country where the attendance at the school must necessarily be small, in thinly populated places—if you were to pay such a teacher by results he would not be able to live, no matter what his class?—That should be taken into consideration also. When that would be the case, certainly the teacher should be paid more than by the result, when the fault would not be his. He could not produce the results without having the means to work on. I would supplement the payment by results with a gratuity, in all such cases.

17352. If, for instance, when you have dense town populations and a scattered rural population you are obliged to introduce a mode of payment founded on the principles of personal qualifications and results, would your body find it a grievance that they were paid only by results—now you are paid by capitation—while other teachers received not only payments by results, but also a personal payment to counterbalance the small number at the school?—We are not paid by results; we are paid by capitation. If we were paid by results we would be paid more than three times what we are now paid. This is my impression.

Brother PATRICK A. GAYNOR sworn and examined.

17353. The *Chairman.*—Are you a member of the order of Presentation Brothers?—I am, my lord.

17354. In which of their establishments do you reside at present?—I reside at present in Cork, with Father Townsend.

17355. Have you any experience of the establishment of the schools at Killarney?—I completed the building of them after Father Townsend.

17356. Did you have the management of them after they were built?—Yes, my lord, under the patronage of the bishop, Dr. Moriarty.

17357. For how long?—Since they were built, up to the 1st of November, '67.

17358. When were they in operation?—Our first schools were in operation in the year '38, I think, in the old building. Then we built the new schools now in operation for six or eight years.

17359. Are both under the National Board?—No. The old school has ceased to exist, and we removed the pupils from the old building into the new.

17360. Is the new building under the National Board?—Yes.

17361. What was the number of children in those schools when they were under your charge?—As well as I can remember we had sometimes an attendance of nearly 300.

17362. Did that include any children of persons in easy circumstances, or were they exclusively from the poor?—Indeed I may say exclusively from the poor. Some mechanics, perhaps earning £1 4*s.* a week, which was the rate of payment for tradespeople in Killarney, or shopkeepers sent their children to be taught; but I had not that accurate knowledge of their circumstances to know whether they were affluent or not.

17363. Did you find any difficulty arising from the rules of the Board in communicating religious instruction to the pupils?—No; when we took the grant we entered into a compact to observe the rules, and which compact we have faithfully kept.

17364. Had you any Protestant children in those schools?—Yes.

17365. In any number?—We had six or eight at one time. One of the number I, as patron of the school, appointed a monitor, and he is at present, I believe, a telegraph clerk at Belfast, and another I brought myself from the monastery to the Model Farm at Glasnevin. He put in his time there, a period of two years, and I think he is at home at present with his father. In another establishment of ours we had about thirty or forty Protestants.

17366. Where was that?—At Milltown, county of Kerry.

17367. Do you find the presence of children of mixed persuasions embarrass you in the management of the school?—The number was so small at a time that when prayer commenced they walked out in the yard. The literary instruction closed at two o'clock, and the religious instruction was from two till three o'clock. There is no Protestant boy at present in the Killarney school, I think.

17368. Rev. Mr. *Cowie.*—Do you know where the children of the poor Protestant people of Killarney go to school?—They go to the parochial school.

17369. I found only seven Protestant children there?—I believe that is all you could find there.

17370. The Lord Bishop of *Meath.*—How many Protestant children are there in the Milltown school at present?—I don't know that there are any at present.

17371. Rev. Mr. *Cowie.*—How long is it since you were there?—I have not been residing there since '44, as well as my memory serves me. It ceased to be under our control from '46, I think. I may not be accurate as to dates. From '46 to about three or four years ago. We suspended action in the place for some time.

17372. Mr. *Sullivan.*—It was at the former period Protestant children were there?—Yes, at the former period. On the 6th of August, '43, I think it was I came there.

17373. The Lord Bishop of *Meath.*—Was there any Protestant school in Milltown at that time?—Yes, there was, and a Presbyterian school, and, I believe, a Wesleyan school. The Rev. Mr. M'Manus was Presbyterian clergyman. The Protestant parochial school was opposite us at the other side of the road, under the patronage of Sir William Godfrey.

17374. The *Chairman.*—Do you find many of your children remain an unduly great length of time in the First and Second Books?—In the First and Second Books? I am not able to answer as to that. There are various causes—perhaps the poverty of a child might account for it very often.

17375. Do you attend any ordinary of the National schools as patron or manager?—No, none whatever.

17376. Rev. Mr. *Cowie.*—Are there any rules of the Board of which you complain?—The grant is what I have to complain of.

17377. You have not enough of pay?—No.

17378. Apart from that, yours are much the same as the convent schools?—Yes.

17379. Setting the payment aside, are there any other points?—I will read a rule for you, with your permission, to which I totally object. I have the rules of the Board before me. On page 12, part iv., it is said:—"No clergyman of any denomination, or member of any religious order, can be recognised as the teacher of a National school." I beg respectfully to make a remark on the first paragraph of the rules on that page, which says, "National teachers should be persons of Christian sentiment, of calm temper, and discretion; they should be imbued with a spirit of peace, of obedience to the law, and of loyalty to their Sovereign; they should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power which education confers a useful direction." I would say, without being presumptuous, that this qualification might be expected to be found in a monk. I also object to the second paragraph precluding him, according to its terms, from having anything to do with a National school, because no clergyman of any order can be recognised as the teacher of a National school.

17380. Mr. *Sullivan.*—Is it in virtue of that rule that Greenmount was excluded?—Yes, in virtue of that rule, which was made in '55, I think.

17381. Rev. Mr. *Cowie.*—Suppose a rule was adopted which over-rode that, with this condition, that any such person shall undergo the ordinary examination for the certificate and pass satisfactorily?—We would not submit to it.

17382. How do you reconcile that with your peaceable character?—Let the tree be known by its fruits. If it be found by the Inspector that the children are up to the required standard, let that report tell. We go in for results, but we shall not submit to examinations for certificates.

17383. The *Chairman.*—Should you propose the State should abandon the examination of the ordinary lay teachers?—With that I have nothing to do. I make no proposition about the matter. It does not come within my province. I am only speaking of ourselves as a fraternity, but I make no suggestions at all.

17384. On what grounds would you claim from the State exemption from examination?—A fair day's wages for a fair day's work. If the children are found to be properly taught, I claim payment for their tuition.

17385. Rev. Mr. *Cowie.*—You would merely claim payment upon results by examination?—Yes.

17386. Mr. *Sullivan.*—In parts of the country where there is a necessarily scattered population, could you apply the principle of payment by results exclusively to schools in such places?—I make no answer to that. I confine myself to what I have a perfect knowledge of, and let those whose business it is to give an opinion upon that give it.

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17387. But if the State be obliged to carry out two principles of payment, one personal to the teachers on examination, and the other payment by the results of the teaching, and you by not undergoing the ordinary examination be precluded from getting any benefit under the personal grant, would you consider yourselves unfairly treated if the State were obliged to make the distinction in reference to you—would you consider it a grievance?—I make no answer to that at all.

17388. The *Chairman.*—Must there not, under any system, be considerable difference between the position of a member of the monastic order and an ordinary lay school teacher?—There is, of course, a difference.

17389. Do you consider it would be possible in all respects to avoid some difference of treatment between the two?—Do you mean to convey to me, my lord, that I would expect that one should be treated differently from another? I certainly think that a man, who had good prospects in the world, and who went into a monastery and made there a vow to discharge a duty of teaching for nothing, from pure motives of charity, so far as the recipients are concerned, in his case ought to be exceptionally and considerately treated.

17390. Mr. *Sullivan.*—The State is bound to carry out some rule that must apply to all?—I am only giving my own opinion. I am not saying what the State has a right to do; but the monk is entitled to some consideration.

17391. I put the case for consideration for you. The State is bound to make a rule which will apply to all, with as little exception as possible; and though it may be that a body from its very organization be worthy of exception, yet if that exception be made it leads to a breach of the general rule, that may lead to disagreeable and awkward results on the part of the State?—I don't see that. There is one thing I wish to bear testimony to. So far as my intercourse with any of the Commissioners, or Inspectors, or Chiefs of Inspection, or those connected with the office of the Board, went, I always received the most uniform kindness and courtesy from them on every occasion on which I had anything to do with them.

17392. The *Chairman.*—At the present moment is not the payment by capitation peculiar to convent and monastic schools?—Yes, only we complain very much of the payment, it comes to only 4*s.* per head.

17393. Suppose that payment were at a higher rate, should you consider it any grievance, being paid on a peculiar basis?—I don't exactly see the point, my lord.

17394. At the present moment does not the State recognise a distinction between the convent schools and ordinary parochial schools, by remunerating the teachers in a different manner?—It does. It makes a distinction of course.

17395. Supposing that remuneration was calculated on what you considered a fair and equivalent basis, would there be any ground for complaint, that it was calculated in a different manner?—Well at present, if I calculate rightly, we are paid £20 for every 100 children in attendance, and the teacher is paid in an ordinary school according to his class. We receive about 4*s.* per head per annum, while an ordinary National school under a first class teacher may cost the State about £1 5*s.* per head per annum.

17396. Was not the present mode of paying conventual and monastic schools devised in order to give some remuneration to teachers who did not submit to examination?—That might have been one of the reasons put forward. I recollect when there were four brothers in Milltown the salary given by the Board was only £32 a year—£8 per head for each of the brothers. I don't recollect exactly when this mode of payment was devised.

17397. Supposing payment by results were adopted, do you consider that your children would appear as well as the pupils of the ordinary National schools?—Well that would remain to be proved. I should hope they would.

17398. You would not be apprehensive of the effects of such a system?—I would not be apprehensive. At the same time I do not make the assertion as boastful.

17399. Is there any limit of age beyond which you decline keeping boys in your schools?—No.

17400. Have you many over twelve years of age?—Oh, a good many.

17401. Are the children who remain in your schools above the age of twelve, children who wish to acquire somewhat more education than the others, or are they backward children of irregular attendance?—Some of them wish to acquire more information. Some of them left the school for some time and went to manufactures, and then when they were disemployed they returned to school.

17402. To what pursuits in life do those children who are over twelve years of age, and who remain with you for the purpose of getting additional education, betake themselves afterwards?—Some of them, I believe, become National teachers—I cannot say the number.

17403. Mr. *Sullivan.*—A good many, I suppose, are the sons of artisans?—Of tradesmen, yes.

17404. What was the expense of the building at Killarney—that is the schools, distinct from the monastery?—I must make a distinction as regards that. There are reasons why it was advantageously built. I put it down at its real value to be worth £2,500.

17405. How many school-rooms are there?—Two rooms. They are 114 feet long, by 25 feet broad. The walls are 23 feet high, with an open roof, lined longitudinally with timber inside, stained and varnished, and there is wainscoting to four feet high.

17406. What accommodation do you calculate it will afford?—Take it at eight superficial feet, 356.

17407. Are there any other National schools in Killarney?—Yes; the two convent National schools.

[Adjourned.]

TABLE A referred to in Mr. MAHONY's Evidence, question 17131, page 750.

NUMBERS of the several RELIGIOUS DENOMINATIONS taught in IRISH NATIONAL SCHOOLS.

Year.	Authority on which Return has been made.	Total on Roll.	E.C.	R.C.	Presb.	Others.	Not stated.	Per-centage E.C.	Per-centage R.C.	Per-centage Presb.	Per-centage Others.	Per-centage Not stated.
1837	Rev. J. Carlile, . .	131,003	15,761	92,132	–	–	23,120	12·0	70·3	–	–	18·11
1852	Eglinton Returns, . .	493,018	24,684	424,717	40,618	1,908	1,091	5·0	86·2	8·2	0·4	–
1853	Lord Clancarty, . .	490,027	23,629	390,840	39,751	2,083	33,724	–	–	–	–	–
1858	Mr. Butt's, . . .	569,545	29,130	481,064	57,018	2,216	117	5·1	84·5	10·0	0·4	–
1859	Commissioners' Report, 26th, .	570,551	29,105	478,802	59,873	2,508	263	5·1	83·9	10·5	0·4	–
1860	Commissioners' Report, 27th, .	548,138	30,863	455,582	59,086	2,607	–	5·6	83·1	10·8	0·5	–
1861	Commissioners' Report, 28th, .	589,012	34,717	486,206	64,687	3,402	–	5·9	82·6	10·9	0·6	–
1862	Commissioners' Report, 29th, .	584,552	36,706	479,452	64,436	3,958	–	6·3	82·0	11·0	0·6	–
1863	Commissioners' Report, 30th, .	619,553	39,984	506,419	68,865	4,285	–	6·4	81·7	11·1	0·7	–
1864	Commissioners' Report, 31st, .	657,575	43,001	536,189	73,267	4,618	–	6·5	81·6	11·1	0·7	–
1865	Commissioners' Report, 32nd, .	675,335	45,096	551,006	74,424	4,869	–	6·6	81·6	11·0	0·7	–
1866	Commissioners' Report, 33rd, .	910,093	63,338	738,897	101,492	6,406	–	9·	81·1	11·2	0·3	–
1867	Commissioners' Report, 34th, .	–	–	–	–	–	–	–	–	–	–	–

TABLE B referred to in Mr. MAHONY's Evidence, question 17133, page 751.

RELIGIOUS DENOMINATIONS in the SCHOOLS of the CHURCH EDUCATION SOCIETY.

No. of Report.	Year.	Established Church.	Dissenters.	Roman Catholics.	No. of Report.	Year.	Established Church.	Dissenters.	Roman Catholics.
1	1839	43,627	Not distinguished.	10,868	16	1854	60,546	16,064	18,893
2	1840	59,067	,,	21,430	17	1855	58,109	15,426	17,037
3	1841	69,643	,,	20,451	18	1856	55,966	13,833	15,770
4	1842	86,102	8,365	29,612	19	1857	53,970	14,632	13,195
5	1843	102,528	13,899	33,115	20	1858	54,633	14,789	12,971
6	1844	104,968	13,668	32,834	21	1859	51,944	14,580	11,963
7	1845	100,750	12,691	30,057	22	1860	49,100	14,269	10,128
8	1846	96,875	12,832	29,691	23	1861	49,864	14,557	10,162
9	1847	116,968	14,697	44,638	24	1862	49,650	13,330	9,707
10	1848	120,202	15,713	46,367	25	1863	49,090	12,856	9,662
11	1849	111,952	15,562	37,857	26	1864	49,092	12,646	9,300
12	1850	108,450	15,134	33,297	27	1865	49,309	12,993	8,686
13	1851	103,878	14,991	29,431	28	1866	46,704	12,668	9,855
14	1852	61,630	15,674	28,083	29	1867	44,378	12,300	6,871
15	1853	61,380	15,822	22,032					

	Established Church.	Dissenters.	Roman Catholics.
Averages, . . .	73,001·5	13,999·6	21,860·8
Per-centages, . . .	65·6	12·6	21·8

TABLE C referred to in Mr. MAHONY's Evidence, question 17134, page 751.

Province.	E.C.	Presb.	Dis.	R.C	Not stated.	Total.
Society Discouraging Vice:—						
Ulster, ...	1,929	790	57	1,142	65	3,983
Leinster, ...	3,028	10	7	2,644	59	5,748
Munster, ...	1,752	–	–	783	85	2,620
Connaught, ...	220	4	–	115	3	342
	6.929	804	64	4,864	212	12,693
Erasmus Smith:—						
Ulster, ...	1,377	1,324	85	1,031	51	3,868
Leinster, ...	1,917	8	–	1,395	20	3,340
Munster, ...	710	–	–	673	47	1,430
Connaught, ...	121	19	–	140	11	291
	4,125	1,351	85	3,239	129	8,929
Education of Poor:—						
Ulster, ...	6,898	9,371	396	7,759	346	24,770
Leinster, ...	4,107	68	29	9,550	809	14,563
Munster, ...	3,084	12	9	7,653	144	10,902
Connaught, ...	2,112	24	8	4,925	358	7,427
	16,201	9,475	442	29,887	1,657	57,662
London Hibernian Society:—						
Ulster, ...	7,051	4,677	482	7,168	93	19,471
Leinster, ...	679	6	1	1,394	41	2,121
Munster, ...	1,710	11	2	4,486	94	6,303
Connaught, ...	3,481	63	13	5,170	219	8,946
	1,1921	4,757	498	18,218	447	36,841
Baptist Society:—						
Ulster, ...	–	–	–	–	–	–
Leinster, ...	139	–	2	210	–	351
Munster, ...	268	–	9	428	6	711
Connaught, ...	869	38	1	2,418	83	3,409
	1,276	38	12	3,056	89	4,471

FORTY-FIFTH DAY.—DUBLIN, FRIDAY, OCTOBER 30, 1868.

PRESENT:

The Right Hon. the Earl of POWIS, *Chairman.*

The Right Hon. and Most Rev. The Lord Bishop of MEATH.
The Right Hon. Lord CLONBROCK.
Sir ROBERT KANE, F.R.S.
WILLIAM BROOKE, Esq., M.C.
Rev. DAVID WILSON, D.D.
Rev. BENJAMIN MORGAN COWIE, B.D.
SCOTT NASMYTH STOKES, Esq.
WILLIAM K. SULLIVAN, Esq., PH.D.
LAURENCE WALDRON, Esq.

GEORGE A. C. MAY, Esq., Q.C., D. B. DUNNE, Esq. } *Secretaries.*

Oct. 30, 1868.

David Ross, esq.

DAVID ROSS, Esq., Barrister-at-Law, sworn and examined.

17408. The *Chairman.*—Are you a graduate of the Queen's University in Ireland?—Yes.

17409. Are you a barrister, practising in Dublin?—Yes.

17410. Has your attention been given to the management of individual schools, or to a general study of questions connected with education?—To a general study of the questions connected with education, more particularly.

17411. Have you taken part in any public meetings on that subject?—I have, at the meetings of the Social Science Congress read a paper on the Nature and Advantage of the non-vested system under the National Board; and I have also, as a graduate of the Queen's University in Ireland, taken a considerably prominent part in relation to the action of the graduates of the Queen's University with reference to certain proposed changes in the constitution of that University.

17412. Rev. Dr. *Wilson.*—May I ask, have you been connected with any of the Commissions that have been previously issued in regard to education in this country?—Yes.

17413. Will you state what relationship you held to any of those, and specify them?—I acted for a considerable time as assistant-secretary to the Endowed Schools Commission, and I was afterwards appointed secretary to the Queen's Colleges Commission. Since that time I have taken a particular interest in the Irish educational question.

17414. Have you turned your attention particularly to the religious difficulty connected with education in this country?—I have considered that a good deal.

17415. How do you view it, according to the original scheme?—Well, speaking generally, I am of opinion that the system of National education that exists in Ireland is better than any other sytem that I am acquainted with—that is, speaking generally.

17416. In what connexion?—I may remark in which description of education—National education—I include the primary education under the National Board, and the higher education that is represented in the Queen's Colleges.

17417. To confine our attention to the education in connexion with the primary system, do you regard it as a purely secular system?—I do not. In my opinion the National Board, in its original idea, was a system which intended that religion should be taught in every school under the Board. Afterwards—I am not competent to say precisely how the non-vested system arose, but as I have mentioned in my paper that I have referred to—by, as it appears to me, a somewhat radical change in that system, the non-vested system was put in connexion with the National system of education, and that change, under the circumstances of the country, I approve of, not meaning thereby to condemn the vested National system.

17418. Do you regard it as an advantage that there should be in connexion with the system of primary education, secular and moral instruction, leaving that to the State, and that the patron should look after the religious instruction connected with each class of schools?—I do. I think it is the best solution of the religious difficulty in education.

17419. Have you ever met Mr. Vere Foster?—No. I have never met him. I have seen him and heard him speak.

17420. In connexion with this subject?—No.

17421. Allow me to read a statement made by him. He says:—"As regards the religious difficulty, I have travelled a great deal through the country. I dare say I am acquainted with more teachers and managers of schools than perhaps anybody else in the room; and I maintain that the religious difficulty does not exist, excepting in the minds of theorists; that it is unknown to the teachers and to the parents of the children. That is my experience on this matter; and I have visited 1,500 schools, and have been in correspondence with the managers and teachers of a great number of them; and I have just now returned from a journey through several counties, in which I have visited several hundred schools within the last few weeks. I will content myself with having made those references to the comparative popularity of the two systems in England and Ireland, to the fact that in Ireland the mixed system has been successful, and to the fact that the religious difficulty is a myth." Should you concur in that opinion?—No; I should not be disposed to say that the religious difficulty was a myth; but I am of opinion that the religious difficulty, to a very great degree—I should be unwilling almost to say to how great a degree—depends on the action of two highly respectable and influential bodies in this country—the ecclesiastical authorities of the Catholic Church and of the Established Church.

17422. Mr. *Sullivan.*—Do you say that of your own knowledge, or is it merely from the opinion of those you converse with?—Of my own knowledge; and I infer it from the public discussions I see, the pastorals of the Catholic prelates, and the action generally of the Church Education Society.

17423. What I mean is, you seem to confine this action to the clergy?—Mainly, I said.

17424. But have you any means of knowing whether it is confined to the clergy, or extends to the laity?—That is a somewhat difficult question to answer satisfactorily; but, if I may be allowed to state my opinion, it is this—that the prevailing feeling among all classes of people in this country, irrespective of what is presented to them as their conscientious duty in the matter—is, that it is a proper, and a right, and a just, and a fair thing, that every public school—to confine myself to elementary education—should be open to the child of every citizen that may happen to live in the district.

17425. What I want particularly to know is, upon what experience of your own do you ground that opinion?—I ground it on frequent conversations which I make a practice to have when making walking excursions through the country and at other times, with men even in the humblest rank of life.

17426. Rev. Dr. *Wilson.*—Are you a native of the North of Ireland?—Yes.

17427. Have you resided long in the city of Dublin?—Almost entirely since the year 1854, saving for a portion of that time during vacation.

17428. Have you mixed to any extent with Roman

Catholic laity in the North of Ireland, and in the city of Dublin—members of the Bar here and others—since you became a member of the Bar?—Yes; but not so much in the North of Ireland, save with the people. As the Commissioners are aware, in the North of Ireland there is not at all the same proportion of Catholics in the higher ranks of life as there is in Dublin; and I have not, in the North of Ireland, had very much social intercourse with Catholics. I met Catholics occasionally; but, as a rule, Protestants and Catholics don't mix very much together in the North of Ireland, not merely on account of the existence of what is even in Dublin the fact—that society is in many respects, lamentably, separated, but because there is not in the North, as in Dublin, a large proportion of what are called the better classes of society.

17429. Mr. *Sullivan.*—Would you take the Bar as an exponent of the opinion of the people of the country?—No; if I did, I should not have announced the opinion I have taken leave to do, because though there are many members of the Bar who entirely concur with me, yet I am bound to say a large number of the more able and ambitious members of the Bar, for various reasons, don't desire to come out very publicly in the expression of the particular ideas that I entertain on this subject.

17430. But is the Bar of any country, at this or any other moment, an exponent of the country, necessarily because they are barristers?—I think that the leading members of the Bar are considerably influenced by what happens to be the popular idea at the time in any country—not perhaps, I should say, in any country—but in a country such as this, where many of the highest offices are open, to members of the Bar, through political influence.

17431. Rev. Dr. *Wilson.*—What is your opinion of the present National system of education in its suitability to Ireland?—As I have said, I think that the non-vested system of the National Board gives to persons having strong, and in my opinion legitimately strong, feelings in favour of religious education, all the liberty that any body of men can fairly demand in a system of State-paid education.

17432. How does it operate in regard to religious animosities among the different classes of the people? Is it calculated to influence the people in any way?—I believe it is calculated to diminish religious animosities. I believe, too, that it tends to teach not merely the children, but also the patrons, that the conscience of every child in the community is a sacred thing, which the Government under which we live will in no case permit to be violated.

17433. In different parts of the country there are small minorities, in the south and west of Ireland Protestant minorities, and Roman Catholic minorities in the North of Ireland. Do you regard the system as specially adapted to their case?—I consider it is highly advantageous to such cases, and I could not express what I feel on the subject in any words of my own so well as it has been expressed by the Resident Commissioner of the National Board; that it is advantageous not merely to the minority but also to the majority. As the Commissioner expresses it, "The rules of the Board not only protect the minority of two or three from being oppressed, but effectually prevent the ninety-seven from being oppressors."

17434. Do you regard religion as in any way recognised in connexion with the present system of National education?—I consider that it is not recognised further than this, that the State, under the non-vested system, and, in fact, under the vested system, relegates to individual persons the duty of religious instruction, and is thereby saved from the inconvenience and absurdity of inculcating diverse inconsistent religions—the Jewish religion, the Unitarian religion, the Catholic religion, and the Protestant religion. At the same time religion is not ignored, but is committed to the local patrons, or to the distinct teachers of religion.

17435. Do you regard parental authority as an important principle?—I consider that the principle of the right of the parent to direct the education of his own child—subject to such reasonable restrictions as the State may make—is an indefeasible right.

17436. What do you regard as the object of a National system of education?—I consider that the object of a system of National education ought to be to educate—using that word in its most extensive sense—the entire people, upper, middle class, and humble, in institutions under the control of the Government.

17437. As a united and non-sectarian system? You don't regard that as the only object—preserving it as a united system?—I think the real object is to educate the masses of the people; and as incidental thereto, it is very important that the education of the country should be so carried out that the people may be fitted for the discharge of the duties that they will have in common to undertake in afterlife, without entertaining prejudices against, and hatred to, each other.

17438. Do you regard this object as having been in any way impeded in the carrying out of the united system in this country?—I believe that the carrying out of the united system was greatly interfered with by the institution of what I consider a highly valuable part of the system of National education, namely, the non-vested system, and I would direct the attention of the Commissioners to what appear to me to be the objects of the system as laid down in the Stanley letter. In doing so I do not attach much importance to the mere historical fact of changes having been made at a particular time. Nor if changes are proper, is it any reason that because there was a particular thing in this letter, therefore it should remain. One of the clauses of the Stanley letter, which is called the Charter of the Board, is, that in 1828 the committee of the House of Commons, to which were referred the various reports of the Commission of Education, recommended a system to be adopted which should afford, if possible, "a combined literary and separate religious education, and should be capable of being so far adapted to the views of the religious persuasions which prevail in Ireland, as to render it in truth a system of National education for the poorer classes of the community." Now I think that the object of the system, so far as it was to create "a system of National education for the poorer classes of the community," must be pronounced by the Commission a success. I don't attempt to deal with the figures in detail as between this and other countries, but I think that the numbers in schools in this country show that as a "National system of education," the National system must be considered a decided success. Lord Derby, then Mr. Stanley, says in his letter further on:—"As one of the main objects must be to unite in one system children of different creeds, and as much must depend upon the co-operation of the resident clergy, the Board will probably look with peculiar favour upon applications proceeding from certain classes" therein mentioned. That was evidently one of the chief objects of Lord Derby, one of the chief objects of the system, but only one; a more important point is that "a system of National education" has been successfully carried out by means of the National Board, the National Board all along protecting in the most unmistakable and determined way the rights of conscience, and the principle of civil and religious liberty. Before leaving this part of the subject, I would beg to draw the attention of the Commission to what appears to me to be a somewhat curious thing in the first rule of the National Board. The object of the National Board as stated in the first rule, is, as I take it, the original object of the National Board—that is, combined literary and moral, *and* separate religious instruction. Now, so far as regards the non-vested system, it appears to me that separate religious instruction has ceased to be an object of the Board, and that so far as regards the action of the State, the system is a secular system, in which secular instruction alone is paid for, inspected and supported by the Board.

17439. Do you think have the Commissioners kept in view the object—though not the primary one, as you

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say—the object specified there of the system being a united one, as they should or might have done?—I think, considering the difficulties that the Commissioners have had to encounter in this country, they can, on the whole, hardly be said not to have fairly carried out the trusts committed to them.

17440. You are aware, I presume, that several societies or patrons have schools not connected with the Board?—Yes.

17441. Can you account for so many standing out when the State is ready to grant some aid for the education of the people?—Well, the most important of those societies is the Church Education Society. The Church Education Society, in my opinion, took its origin in a very great degree from a feeling entertained by the clergy of the Established Church of this country that they had a right to superintend the education of the entire people—that no public education was to be afforded except so far as approved by them; and in proof of that I would refer to a passage at page 123 of the first volume of the Commissioners' reports, in which an appeal of the Church Education Society is printed. There the society state, that they "cannot co-operate with it (the system), because of the constitution of the Board itself. Not only are the clergy of the Established Church deprived of the trust committed to their hands by the Legislature, of superintending National education, but this superintendence is taken from them, for the purpose of being vested in a Board composed of persons whose qualification for the office essentially consist in their being representatives of the most conflicting religious opinions." Combined with that there was a principle, always insisted on by the Church Education Society, that patrons had a right in their schools to insist on every child therein reading the Bible, even contrary to its parent's direction or wish, or else to exclude the child from the school. That right I am not disposed to except to so long as private persons pay for the education given in the school, but I totally deny that it should be sanctioned in any State-paid school.

17442. Have you turned you attention to the position of the teachers of National schools in this country?—Generally, I have considered the position of teachers. I am of opinion, from seeing them in various parts of the country, that they are not paid as well for their services as a body of men entrusted with such important functions ought to be; and I think if it come within the powers of this Commission, as I am sure it does, that it would be a highly desirable thing if certain changes be made, which are possibly impending, that the Commissioners should consider and report whether in every parish of Ireland a school should not be set up which would be of the character of a model school, that it should have near it a model dwelling for a teacher, and be conducted on the principle of the vested system of the Board. I think that part of the pay of the teacher of such a school ought to depend on the way in which he would keep his own house, and the garden, which, I would suggest, ought to be attached to that house, in order that he might not merely be a teacher of the three R.s, but also a civilizer of the district in which he would be settled; and it may be that if those changes, to which I have adverted, as possible, if not probable, shall take place, the loss of the civilizing agency of an existing institution, which cannot be denied, would, to a large extent, be compensated for by the existence of such a school. There would then be a model Government school in every parish, while, at the same time, the free action of local patrons in the district would not be improperly interfered with.

17443. I don't know whether your attention has been turned to the following statement of Mr. Vere Foster, whose experience is great in Ireland. With regard to teachers he says:—"The schools in Ireland stand very much in need of improvement in so far as payment to the teachers is concerned. I believe the reason of the existing state of things to be very largely due to the great multiplicity of schools. In one district, for example, where there is really only a sufficient population for one school, the Catholic priests set up a school, and the Presbyterians and Episcopalians set up another, and the result is that it is impossible to keep up the status of the teachers, and the efficiency of the teaching. The Commissioners ought to be very careful in not taking on schools unless in districts where they are absolutely required. The school-houses ought to be improved. There must also be an improvement in the teachers. In some of the schools in Cavan, Fermanagh, Longford, Sligo, Mayo, and other districts, there are miserable teachers, many of them not worth a farthing a year; on the other hand, there are many excellent teachers, doing their best, who are wretchedly and miserably paid." Generally, do you concur in that statement so far as you know the condition of the teachers?—So far as regards the condition of the teachers, from my own independent observation, and not from my attention having been called to that statement of Mr. Vere Foster's, of which I was not aware, I think what you have read is true. As to the fact, that the position of the teachers has been interfered with by the Board setting up a large number of competing schools that were not in reality wanted, I have heard statements to that effect, but I cannot of my own knowledge testify as to it.

17444. Have you turned your attention to the subject of payment by results, so often spoken of?—Yes. I have considered the question in one point of view, and although I have read what was said about it in some of the English Inspectors' Reports, I did not see one consideration referred to which I would press on the Commission as an important argument against payment by results. Without denying the great importance of securing proficiency in reading, writing, and arithmetic as the primary object in every National school, I think that the example of the teacher on young scholars committed to his care is of very vital importance, and I think a more injurious lesson could not be taught to a young boy than the daily exhibition of the most highly educated person probably known to him, always straining his resources, his powers, apparently the very interest that he ought to feel in the children on their own account, created and vivified for the special object of attaining a result which would be a personal reward to the teacher. I conceive that a more injurious thing could not be done to a boy or girl than to be subjected to the observation of the working of such a system.

17445. But should you not be prepared to a limited extent at any rate to recognise payment by results?—Yes, I think that a teacher should be paid reasonably for his services, and if on an accurate and careful examination, such as appears to be within too narrow limits prescribed in the English system, a school appears to be highly efficient an increased sum ought to be placed at the disposal of the teacher for such efficiency; but I don't think his bread ought to be dependent on the efficiency of his teaching as ascertained by an examination in the merely elementary courses of instruction.

17446. Before leaving this matter, are you aware that disloyalty has been charged against the teachers of National education?—I have seen this stated, and by those whom I thought hostile to the National Board. I have no reason myself to know whether it is true or not. When I was in Belfast at the Social Science meeting last year, I heard some clever and elaborate speeches made by gentlemen who tried to prove that the National system must be considered an absolute failure because the result had been Fenianism, and on that occasion I directed the attention of the congress to the fact that a body of men, the great majority of whom are admittedly trained in the National schools, and who were belauded with praises for their exertions, were mainly educated under the National system; and I stated I had no doubt that the existence of Fenianism depended on other causes altogether than the instruction given in the National schools. In a certain sense it may be said that the National Board helps Fenianism, for it appears to me that in proportion as the country educates its children as it ought to do, in such proportion the citizens of that country are made alive to

injustice and unfairness of any kind. I believe there are many arrangements existing in the country extremely unjust and unfair, which I sincerely hope will be redressed; and I consider the existence of unjust and unfair laws the cause of Fenianism rather than the system of instruction, which does not do more than enable the people to read and write, and to have a certain amount of sound information, and also to take an interest in understanding what is going on all over the world, and to know that there must be something wrong in a state of society that keeps the mass of the people in Ireland in a state of poverty and want greater than I believe exists in any civilized Christian country.

17447. Mr. *Sullivan.*—Have you ever heard any one make the statement that the National education was the cause of Fenianism?—Yes.

17448. A distinct statement that it was the direct cause of it?—Except mentioning Fenianism as the result of the belauded system of the National Board.

17449. As the direct result?—Certainly, I thought so. It was so put. I distinctly understood so. I have no doubt of it.

17450. Rev. Dr. *Wilson.*—Have you turned your attention to the constitution of the Board?—Yes.

17451. Do you approve of its present constitution?—I think that the principle introduced some time ago—that persons belonging to different religious bodies in this country should be put on the Board, as representing those bodies—is a highly injurious principle. I consider that it is the duty of the members of a Board commissioned by Her Majesty to administer the education of Ireland, not to act on the Board as representatives of the views of any party that may be supposed to have got them their appointment. The members of the Board ought to be, in the first place, men of intelligence, and, in the next place, men faithful to the principle of the system that they are appointed to administer.

17452. Presuming it to be a desirable thing to have such representative men constituting the Board at first, is there any reason why a Board, so constituted, should be continued?—I think the reasons for a large Board at the commencement of the system do not exist now. The system then was left very much to the discretion of an administrative Board, who got practically legislative functions to discharge. Now, the system has been so thoroughly elaborated—the working of the system is so well known—that I think it would be much better administered by a small Board, and I think that it should be more administrative in its functions than it is now, and that the rules should not be changed, save after having been submitted to Parliament. I am also of opinion that the functions of such a body as the Board of Education in Ireland would be best discharged by a paid Commission, because I don't think that the country can expect that any man of ability and of position, competent to the discharge of such duties as those of a Commissioner of Education, could attend permanently to the duties properly dischargeable by such a Board without being paid. If you appoint men in a very dignified position, and who, from the necessity of the case, do not know perfectly all the details connected with the working of the system, you place them to a much greater extent than is desirable at the mercy of their subordinates, and no matter how able, or how honest their subordinates may be, I think they ought never to be, while subordinates, practically placed in the position of principals. The fact of responsibility attaching to a small number of known Commissioners, would keep them, in many cases, safe from doing things under the pressure of diverse interests, which, I think, a large and (from their very number) irresponsible body of men—some of them, perhaps, not very well acquainted with the system—might possibly do.

17453. The *Chairman.*—In saying that you desire the powers of the Board should be administrative, and that no change should be made in the rules without the sanction of Parliament, I presume you would agree that in the first instance any changes required should be considered and digested by the Board that has to carry on the system?—Certainly.

17454. Do you think it would be desirable that any changes should, previously to being submitted to Parliament, be approved by the Lord Lieutenant in Council, so as to make the Executive Council for the time being, thoroughly cognizant of, and directly responsible for those changes?—I think that would be a reasonable thing and probably would work well.

17455. Would not that be analogous to the system in England, where the minutes relating to education are prepared by a Committee of Privy Council on Education, and laid before Parliament?—Assuming that to be the rule in England, I think it would be.

17456. Should you think it desirable that the same rule should be adopted in Ireland as in England, namely, that any changes in the rules should be distinguished by a different type?—Yes; certainly.

17457. Rev. Dr. *Wilson.*—Do you think the present Board gives satisfaction to the different religious bodies in the country? Are any of them satisfied with the constitution of the Board at present?—My opinion is, that there is a prevailing opinion in the country of distrust of the Board—a general feeling of distrust. Further than that I am not prepared to say.

17458. You have referred to a paid Board; should you say it ought to be a small Board?—Yes, certainly. I think that the stronger you can make the responsibility of a Board, the more important will be the influence of public opinion on that Board, and the more unlikely it will be to do anything that cannot be thoroughly defended. I ought to mention, lest I might omit to do so again, that I think, myself, and I know many others who have the same opinion, that if one were driven to a choice it would be much better to have a Board—a small Board of paid Commissioners—all Catholic gentlemen of intelligence and position, to administer public education on the principles I have indicated, rather than to have a large, and practically irresponsible Board, consisting one-half of Protestants and one-half of Catholics appointed principally, perhaps altogether, because they enjoy the confidence of particular religious bodies, and as a consequence of that considering that they are bound to pay a degree of attention to the feelings of these religious bodies as religious bodies that their own judgments may not in reality approve.

17459. Personally, you would have no objection that the Board should consist of Catholic gentlemen?—None whatever.

17460. Do you think that many other Presbyterians feel with you in that matter?—I believe a great number of the men who are rising up under the changed system of education in the country think with me.

17461. Do you think there would be many such Catholic gentlemen in whom they would have full confidence?—Yes, I believe there would.

17462. In what aspect should primary education be viewed, do you think?—Well, I think that it is important that this Commission should regard primary education, not merely as a question of pauper education, as many people regard the National Board—that it should be considered as a question of primary or early education, and that you cannot divorce primary from intermediate and collegiate education. I believe that one of the evils that exist in the country to a lamentable extent is that the more respectable, the more aristocratic portion of the people of the country, have got into the habit of sending their children to England for their education. I think that this Commission ought to consider how far they can legitimately promote the object of having National schools of such a character, and officered by such men, that no professional man or gentleman should object to send his child to a Common Primary school—that the idea which has been very constantly, as I understand, held that the National system was a system for paupers, or demi-paupers, ought not to be approved of by this Commission, but that they ought to recommended that elementary or primary education should be provided for all, and that it is a desirable thing socially and politically that not

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only persons of different religions should be educated in the same school, but that persons of different ranks should be educated in the same school. I believe it would not injure any man's child to learn elementary instruction with the child of a poor man, and that the rich man's child, so educated in his early boyhood, afterwards, when he comes to be isolated, as he will be, from the society of his poorer brethren—his poorer countrymen—will have an incomparably greater regard for the feelings and for the rights of those people, of whom he will naturally be an employer or a governor, than if he spent his time in a strange land, educated among a caste whose feelings are opposed to the feelings of the poor, and many of whose ideas and practices are prone to become inconsistent with a due regard to the most sacred rights of the poor man.

17463. Are you aware that Sir Robert Peel and other leading statesmen viewed education in that relation?—I dare say I may have known that, but I had forgotten it.

17464. Are you aware that the demand now is for denominational schools?—Yes. I believe the question the Commissioners here have to consider is the question of denominational or non-denominational education. I believe the question has been relegated to them, and here as a witness I desire to express my opinion—having carefully considered this question—that the principles contended for on one side and on the other are absolutely irreconcilable—that in fact the question is now reduced before the country, and before this Commission, to a contest whether, as regards the education paid for by the State the ecclesiastical authorities or civil authorities shall therein be supreme.

17465. Are you aware that it is stated that the present system is very largely denominational—that it has reduced itself to a denominational system owing to the action of the Commissioners?—Yes, I am aware of it being stated that it is denominational; but the word "denominational" in such a connexion may be ambiguous, and I think it is. I don't consider any school "denominational" in which any child has a right to learn, without any interference with his religious opinions that for which the Government pays. I call such a school a non-denominational school; and I consider a denominational school to be a school where the patron or the master has the right to impose religious instruction on every child going to that school, and, if he do not receive it, to exclude him from the secular advantages of the school.

17466. Are you acquainted with the training schools in Dublin in connexion with this system under the Board?—Yes; I have a general knowledge of those schools.

17467. Could any change be made in connexion with the training schools in accordance with the principle of the system?—Well, I believe that a great controversy has arisen between the different parties about the training schools, and about residences for pupils or students attending those training schools. I understand that a considerable number of Presbyterians, entertain a somewhat different opinion from me on this subject; but, for my part, I am of opinion that it would be within the principle of the National Board, that so far as regards residences for students in training for teachers, there should be, if that were thought desirable, separate residences. I cannot see anything that can properly be insisted on by the friends of united education, beyond this that all the education administered or provided by the State should be in common. I think that that is in accordance with the present principle of the National system. It is the same with regard to the higher education of the country, so far as it may be considered Government education, namely, the Queen's Colleges. There the students, at the present time, only meet in common for instruction, class exercises, and examinations. Provision is made in the Colleges' Act for separate halls or colleges, understanding by "colleges" places where the students reside. I think it is perfectly proper and right that young men, coming from the country, should be placed under the charge of persons who would naturally have a particular interest in their morals and religion. I think that is right, and proper, and fair, but I should not go further than that. It is essential if a system of united education, or rather a non-denominational system is to be preserved, that men who are to teach in common, all classes who come to them, should be trained in training schools where all classes meet. I believe it would tend to utterly subvert the system of united Government education if persons were allowed to be trained separately for teaching as well as separated in their private life in denominational institutions.

17468. You think it would be a departure from the principle to separate in training establishments the teachers who have to be trained to impart education?—I think it would be highly undesirable to have different training establishments; but, as I have said, there would be no objection if it were considered desirable to have boarding places for the separate classes. I may call the attention of the Commissioners to what appears to me is a very radical distinction, as bearing on this subject, between boarding schools and ordinary day-schools for education.

17469. What is that distinction?—The distinction appears to me to be often unfairly disregarded in considering National education. Whenever you have boarding schools, so far as they are boarding schools you must have them denominational, but that denominational part of the system ought not to be the Government part of the system—the teaching part of the system should be the only thing recognised and paid for by the Government—that is in ordinary schools. Now, in this matter that I am at present bringing before the Commission, namely, separate boarding schools for teachers, undoubtedly there is this distinction between them and ordinary boarding schools—that in ordinary boarding schools a boy or his father pays. In this system the Government pays not only for the instruction, but also for the boarding, and therefore it is a fair question for the Government to consider whether or not, on the whole, it is desirable and right that those whom they board at the public expense should be boarded in common. I should say it is not necessary. I should say it is a reasonable concession to those who consider that the private life of teachers coming up to a strange town should be under the charge of members of their Church and persons interested in them, that such teachers should have the privilege of separate boarding houses, but only separate *boarding* houses.

17470. To whom would you look to be the heads of such establishments?—I consider that the heads of such establishments ought to be persons generally favourable to united education. I know this is opposed to a claim that has been made by a very influential body of Christians in this country, but nevertheless I am strongly of opinion that such boarding houses ought not necessarily to be under the control of any religious body, or any one deputed by such religious body. I think that if this concession be made, the various religious bodies and the Government should reasonably arrange to have highly respectable and reputable members of the respective communions placed in charge of those establishments. But I do not think it desirable the teachers should be committed, even in boarding-houses, to the care of persons whose principles are adverse to united education.

17471. Do you take into consideration whether such parties should be of the laity or of the clergy, to superintend?—I cannot see that the fact of a man's being a clergyman of any denomination ought, *ipso facto*, to disqualify him for the discharge of any duties of a citizen, or any duties in education.

17472. Have you anything to say as to the books to be used in connexion with the education of the youth of this country?—No; I do not think that I have.

17473. Are you aware that history is largely excluded from those books?—Oh yes; I hear it is a great difficulty. I believe that if people were reasonably considerate in this matter, as considerate as at present, many of them seem determined to support their own

views, questions of history, even in its most invidious aspects, might be got over without difficulty. I do not believe myself that the mere teaching of history, even in a sense that might be considered most adverse, for example, to the British connexion, would be unfortunate, provided that the English people and the English government take such measures as will make those who read that history, know that although, as a matter of history, things were done hostile to the faith or to the race of the majority of Irishmen, that policy has been now reversed, that we live under a system of perfect equality, under which every man is considered as good as his neighbour, totally irrespective of his religion, and that no government privileges, no rights, are withheld from any one citizen that are given to any other citizen, no matter what his communion may be.

17474. Rev. Mr. *Cowie.*—I have to ask you two or three questions, and I shall not be very long. I presume you agree that children ought to have religious instruction?—Yes.

17475. Will that religious instruction be best given when teachers have freedom to impart it in the way that they think best?—"Teachers" is an ambiguous term. "Teachers" may mean the parents at home, or it may mean teachers in schools. I do not believe that religion depends altogether on the action of teachers in schools.

17476.—*Religious instruction* I say?—Religious instruction—yes.

17477.—Now, will you give me an answer to my question—will not religious instruction be best given when the teachers, whoever they be, have freedom to impart it in the way that they think best?—Perhaps I may say yes, generally. That is the best answer to the question; but I ought to observe that in answering that in the affirmative, by "teachers" I do not intend teachers in schools.

17478. Do you think that the teachers in schools ought to give religious instruction?—I believe they ought not to give religious instruction so far as their doing so depends on the action of the State in education. I believe that teachers, if they give religious instruction in a mixed community, ought to do it as no part of the regular school business.

17479. Now, do you think that the wishes of those who ask for a denominational system should be disregarded, or that some attempt should be made to conciliate them to a National system?—I think that every attempt ought to be made to conciliate them consistently with the principle that lies at the bottom of united education—every attempt; but, on the other hand, I am equally of opinion that not a jot of principle ought to be yielded on the demand of any body in this country, no matter how respectable they may be; because I join issue with all those who say that the mere demand of an influential body in the country is to be attended to by the Government of a State, if they demand it independently of the reason of their demand.

17480. But is not public opinion that which must govern everything in this country?—No; I do not believe it is.

17481. Then private opinion must govern it?—No; I believe that what is *right* must govern everything in this country.

17482. But who is to settle what is right?—The action of those who have power, or, it may be, non-power, at the time. I believe it is the business of a minority if they temporarily have not power to struggle for right, and not to follow public opinion; as I believe it is the duty of persons in the majority to follow public opinion simply so far as it is right.

17483. But is not the whole question involved in settling what is right?—Certainly; and in a State like England, who are to be the judges of right if the entire country are not to be the judges of right? I deny that any body of men in the State have a right to claim, on alleged right—on alleged wish—anything that is contrary to the wishes of that State independently of their convincing the Government that the thing is in itself *right*. And I would beg leave to mention for the Commissioners a passage that often struck me in connexion with this subject, and which occurs in one of the chapters of the Acts of the Apostles. It is mentioned there that Herod, at a particular time, stretched forth his hands to vex certain of the Church; and that he killed James, the brother of John, with the sword, and "*because he saw it pleased the Jews he proceeded further to take Peter also.*" I see no difference between the principle condemned there in the strongest manner and the principle sought now to be pressed here, that a particular body, I care not what their influence or position may be, are entitled, on mere wish, independent of right, to claim denominational education.

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17484. The *Chairman.*—Are there many questions on which the whole country is agreed as to what is right?—The whole country?

17485. Yes; I think you said that matters should be settled by the judgment of the whole country?—The majority of the whole country—which, in a country like England, is, as I understand, the whole country.

17486. Rev. Mr. *Cowie.*—That is all I should ask for. Now, I think in settling a question like National education, we should secure, if we possibly could, that system which will satisfy the larger number of persons. It is in evidence before us that some persons are advocates of the united system, and some are advocates for the denominational system. I have asked you whether you thought that the wishes of those who seek for a denominational system should be disregarded, or that some attempt should be made to conciliate them to a National system?—I understood that I answered that every attempt ought to be made to conciliate the perfectly sincere and earnest wishes of men who feel as strongly in favour of denominational education as I do in favour of non-denominational education; but, as I said before, always in consistency with the fundamental principle of the united system of education.

17487. But why is that proviso necessary?—Because it appears to me that it is the duty of a mixed community like this country not to adopt separate religious instruction as a part of the system that it undertakes to pay for.

17488. That is because you disapprove of it?—No; I believe it is inconsistent with principle.

17489. But then, if another set of people think that it is not inconsistent with principle? I do not see that we are deriving any help from your evidence as regards our work on this commission, and, therefore, I will not push the thing further. I wished to hear what a gentleman of your position and intelligence could say; but unless we have some definite principle to proceed upon, I do not think that we shall have gained much from our afternoon's conversation?—If you put the question again, if I can be of the slightest assistance I shall try to answer it.

17490. I put this again:—Whether do you think that the wishes of those who seek for denominational education should be disregarded, or that some attempt should be made to conciliate them to a National system. You gave me the answer that every attempt should be made to conciliate them; but, then, you qualify it with the proviso that all the attempts must be subject to their falling in with what you believe yourself to be best?—No, not with "what I believe myself to be best." I ask credit for my opinion, because it is founded on principle. I do not ask this body of Commissioners to adopt a thing because I am for it, but because, as I submit, the principle of the National Board in this country is a sound principle, since it protects in every State-paid school the conscience and the rights of every child of the district that wishes to take advantage of what the Government pays for—the secular instruction in that school.

17491. I understand; but suppose a system can be found which will preserve all that protection to minorities, and which will also concede something to those who demand a denominational system; I ask you whether that would be a thing to be set aside at once, because of its disagreement with an imaginary principle?—With an imaginary principle! What do you call an imaginary principle?

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17492. Yes, an imaginary principle. I do not know where this principle comes from?—You do not know! It is in the first rule of the National Board.

17493. It is the National Board's system we are considering now?—Yes; and I am referring to this principle which you say is imaginary, and I say exists, and on which the Irish system has been conducted successfully in the main since the year 1831.

17494. Rev. Dr. *Wilson.*—May I ask you has the principle of united education in any measure failed in its operation in this country?—It has been hitherto maintained; and I believe it simply requires patience, consideration, time, and the absence of meddling in the interests of rival inconsistent systems, to be not only successful here, but to be carried successfully into England, and extended possibly throughout the world.

17495. Is not the tendency of England and Scotland fast towards a united system of education?—I believe so.

17496. Rev. Mr. *Cowie.*—Is not the tendency rather towards a system of secular instruction?—Secular?

17497. Yes; is not all the Liberal party in England striving for a system of secular instruction?—Well, yes; perhaps that is so; but I maintain that the Irish system of education, so far as it is recognised and inspected, and paid for by the Government, is secular and only secular.

17498. I am delighted to get that answer from you, because that was what I was anxious to arrive at; I am quite willing to accept that answer; do you see any objection to making such a system as that general?—Such a system as exists here?

17499. Secular as regards the State?—Secular? I certainly consider that to say that you will have only a system of secular education in the State is, in my opinion——

17500. I will not put it in that way—that the State should concern itself only with secular instruction?—Yes; I think that is strictly true.

17501. Rev. Dr. *Wilson.*—But still keeping in view the united principle?—Certainly.

17502. Rev. Mr. *Cowie.*—Now, what has the united principle to do with it, if the State merely require secular instruction; if the State say, "We will pay to enable all the children of the country to have a good secular instruction?"—Because you ignore the right of parents living in the neighbourhood of schools; you totally ignore the fact that according to the principle that I lay down, and the principle that exists in the National system, no person should be debarred from such secular instruction as may be most convenient to him, on account of his religious opinions.

17503. I quite agree with that, that is known as the principle of the protection of minorities?—I do not know it by the name of "the protection of minorities;" I am not aware of the precise meaning of that phrase.

17504. Taking, for example, the city of Dublin, where there are separate schools frequented by children of different religious denominations, I ask you, as a practical man, whether it would not be an advantage to remove all restrictions on managers and also produce no evil result?—I believe it would be highly undesirable, and I believe it would be productive of a very evil result.

17505. Is it not, generally speaking, desirable to make restrictions as few as possible?—Restrictions on what?

17506. Can you secure the co-operation of managers and patrons who have high religious principle, unless you give them full opportunity of teaching what they believe to be essential to the welfare of the children?—I cannot answer that question as a matter of fact. I am not sufficiently acquainted with the feelings of managers to answer for the managers as a body; I can only say that it appears to me that the State, in the exercise of its discretion, concedes everything that can fairly be demanded by the local patron when it says to him, "you are at liberty, in your school, to give any instruction that you may think fit, provided only that you shall not thereby exclude a single citizen, or child of a citizen, from the secular advantages of the school which I pay for and alone recognise."

17507. I quite agree with you as far as that goes, but you will allow me to put another case. Here is a school, filled, say, with Church of England children, and the clergyman or other person who overlooks the school and manages it, and is responsible to the State for it, wishes that the children should be thoroughly taught in the Holy Scriptures, and that whenever he goes to the school he should be able, if he thought proper, to refer to those Holy Scriptures, and should feel that as they were children of his own communion that he was educating, he had an opportunity of fulfilling his high office towards those children at all times; now, suppose there were no children of any other religious denomination in that school, do you think that that should be forbidden?—I consider that it ought to be a sacred principle in every State-paid school, that, totally irrespective of any child being in it, it should be known to everyone that every child in the neighbourhood had a right to ask for the secular instruction, without interference with his religious opinions; and I believe, moreover, that if you tolerate such a principle on the demand of those who, as a matter of principle, claim denominational education you will, in addition to the violation of what I believe to be right, render it impossible to continue a system of free Government education in this country.

17508. The *Chairman.*—Is not the tendency, in the large towns like Dublin, of schools to become rather denominational than geographical?—Yes; the geographical element does not so strongly operate there.

17509. Mr. *Sullivan.*—Suppose the majority of the population of the country were to decide in favour of a denominational or any other system of education not in harmony with the existing one, should you think that it would be right of the State to ignore the demand of the majority?—When you say "of the country," do you mean Ireland or the empire?

17510. The empire?—I say that the question does not there arise; you *must* go with the majority. I should, however, with my present ideas, if the entire kingdom, save myself, were in favour of a different scheme, still hold on to my own doctrine, though it would be enforced for the time by the voice of but one crying in the wilderness.

17511. Do you admit that in every country the Government must be carried on by the majority and not according to what the minority would call right?—Certainly, yes; I admit as a matter of fact it must be so carried on in a constitutional country like Great Britain.

17512. Did not the system of education first initiated in the country as united education up to the year 1837, fulfil more completely at that time the functions of a system of united education than it does now?—As a matter of fact I cannot answer that question.

17513. Rev. Dr. *Wilson.*—Are you acquainted with the statistics?—I am really unacquainted with the statistics at that time; and it is as a matter of statistics, that I understand the question is put.

17514. Mr. *Sullivan.*—It is not as a matter of statistics?—But that it would be better for it to be so?

17515. Yes?—Well, in my opinion it would have been better for united education if that had been carried out, but at the same time I consider that the non-vested system was one of those attempts that Mr. Cowie suggested as a proper change to be made in order to conciliate local patrons.

17516. Was that concession made to the majority of the people or to a minority?—That concession in its present form was made, as I believe—I am not quite sure, because I think there is some question about the answer I am going to give, but I think in its precisely present form it was made on an application by the Presbyterians, and avowedly on the ground that it was no interference whatever with the principle of united education, and was a concession not made to this body (who then formally applied for a particular school to be put in connexion with the Board) because it was

an application made by them, but simply because the Commissioners thought they could secure a larger number of schools in connexion with the Board without any violation of the principle of the Board.

17517. You admit, however, that the Presbyterians in Ireland did not form the majority of the population?—I do; and I also asserted at the same time that any concession that was made to them at the time was made to them, not because it was the application of a minority or an influential minority, as perhaps your question would imply, but because the concession was right. As the Commissioners regarded it, as I think not correctly, but as they regarded it, it was a mere explanation of their system.

17518. Rev. Dr. *Wilson.*—Are you aware of the statement you now make as a matter of history—are you sufficiently acquainted with the history of this case to make that statement?—Well, as a matter of history it appears to be a comparatively unimportant matter, except that it might be used in a particular way. I know that what I have written in my paper on this point has been somewhat controverted and after the best consideration I have been able to give the subject, it would seem that one word, and one word alone, was conceded to the Presbyterians in 1840. Now, one word alone—and whether that is a concession of principle or not I shall not here undertake positively to say. I still believe it was; but granting that it was a concession of principle, it was a change that has commended the National Board more to the Catholic body in this country than any other, and is the very thing that has, as I have seen alleged, made it tolerable to them.

17519. What is that word?—The word is this:—If the Commissioners refer to the proposition of Dr. Stewart which first brought the Presbyterian schools *en masse* into connexion with the National Board, they will find that one of the rules of the school is this—"and no obstruction shall be offered to the children of such parents receiving such instruction elsewhere as they may think proper."

17520. The *Chairman.*—"Elsewhere" is the word to which you refer?—"Elsewhere" is the only important word that I cannot find actually recognised in the rules of the Board before. I have carefully looked through the reports, and I have found that in the rules of 1842, soon after this application, the word "elsewhere" is printed in capitals.

17521. Rev. Dr. *Wilson.*—Now, are you aware that Dr. Doyle, the Bishop of Carlow, in 1831 wrote a circular letter to the Roman Catholic clergy, saying that the difficulty in the way of their making joint applications to the National Board was occasioned by the number of *their parochial schools*?—I did not see that. It is long since I have looked over it carefully.

17522. Mr. *Sullivan.*—Now, supposing that every religious communion had liberty in all the schools of the National Board to give religious instruction, which was to be kept perfectly separate from the secular instruction, do you not think that that would have been a much more united system of education than the present system?—I think that it would probably have had a comparatively larger number of children receiving united instruction in connexion with the schools that actually would have been under the Board; but I do not believe that you would have had as large a gross number of schools in connexion with the Board as you have now.

17523. Admitting that that is the case, that the majority of the present schools are really denominational, as far as their managers and teachers are concerned, and that they only carry out the rule of not insisting that religious instruction be given to persons of another communion ——?—That is, that there are several schools under patrons of different religions—is that what you mean by "denominational"? You might of course in that sense call a school with 100 Protestants and 100 Catholics a denominational school.

17524. As far as the teachers and managers are concerned the great majority of schools in Ireland are denominational—are they not?—I cannot admit that if I, as a Presbyterian, place a school under the Board, giving perfect freedom to every child in the neighbourhood to attend, the fact of my religion being Presbyterian makes that a denominational school.

17525. Admitting that the rule is fairly carried out of excluding the children of other denominations from religious instruction, are not the schools practically in the hands of the different religious denominations?—Well, that is a theoretical question that I do not like to answer as a matter of fact. I cannot say how far the exclusion of children of a particular denomination, in the case I put, from my school, would make that school denominational as regards the attendance, but I believe that in a district where there were a considerable but a small number of Catholics, the tendency of my honestly excluding those children from my Presbyterian instruction (if I had strong enough feelings on the subject to have my own children taught Presbyterianism) would be to support a system of united education, and to make it non-denominational.

17526. That is, as far as the secular instruction?—As far as the secular instruction; because I maintain that in reality the only instruction recognised and paid for by the State is the secular instruction.

17527. Do you admit, nevertheless, that the majority of the schools are, so far as the patronage and the teaching and the religious instruction are concerned, denominational?—I cannot admit that for the reason I have told you. You have asked me a question, which comes to this:—If all the people in this country profess any religion — all the non-vested schools—suppose they are all exactly equal in number, Episcopalian, Presbyterian, and Catholic; you ask me a question which allows it to be inferred that I am to answer that it makes them denominational, because they are non-vested schools; because, of course, every patron presumably is of some religion; and the mere fact of his being a patron, as I understand you to say, makes it a denominational school. I cannot admit that.

17528. Are they not practically denominational schools with a conscience clause in favour of Christians?—I believe the conscience clause comes pretty near our present system; but I am not sufficiently conversant with it to give a distinct answer on that point.

17529. I have seen schools under Presbyterian churches—the patron, and manager, and correspondent, are Presbyterian clergymen. The teachers are all Presbyterian. The only religious instruction given in the school is the reading of the Scriptures, and Presbyterian explanation of it. The Roman Catholic or the Church of England children in the neighbourhood, can go to the school under the rules of the Board for secular instruction, and by the present rule of the Board be put out, be sent away, under certain conditions, while the proper religious instruction of the Presbyterians is being given. Now, is not that school a Presbyterian school to all intents and purposes, with a conscience clause in favour of the other denominations?—Well, I suppose it may be; but I am not exactly acquainted with the precise nature of the conscience clause. I know what the nature of the school you have referred to is. It is a school in which, if the Presbyterian patron and teacher do what they ought to do, the secular instruction paid for by the State is, or ought to be free to everyone, and it is a violation of the rules if it be not honestly given to all children without any religious distinction; and in it an education is given which, if I were a Protestant in the neighbourhood of a priest's school, I should be grateful to the priest, and also to the State, for enabling me to obtain at the priest's school, if he honestly and honourably, as a Christian gentleman, carries out the rule of the Board. I consider that such a school is no denominational school.

17530. There are a great many cases of schools in the yards of Roman Catholic churches. They may be separated by a little wall; but in every sense they are connected with the Roman Catholic church; the patron is the parish priest; the teacher is a Roman

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Catholic; the religious instruction given is Roman Catholic in every sense of the word; no Protestant of any denomination in the neighbourhood goes to the religious instruction, and the rules of the Board with regard to it are fully carried out—that is to say, they are protected by a conscience clause; is there any difference between such a school and a denominational school with a conscience clause?—You are asking me about a thing that I might reply to, only that I am not sufficiently conversant with the conscience clause to answer.

17531. What difference is there between a school, such as the Presbyterian or the Roman Catholic school that I have given you an example of, and an ordinary secular school as contemplated in England and elsewhere, where the religious patron may give any instruction he pleases, but protects the other denominations by a stringent conscience clause of that kind?—Well, so far as I understand, the conscience clause from what you say it is, it is quite in accordance with my wishes. Assuming it to be as you say, I think there can be no difference under it and a non-vested National school; but there is this difference in the system administered in England, that that rule is not applied to every State-paid school. You have temptation put in the way of people in different districts in England to exclude the minority from the school, to deprive them of education altogether, and you not only do that, but you recognise exclusive schools. I believe the Government of a country like England is not justified in doing this. In every country where the majority of the people belong to particular religions, you recognise this, and you think that religion should be taught as part of the general education of the school. I do not admit that; I do not admit that it is, as a principle, proper or right that any country like England, is justified in teaching by means of its public education, and as an integral and necessary part of that, the Jewish religion for example which teaches that our Saviour is an impostor. I believe that that should be left entirely outside the action of the State. There is no difference that I can see in principle between that and the action of a country in indiscriminately endowing churches for the teaching of all religions. I do not admit that there is any difference in principle in the action of a country which teaches religion in schools to the young as an integral part of the education afforded—I do not believe that there is any radical distinction between that and the action of a country which teaches all religions indiscriminately in churches or in chapels to older people.

17532. But, as you mentioned this, do you mean to say that the system in Ireland is really a non-religious one, such as Jews, as citizens of the State, could take advantage of?—I mean to say that it is strictly a system which Jews could take practical advantage of, while the responsibility of teaching the Jews their peculiar tenets, which, as I regard the question of religious truth, would not be right, is separated from the State so far as it may be considered that the State has a duty in the matter—that it is separated altogether from the State and relegated to the action of private individuals, and thus the State in Ireland in every school, without distinction, teaches only secular instruction, while allowing private persons feeling an individual duty on the subject, to take charge of the religious instruction in the schools.

17533. Then you would be for getting rid of the books of the National Board altogether?—It depends on what is in them. I have not read them for a long time.

17534. Have you read what may be called the charter of the system, Lord Stanley's letter?—Yes.

17535. Are you aware the members of the original Board, or at least all the elder members of the Board, believed that the system embraced all the common principles of Christianity?—Yes; I am satisfied that was their idea at that time, and in fact I think it still may be said that the larger number of people, if not all, think so.

17536. Be so good as to read this question?—(book handed to witness)—Question 204. Report of Select Committee of the House of Lords, 1854:—"If all the religious books which were authorized by the Board were removed from the combined education, would you think there was a change in the principle of the system?—I should, because it was a fundamental principle of the system that so far as it could be accomplished a religious education was to form part of it, subject to objections from any particular class or section of Christians."

17537. Does not that exclude the Jews?—Yes, I think it might be considered that it would exclude the Jews, subject to this regulation of the Board, which probably would protect the Jews, namely, that you can have in a National school any books that you think fit taught therein, subject to the approval of the Board. Perhaps, indeed, the Jews would be excluded by the General Lesson which is to be inculcated on all, since I do not know how far it might affect them. I don't understand there is any book formally necessary to be learned in school—in fact no part of education—except the General Lesson.

17538. Then you consider Mr. Holmes was incorrect in that answer?—I should rather give my own opinion upon the question than pass any judgment upon the answer given by another person. I should prefer to give my own impression as to the books rather than to express any opinion on Mr. Holmes's reply to the question, though I suppose it may be taken to be accurate enough.

17539. According to that statement of Mr. Holmes, would not these books exclude any man who did not believe in the Christian religion, or the Jewish religion either?—I have told you I do not think a Jew would necessarily be excluded from the benefits of the National system in Ireland inasmuch as a manager is at liberty to submit to the Board any books he may think fit for the education to be given in the school, while he has also a right to have any religion taught in the school that he thinks fit, provided that he does not, during the time allocated to secular instruction, introduce such religion.

17540. Do you not abolish the whole system, so far as books are concerned, by that?—I can only tell you I consider the National system is liberal to the last degree in providing for the reasonable requirements of every citizen irrespective entirely of his religious belief.

17541. Rev. Dr. *Wilson.*—Are you aware as a matter of fact that Jews do not exclude themselves, or consider themselves excluded, by the action of the Board, and that in point of fact some Jewish children have received, and may be now receiving, instruction under the National system?—As a matter of fact, I don't know.

17542. Mr. *Sullivan.*—We are not speaking of a matter of fact, but a matter of principle?—As a matter of principle I never heard the objection made.

17543. Would not the theoretical objection be whether they be Jews or non-Christians of any denomination with regard to the fundamental principle of the Board?—That may be a matter of doubt—as I understand the fundamental principle of the Board it is combined literary and moral instruction, which I suppose is common to the Christian and the Jew, and separate religious instruction, so far as possible, in the same school—no attempt being made to interfere with the religious belief of any body of Christians.

17544. That is to say it is confined to Christians?—I really am inclined to think that a Mahometan or Hindoo coming over from India here and setting up a school might place it under the National Board without any violation of his religious opinions except so far as the English language, literature, and learning would interfere with them.

17545. Is not that the secular system, pure and simple?—I believe it to be the secular system, pure and simple, and as I have stated all along, I believe the only essential part of the education under the Board is secular instruction, and that the non-vested system, by

providing that one kind of religion may be taught by the patron of a school, makes a reasonable allowance for the desires of a person who may wish to have his own religion taught in a school, and who whether a Catholic priest, an Established Church clergyman, or Presbyterian minister may, at the same time, be unwilling that a clergyman of another religion should come with authority into the school of which he is the manager and in which he takes a personal interest. So far as regards the action of the State, it recognises, pays for, and in fact requires, only secular instruction.

17546. That is to say, you admit the secular system in full?—No, I do not exactly admit that; but perhaps I should be satisfied myself to say that if people all agreed that we should have simply a secular course of instruction in every public school, and nothing else, it would be by no means an evil change.

17547. The *Chairman.*—You blamed the upper classes for sending their children to England for education. Is not one great reason of that the apprehension lest they should acquire a local accent?—I have heard people, for whose opinion I entertain a very small degree of regard, talk about the importance of an English accent, which accent, when it is brought over here, and is heard by English people, so far as I can understand, is not recognised as the English accent at all; and in fact the chief alleged object of the youthful migration does not succeed because in this country, while a real English accent is regarded with very considerable admiration, and properly so, the affected Irish-English accent is regarded as a rule with something akin to contempt, so far as my own experience goes.

17548. Is the reason of which I have spoken one which you consider has weight with many people?—I consider it has; but I consider it ought not to have, in considering the provisions of any system of education.

17549. Sir *Robert Kane.*—You mentioned, in answer to Mr. Sullivan's examination, that you did not consider those cases which he quoted, where the patron, manager, and the teacher of a school were all of one religion, and where substantially the scholars were all of the same religion, that still, as long as the rule of the National Board for the protection of minorities was in existence, that all that did not constitute a denominational school?—Yes.

17550. Now, we hear every day, both in evidence before this Commission and elsewhere, the word "denominational education" referred to, and the demand for denominational schools preferred; what, in your opinion, would constitute a denominational school?—A denominational school, as I understand it, is a school in which no protection is afforded against the religion of the teacher, or the manager, or the patron of that school being imposed upon any child entering the school for its secular advantages, independently or in despite of the father's wish; and also of course where the right so claimed is, as a matter of fact, exercised by the teacher, patron, or manager, because a school might be potentially denominational, and yet really might be in fact an open school.

17551 Then would a system in which the State took no cognizance whatsoever, whether religion was taught at all or not, but simply paid, upon some evidence or other for the secular instruction, leaving the managers perfectly free to deal with religious instruction as they liked, and leaving them without any interference as to whom they would communicate that religious instruction to, or whether they would give it at all; would you consider that a denominational system?—Yes, I should. I should consider that a denominational system, because it involves the existence of State-supported schools not open as of right to all.

17552. From your knowledge of the country generally, in such portions of it as you are conversant with, would you consider that the institution of a denominational system of education, in accordance with the demands made upon the Government from various quarters, would tend to conciliate different portions of the population towards one another, and to soften down the differences and acerbities which interfere with and hinder social and public intercourse at present?—I think it would have directly the opposite effect. I think that no system could be better fitted to keep the people permanently estranged from each other in this country than a system which would enable and facilitate the different religious bodies to have all their own people brought up without any intercourse whatever with, and without any knowledge of, each other, and consequently—without due respect for each other as human beings—a system in which the scholars would be taught to regard each other as persons of alien feelings, of an alien religion, and having no rights or opinions that they were bound to give consideration to and respect. I may add, that I think it would be an unfortunate thing for the interest of religion itself if, by any action of this Commission, a system would be approved of which would practically introduce into this country a denominational system in conjunction with a secular system. It appears to me that it would be an evil thing to have the various religious bodies of this country denouncing those who did not send their children to particular schools, or to particular colleges—because the questions of elementary education and of collegiate or university education are in reality one.

17553. Master *Brooke.*—You stated that in your belief the purpose for which the Church Education Society was established, and the ground of its establishment was the claim the clergy made and make to the education of the whole country. Has your attention been called to the fundamental rule of the Church Education Society which states that the purpose for which that Society was founded was to give a secular and religious education to the children of their own Church?—I am sure that is so—I am satisfied that what you say as a matter of fact is the case. What I meant to say before was, that they considered they had a right to the superintendence of the education of the young people committed, as they considered to their care, in their several parishes, and of course to teach them religiously, that is—as the rule of the Church Education Society laid down—to teach them the Scriptures, and the important knowledge that is contained in the Scriptures.

17554. I want you to draw the distinction between what might possibly be the impression of some of the promoters of the Society and the general sense of the Society as expressed in its own fundamental rule; they cautiously restrict themselves, in stating the purpose and object, to the religious education of their own children—the children of their own Church. You will assume I am stating the rule correctly. That being the case, might it not be fair to qualify your statement when you said that the purpose of the Church Education Society was the somewhat arrogant one of educating the whole country?—I did not intend to say that that was the purposes of that Society. What I intended to convey was this: I consider that the feeling that existed in the minds of the Church clergy—that the children of all the people in this country were, in a certain sense, committed to them spiritually, and that they were therefore bound to teach them what they believed to be true—was one of the great causes which led to the Church Education Society not joining the Board.

17555. As a layman, who from the beginning supported the Church Education Society, I should not like to have my own motives misrepresented?—I only cited from a public paper, and a very able paper it is, in favour of the Church Education Society, which is printed in the Reports published by the Board of Education.

17556. You attach very great importance, which you evidently strongly feel, to what you call the principle of united education?—To the principle which renders united education possible.

17557. The principle on which the National Board is founded?—Yes.

17558. Is the principle so strong in your mind that it induces you to disregard the strong wishes of even a

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very considerable minority? Now may I ask, on what that principle rests; is it a religious principle?—I should say it is a religious principle.

17559. Founded on Scripture?—I think it is founded on Scripture.

17560. Tell me how?—Well, I know it is going rather into the metaphysics of the question to answer what you ask me, but I will try to answer it as well as I can. It appears to me that it is founded on the great rule of Christian morality—that you should do to others as you would wish them to do to you. It appears to me it is involved even in the declaration of our Saviour, where he says—"Suffer the little children to come unto me and forbid them not." That appeal was not addressed to the children, it was addressed to those to whom God had committed the charge of the children, namely, the parents; and I cannot see that there is any qualification to the principle that makes it the right of the parent and the parent alone, to control the education of his child, and in order that that right may be protected, I think that no one should be permitted to hinder the child from getting any privilege that the State supplies in State-paid institutions.

17561. Do you consider the system of the National Board is now in its working a secular system?—I consider it is a secular system with, at the same time, a recognition to those who so desire it of their right to have in the schools paid by the State their religion taught to those whom they think it will benefit and who will be willing to receive it; their right as patrons or managers being subject only to the condition that they shall not unfairly use the privilege that they have of teaching the people by State funds religious instruction in opposition to the fair wishes and opinions of parents.

17562. Surely, you do not mean to say that in non-vested schools every child is privileged to be taught under the roof of that school by teachers of his own religion?—He is, in every school in which the patron is of his own religion.

17563. We are talking now of how the minorities are to be protected: no one ever disputed yet that in non-vested schools the minority cannot be taught under the roof of that school?—Certainly not; that is, the minority cannot be taught in the school, but, at the same time, the minority has a right to what alone the State pays for. The State does not pay for the religious education or instruction given by the teachers; it simply allows it be given in a school, the existence of which depends on the aid given by the State. It does not forbid an individual from having his own religion taught, if he takes the trouble and responsibility of having a school for the young, but the State says it won't allow the secular instruction, for which alone it pays, to be shut out from any child by any rule of the local patron.

17564. Of course; then it comes round to what you said before that, as far as the system is affirmative, it is the secular system?—As far as it is paid for by the State it is purely a secular system, and the State has no responsibility whatever for religion in the matter. I am now talking strictly of the non-vested system; it may be that in the vested system another principle comes into operation.

17565. As to religion then the State so far interferes as to protect the minority from any interference with their religion?—Yes, while securing them the benefits of secular instruction.

17566. We have done with secular instruction for the present?—I cannot admit that the State does anything at all but protect the child, in accordance with its fundamental principle, against the zeal of the patrons, while availing itself of the education provided by the State.

17567. Exactly: it shuts the mouth of the teacher on religious subjects?—I don't know that it is a fair thing to say, that it shuts his mouth.

17568. With regard to the minority, does it not?—"Shuts his mouth!" I believe under the new rule it says that the teacher, if of a different denomination, shall not teach a child religion. I believe that is the new rule.

17569. Exactly: does not that shut his mouth on the subject of religion?—Of course you may say it shuts his mouth, because it does not allow him to teach religion to a child not of his own creed; but the expression "shuts his mouth," is hardly a fair one.

17570. Then, as to the religious teaching of the minority, it is merely a negative system?—As far as regards the action of the State, do you mean?

17571. Exactly?—In my opinion it is so not merely with regard to the minority; it is equally so with regard to the majority.

17572. Negative?—It is negative in reality with all as regards religion; there is no distinction between majority and minority. The State does not use its powers to teach religion to the majority any more than to the minority. It leaves the responsibility and the power of teaching the majority—if it happens to be a majority—it leaves that entirely to the local patron.

17573. The patron takes care to give religious instruction to his own majority, but he must not do so to the minority?—Yes; because——

17574. Of course, we all know the reason: then that, you think, comes under our Lord's rule, "Suffer little children to come unto me?"—I think the action of our Lord in appealing to grown-up people to suffer children to come to him, showed that he did not intend to make children learn things which their parents disapproved of. Perhaps that is not a good theological view to take of it—I should not have said it, only you asked me was it religious or not.

17575. I want to know the basis of the principle which is so strong in your mind that you would consider that, if backed by a majority in the English Parliament, you are justified in forcing it upon a large number of members of the Roman Catholic and the Established Churches in this country who are earnestly anxious, on religious grounds, for a different system, and who state that you are violating their consciences and compelling them to bring up their children in ignorance by reason of your rule. I wanted to know the foundation of what you call the principle which would induce you to inflict what they consider a persecution?—I have stated what it is, and my reason for it. I might add that it appears to me it is the only principle which can be considered fair in a country like this, which regards reasonably the rights of conscience. There are two ways of looking at the rights of conscience; there are not merely the rights of conscience of persons who have the teaching of children, there are also the rights of conscience of persons who may be living near a school and may wish their children to be educated in that school. Of course, if you look at it in one point of view, it is easy to make a strong case in favour of the educators, so to call them; but then it must not be forgotten that though they administer the system for which the Government pays, the Government itself, as the father of its children, has to consider what it does for the children, and what it professes to do, and must take care that the benefits which it professes to afford to all shall not be withheld from any because some persons say they have a conscientious feeling about teaching religion to every child in attendance, in case they became patrons or managers of State-paid schools.

17576. Have you ever considered the influence of a very great majority of Irish Roman Catholic children upon three or four Protestants amongst them, or *vice versa*, the influence of a school of sixty or eighty Protestants upon half a dozen Roman Catholics mixing amongst them altogether independent of the teacher's power?—I think this naturally exercises a considerable effect in favour of the religion of the majority of the children, but it is by no means as potent as many may suppose. I recollect when I was a boy attending school in a country district, and all the boys at this school were Protestants, with the exception of one, who afterwards became a priest. This never interfered, so far as I know, in the slightest degree with that boy's convictions, when he became a clergyman, while the fact that he was among us and joined daily in our studies and games had a good effect on me.

17577. Do I understand you to hold that the

secular instruction is the only part for which the State ought to be responsible?—Yes.

17578. Are you aware that in England the Roman Catholic schools, under the Committee of Council, are examined by the Inspectors solely as regards secular instruction?—I believe that to be so.

17579. Are you aware the Inspectors take no part whatever, and make no inquiries whatever, as to what religious instruction is or is not given in the school?—I am not aware, but I dare say it is so.

17580. Supposing such a system to work satisfactorily, as regards the Roman Catholics in England, do you see any impediment to such a system being established in this country?—I do. I think that system although it professes to recognises secular instruction only, would maintain a system of denominational schools in the country and thereby deprive of the advantages of secular instruction in the schools children of a different profession from the school managers whether Roman Catholic or Protestant.

17581. Are you aware that in England the Roman Catholics find no difficulty in adopting the conscience clause which is sanctioned by the Committee of Council, so that Protestants may come into those schools if they please?—I can only say I understand there is nothing more asked from them here than to adopt what is virtually a conscience clause, yet they won't submit to it here.

17582. Who won't submit to it here?—At least it is alleged so—that the Catholic body are discontented with it. In the non-vested system, as I understand it, there is no restriction whatever put on Catholics—Catholic teachers, clergy, or patrons—except a strict conscience clause enabling all children to take advantage of the secular instruction given in the school. As I understand the non-vested system it amounts to that, and only to that; and if that is so, if that is the system in England, all I say is they have the same here.

17583. Rev. Dr. *Wilson.*—Are you aware that the distinction is as between combined literary and moral instruction, and separate religious instruction?—I am aware of it.

17584. Then in the answers you gave to Master Brooke, had you reference to direct religious instruction only?—I meant such religious instruction as would offend the tenets of any body who has a right to object.

17585. Quite so. Are you so far acquainted with the books of the National Board as to be aware of the fact that the history of Redemption, for instance, as brought before us in the Old Testament Scriptures is set out to some extent in the books of the Board?—I have not read them for many years, but my impression is, there is a great deal of valuable religious instruction contained in them.

17586. Are you aware that the Ten Commandments, and "the General Lesson" on Love, are hung up on the walls of most National schools?—I am aware they can be hung up and referred to at any time, and I was told by one of the Inspectors under the Board that there was hardly any efficient school in Ireland in which the Ten Commandments were not hung up in the form printed by the Commissioners. A great deal has been said, and I have often heard arguments urged against the system, because a child could not be corrected on the authority of God's Word when doing things which were contrary to the moral law. I have always held that a child can be so corrected, even during the hours devoted to secular instruction; for, of course, the Ten Commandments, and also the General Lesson can be referred to by the teacher at any time during school hours.

17587. You conclude, then, that the two great principles of the moral law—love to God and love to man—which are contained in the lesson you have mentioned, can be referred to at any time by the teacher?—Yes.

17588. And you conceive that the Ten Commandments which are also hung up before the eyes of the children may be referred to at any time?—Yes, and I am sure that if the great body of Christians in Ireland would only use as much zeal and talent in endeavouring to improve this country and its people, and in endeavouring to get as much good as they possibly could out of the system, as unfortunately all of us, I fear, are too prone to use in disagreeing, an enormous amount of civilization, both civil and religious, would in a very short time be spread throughout Ireland.

17589. Are you aware of the fact that at the time of the establishment of the National Board of Education there was a large number of schools under different religious denominations, Episcopalian, Catholic, and Presbyterian, which formed the beginning of the non-vested system?—Yes, so I understand from the reports of the Commissioners.

17590. And with reference to any changes previous to 1840, would your own opinion be in any way modified if you learned that the following memorandum of February, 1840, exists. I refer to the minutes of the National Board of Education where there were present the Most Rev. Dr. Murray, the Right Hon. Mr. Blake, and Mr. Corballis, Roman Catholic Commissioners, and in reference to which it is stated:—

"February 13th, 1840.—At a Conference between the Commissioners and the gentlemen of the Synod of Ulster, in presence of the Lord Lieutenant, it was *neither proposed* nor *hinted at* that there should be *any change* in the Rules of the Board.

* * * * *

"It may be observed that the practice as to religious instruction in the school (referring to the school for which application for aid was made) is in substance, *mutatis mutandis*, similar to that in many schools under the direction of Roman Catholics."

17591. With that fact embodied in the minutes of the Board should you modify your opinions in any way?—Well, I think it was never clearly brought out in the rules of the Board until that application, on which a large number of schools were put in connexion with the Board, that people had a right to exclude other clergy or persons from giving religious instruction in the schools. I say as I said before, I find in the rules of 1842 there is a distinct reference in capital letters to the right of all children not of the religion of the patron to an opportunity for religious instruction "elsewhere."

17592. Did you ever see this memorandum to which I refer?—I have not; I am not sure that I have quite followed everything in it while you read it to me. I ought to observe, with reference to the opinion I have entertained on this matter, that it appears that in one of the reports of the Commissioners (that for the year 1839, section 26), they say, "It may be proper to add that, before granting aid towards the building of a school, we have, ever since the appointment of our District Superintendents in 1838, required them to ascertain whether any arrangement had been made for giving religious instruction *in the school* should it be established; but we have never required this information from them before granting aid, by way of salary or of books, to schools already in existence. In the former case we have to act *a priori*, consequently to guard against contingencies." That may mean that where they gave a grant for a school they would make it a condition that there should be liberty to give religious instruction in the school. I am not sure whether that is so or not; it appears to me to be ambiguous. I asked Dr. Newell about it, and he told me he was not quite sure upon the subject—it is merely interesting as a historical question.

17593. [Memorandum read again].—Is not that an acknowledgment that the practice previously existed?—Well, I think it was a favour; but if anything were done by this explanation, it was done equally for all, and was not a concession to Presbyterians. It was a simple embodiment, perhaps, more clearly than before, of a rule which the Commissioners believed was no violation of the fundamental principle of the Board; and though I believe the non-vested system is in some respects radically different from the vested system, I believe it is not inconsistent with the fundamental principle of the Board.

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17594. Mr. *Sullivan.*—May I ask you to define your idea of a minority? How many persons do you think necessary to constitute a minority?—One less in a million, say, constitutes a minority.

17595. After the statement made with regard to the amount of Christianity taught in National schools, do you mean to say the non-Christian minorities in these countries would be protected by the present system?—I beg your pardon, I do not understand the question.

17596. After the statement—or the admission, if you like—which you have made as to the amount of Christianity which permeates the books of the Board, from the General Lesson down, I want to know from you whether the non-Christian is protected by the present system?—Well, I think it very likely a non-Christian—if you mean by that term a person who is an infidel—I think, probably, he would not consider it necessary to be protected.

17597. But suppose he did?—Suppose he did, he might submit his own books to the Commissioners; and, if they were in accordance with the principles of the system, he would be allowed to use them.

17598. Are you aware the General Lesson and the Ten Commandments are not part of the books, but of the general fittings of the schools?—Yes, and no doubt, under the rules, it would be the duty of the teacher to inculcate the General Lesson; but I am not quite sure whether—as it merely embodies a moral law, which, I presume, is common to all, Christians and non-Christians—there would be any objection on the part, even of an infidel, to teaching it.

17599. But suppose he did object?—He must conform to the rules of the system.

17600. What is the difference between that and the English system, where all the principles of a particular religion are carried out under a strong conscience clause?—I would not require anything more in this country than that in every school in the country there should be a strong conscience clause. I understand that the non-vested system is nothing but a system of religious schools with a strong conscience clause.

17601. On the principle you have been arguing on, the necessity of protecting minorities, does it not appear a logical conclusion to come to, that a minority of one, who may be a non-Christian, has as good a right to protection as a minority of any denomination of Christians?—I think, abstractedly speaking, he has no right to be taught anything except combined literary and moral instruction, and separate religious instruction on the basis stated in the first rule.

17602. Then would you be prepared to exclude from the present books of the National Board every allusion to the Christian religion on that principle?—That is a matter which it is time enough to answer when it is necessary to consider the case.

17603. But is not that a logical conclusion to come to—that that ought to be done in order to protect such minorities?—Well, if you were anxious to carry out absolutely the principle of the Board to protect one infidel against any possible reference to what he might regard as mere historical Christianity, and probably as no interference with his belief—because, as I understand it, the religious information in the books of the Board is very much a historical thing which can hardly be considered an inculcation of religion—even this General Lesson tells——

17604. But suppose he objects to it?—Oh, except it is a reasonable objection you are not bound to yield to it. You must always, in every case of objection, draw the line between reasonable and unreasonable objections. You are not to admit an objection merely because it happens to be made.

17605. Who is to be the judge, whether it is a reasonable or unreasonable objection—if a parent says this is tampering with the religious belief of his children, inculcating doctrines that he wishes them by all means to avoid, are you not interfering with his right?—Inculcating doctrines? I have no doubt whatever you would be prevented from inculcating doctrines on the child of an infidel—if he goes into a National school—to which his father objected. I can only refer you to the rule of the Board.

17606. Bearing in mind your own answer in reply to Dr. Wilson, that the whole scheme of Christian redemption is laid down in the books of the Board, would not that be reasonably objectionable to a Jew or any other non-Christian?—I don't think it would; it is merely a historical statement—I don't think that I, as a Protestant, should object, if a fair and proper account of the Catholic system of religion was laid down in the books of the Board. I should not consider that as inculcating the Catholic religion on the children.

17607. Rev. Dr. *Wilson.*—Do you not consider that the history of redemption is itself set forth in the history of the Israelites, as given in the Old Testament?—Well, I suppose I ought to say that it is understanding it in the way I would myself understand it, but I should not like to say a child would so understand it—that is the only hesitation I have in answering the question.

17608. Is not the Old Testament, including the Ten Commandments, recoguised by the Jew?—Yes.

[Adjourned.]